



SMITH COLLEGE

2015•16
Catalog

SMITH COLLEGE BULLETIN

2015-16 CATALOG

Smith College
Northampton, Massachusetts 01063
413-584-2700

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Inquiries and Visits

Visitors are always welcome at the college. Student guides are available for tours of the campus Monday through Friday and some Saturdays. Please visit www.smith.edu/admission/visitcampus for more information. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 5, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. You may be able to make appointments to meet with office staff at other times. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, email or appointment.

Admission

Audrey Smith, Vice President for Enrollment
Debra Shaver, Dean of Admission
7 College Lane, 413-585-2500; 800-383-3232

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

Financial Aid, Campus Jobs and Billing for Undergraduates

David Belanger, Director of Student Financial Services; College Hall, 413-585-2530; email: sfs@smith.edu

Academic Standing

Donna Lisker, Dean of the College and Vice President for Campus Life; College Hall, 413-585-4900

Jane Stangl, Dean of the First-Year Class; College Hall, 413-585-4910

Calvin McFadden, Dean of the Sophomore Class and Ada Comstock Scholars; College Hall, 413-585-4930

Frazer D. Ward, Ph.D. Dean of the Junior Class, 413-585-4930

Margaret Bruzelius, Associate Dean of the College and Dean of the Senior Class; College Hall, 413-585-4920

Alumnae Association

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

Career Planning and Alumnae References

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

College Relations

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

Development

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

Disability Services

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

Graduate and Special Programs

Danielle Carr Ramdath, Associate Dean of the Faculty and Director of Graduate Study; College Hall, 413-585-3000

Medical Services and Student Health

Leslie R. Jaffe, College Physician and Director of Health Services; Schacht Center for Health and Wellness, 413-585-2800

Religious and Spiritual Life

Jennifer Walters, Dean of Religious Life and Associate Dean of the College; Helen Hills Chapel, 413-585-2750

School for Social Work

Marianne Yoshioka, Dean; Lilly Hall, 413-585-7950

Student Affairs

Julianne Ohotnicky, Dean of Students; College Hall, 413-585-4940

Transcripts and Records

Gretchen Herring, Registrar, College Hall, 413-585-2550

How to Get to Smith

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through four sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak provides north-south train service to Northampton once a day. East-west service runs through Springfield, Massachusetts, which is 20 miles south of Northampton. From the Springfield train station, you can reach Northampton by changing trains, or by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

For maps and directions, please visit our website, www.smith.edu/map.

Academic Calendar 2015–16

Fall Semester 2015

Wednesday, September 2
Central check-in for entering students

Wednesday, September 2–Monday, September 7
Orientation for entering students

Monday, September 7, 7 p.m.
Opening Convocation

Tuesday, September 8, 8 a.m.
Classes begin

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

Saturday, October 10–Tuesday, October 13
Autumn recess

Friday, October 23–Sunday, October 25
Family Weekend

Tuesday, November 3
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 9–Friday, November 20
Advising and course registration for the second semester

Wednesday, November 25–Sunday, November 29
Thanksgiving recess (houses close at 10 a.m. on November 25 and open at 1 p.m. on November 29)

Tuesday, December 15
Last day of classes

Wednesday, December 16–Friday, December 18
Pre-examination study period

Saturday, December 19–Tuesday, December 22
Examinations

Wednesday, December 23–Saturday, January 2
Winter recess (houses close at 10 a.m. on December 23 and open at 1 p.m. on January 3)

Interterm 2016

Monday, January 4–Friday, January 22

Spring Semester 2016

Thursday, January 21–Saturday, January 23
Orientation for entering students

Monday, January 25, 8 a.m.
Classes begin

Wednesday, February 17
Rally Day—All classes are canceled.

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

Monday, April 4–Friday, April 15
Advising and course registration for the first semester of 2016–17

Friday, April 29
Last day of classes

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

Tuesday, May 3–Friday, May 6
Final examinations

Saturday, May 7
Houses close for all students except '16 graduates, Commencement workers and those with Five College finals.

Sunday, May 15
Commencement

Monday, May 16
All houses close at noon.

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

Smith College Mission and History

Mission

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

Values

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

History of Smith College

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

Smith began in the 19th century in the mind and conscience of a New England woman. In her will, Sophia Smith articulated her vision of a liberal arts college for women, with the purpose that "women's 'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged." Through its commitment to academic excellence and its active engagement with the issues of our time, Smith remains faithful to its founder's ideals.

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

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

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

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

In the fall of 1875, Smith College opened with 14 students and six faculty members under the presidency of Laenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dom-

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

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-resourced undergraduate libraries in the country.

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

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

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

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and

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

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

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

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

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

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

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

question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college—to provide the best possible education for women.

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

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

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

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

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

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith's 10th president in that year, leading the institution through the economic downturn of that year and the global financial crisis of 2008. Christ's administration was characterized by an energetic program of outreach, innovation and long-range planning—including financial and capital planning—to position Smith for optimal success in a changing higher education landscape. She launched a review, conducted by members of the Smith faculty and outside

scholars, to determine the distinctive intellectual traditions of the Smith curriculum and areas on which to build. Issued in 2007, *The Smith Design for Learning: A Plan to Reimagine a Liberal Arts Education* builds upon Smith's history of pedagogical innovation, identifying priority areas—among them, global studies, environmental sustainability, and community engagement—for significant investment over the coming decade.

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

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

Smith's 11th president, Kathy McCartney, took office following Christ's retirement in 2013. McCartney, former dean of the Harvard Graduate School of Education, is an internationally recognized authority on child development and early education. The first in her family to go to college, she graduated from Tufts with a degree in psychology, later earning her master's and doctorate from Yale. During her tenure at HGSE, she led a 25 percent growth in the faculty, doubled the school's financial aid for master's students and dramatically increased fellowship support for doctoral students.

Since assuming the presidency in July 2013, McCartney has focused on

outreach to the Smith community, as well as on raising Smith's visibility on issues important to women around the world. She has launched important conversations on college access and affordability, campus discourse, design thinking and the liberal arts, women in STEM and the capacities students need to succeed and lead. She has forged educational partnerships with leading organizations, including the Tuck School of Business at Dartmouth College, edX and MassMutual. Under her leadership Smith has engaged noted architectural designer Maya Lin to re-envision its historic Neilson Library in the context of its renowned Frederick Law Olmsted campus.

In one of her first addresses to the Smith community, McCartney celebrated the college's long tradition of providing access to a Smith education to any talented and ambitious young woman who seeks it. "We must remain committed to recruiting and supporting students regardless of the resources their secondary schools could offer, regardless of their family's circumstances and regardless of society's low expectations for some," she said. "Education for women and girls is the human rights issue of our time."

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

Accreditation

Smith College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process.

The William Allan Neilson Chair of Research

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

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

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

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

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

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

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

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

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

Edgar Wind, Ph.D.; Art, 1944–48

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

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

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

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

Alfred Kazin, M.A.; English, 1954–55

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

June Nash, Ph.D.; Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.; Women's Studies and Jewish Studies, second semester, 1996–97

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

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

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

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

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

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

Nuala Ni Dhombnaill; Comparative Literature, first semester, 2002–03

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

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

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

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

János Pach, Ph.D.; Mathematics and Statistics, first semester, 2008–09

Randolph Hester, M.L.A.; Landscape Studies, second semester, 2009–10

Wayne Meeks, Ph.D.; Religion, first semester, 2010–11

Melinda Wagner; Music, second semester, 2011–12

Evelyn Fox Keller, Ph.D.; Mathematics and Statistics, Biomathematics, and the Study of Women and Gender, second semester, 2011–12

Patricia Williams, J.D.; Philosophy, second semester, 2012–13

Christine Holmlund, Ph.D.; Film Studies, second semester, 2013–14

Sahar Amer, Ph.D.; French Studies, second semester, 2014–15

The Ruth and Clarence Kennedy Professorship in Renaissance Studies

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

Charles Mitchell, M.A.; Art, 1974–75

Felix Gilbert, Ph.D.; History, 1975–76

Giuseppe Billanovich, *Dottore di Letteratura Italiana*; Italian Humanism, second semester, 1976–77

Jean J. Seznec, *Docteur ès Lettres*; French, second semester, 1977–78

Hans R. Guggisberg, D.Phil.; History, first semester, 1980–81

Alistair Crombie, Ph.D.; History of Science, second semester, 1981–82

John Coolidge, Ph.D.; Art, second semester, 1982–83

Howard Mayer Brown, Ph.D.; Music, first semester, 1983–84

Hendrik W. van Os, Ph.D.; Art, first semester, 1987–88

George Kubler, Ph.D.; Art, second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.; Art, second semester, 1991–92

Diane De Grazia, Ph.D.; Art, second semester, 1993–94

Larry Silver, Ph.D.; Art, first semester, 1994–95

Andrée Hayum, Ph.D.; Art, second semester, 1994–95

Mark P. O. Morford, Ph.D.; Classical Languages and Literatures, 1995–96

Kenneth R. Stow, Ph.D.; Jewish Studies, 1996–97

AnnaMaria Petrioli Tofani, *Dottore in Lettere*; Art and Italian Language and Literature, first semester, 1997–98

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Suzanne Folds McCullagh, Ph.D.; Art, first semester, 2012–13

William John Torrance Kirby, D.Phil.; Religion, first semester, 2013–14

Helen Hills, D.Phil.; Art, first semester, 2014–15

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing "the discipline and furniture of the mind: expanding its powers, and storing it with knowledge," to which was added, "The former of these is, perhaps, the more important of the two." At many liberal arts colleges today this ideal is understood as implying both breadth and depth in each student's course of studies, as well as the acquisition of crucial skills in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it "is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it."

In the spirit of "individual liberty [and] largeness of opportunity" Smith College has since 1970 had no distribution requirements for graduation. In the interest of "discipline" each student must complete a major, to give depth to her studies, while to guarantee breadth she must take at least 64 credits outside the department or program of her major. As for "system," the college assigns each beginning student a faculty member as academic adviser; each student later chooses a major adviser. Students, in consultation with their advisers, are expected to select a curriculum that has both breadth and depth, engages with cultures other than their own, and develops critical skills in writing, public speaking, and quantitative reasoning.

The Smith faculty strongly recommends that students "pursue studies in the seven major fields of knowledge" listed below. Completion of a course in each of these areas is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas. Students who complete a course in each area will receive Liberal Arts Commendation and this will be noted on their transcripts.

The Curriculum

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

1. Literature, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
2. Historical studies, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
3. Social science, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
4. Natural science, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;

5. Mathematics and analytic philosophy, because they foster an understanding of the nature and use of formal, rational thought;
6. The arts, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
7. A foreign language, because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

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

Curricular Expectations and Requirements

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

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

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

The Writing Requirement

Each first-year student is required, during her first or second semester at Smith, to complete with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. Effective Spring 2012, Ada Comstock Scholars and transfer students will also be required to complete at least one writing-intensive course, with a grade of C- or higher, during their first two semesters at Smith. The WI requirement can be satisfied before matriculation based on transcript

review by the registrar, in conjunction with the writing committee. Writing intensive courses will devote a significant amount of class time to teaching students to write with precision, clarity, economy and some degree of elegance. That is to say,

1. to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions and a purpose clear to the intended audience;
2. to support an argument and to enrich an explanation with evidence;
3. when appropriate, to identify and to evaluate suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of Internet resources;
4. to incorporate the work of others (by quotation, summary or paraphrase) concisely, effectively and with attention to the models of citation of the various disciplines and with respect for academic integrity;
5. to compose paragraphs that are unified and coherent;
6. to edit work until it is orderly, clear and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).

For the bachelor of arts degree, there are no further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least 64 credits outside the department or program of her major. The curricular requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering. Furthermore, students who wish to become eligible for Latin Honors at graduation or who wish to have Liberal Arts Commendation indicated on their transcripts must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed previously. Each student has the freedom and responsibility to choose, with the help of her academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

Social Justice Courses

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

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

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

The Major

A student's program requires a minimum of 36 credits in a departmental or interdepartmental major. For the bachelor of arts degree, one-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. The sole exception to the 64-credit rule is that in the case of a major requiring study of two foreign languages taught within a single department

or program, no fewer than 56 credits shall be taken outside the department or program of the major. The requirements for each major are described at the end of the course listings for each major department and program. Normally, cross-listed and dual-prefixed courses are also considered to be inside the major.

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

Major programs are offered by the following departments:

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

Interdepartmental majors are offered in the following areas:

American Studies	Latin American and Latino/a Studies
Biochemistry	Medieval Studies
Comparative Literature	Neuroscience
East Asian Studies	Russian, East European and Eurasian Studies
Environmental Science and Policy	Russian Language and Literature
Film Studies	Study of Women and Gender
Jewish Studies	

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

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

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

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments. The minor may not be in the same department or program as the student's major. No more than two courses may be counted for both the major and the minor.

Concentrations

A concentration gives students a way to organize a combination of intellectual and practical experiences, such as internships and service learning, around an area of interest. Students apply to concentrations and when selected they receive focused advising to help them design a program in their area of interest.

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

The college currently offers the following concentrations: the **archives** concentration connects students with the Sophia Smith Collection, the College Archives and other archives and is designed to make our histories public through research projects and professional training; **biomathematical sciences** allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience; **book studies** connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftspeople; the **buddhist studies** concentration builds on unusual depth and strength in this area of study at Smith and in the region; the **community engagement and social change** concentration connects students to the Center for Community Collaboration and helps students expand their understanding of local, national and global issues that affect communities and to develop the skills and values necessary to collaborate with communities as citizens and leaders; **global financial institutions** connects students to the Center for Women and Financial Independence and provides a course of study that combines academic courses, research, and fieldwork to deepen knowledge of global financial markets; the **museums** concentration connects students to the Smith College Museum of Art and other museums and gives students a foundation in the history of museums and the critical issues they engage; the **poetry** concentration connects students to the Smith College Poetry Center and provides a course of study designed to allow students to pursue work on and about poetry through a range of experiences and courses; the **South Asia** concentration brings together areas of study to develop a sustained curricular and co-curricular focus on the region of South Asia; the **sustainable food and climate change** concentrations connect students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrate knowledge in support of environmental decisions and actions.

Other academic concentrations are under development.

Each concentration offers:

1. one or more gateway courses to introduce students to the major questions or methods that define the topic.
2. a number of courses at Smith or in the Five Colleges related to the topic from which students choose four or five, with the help of her adviser;
3. internships or service learning experiences that satisfy a requirement to complete two practical learning experiences; and
4. a Capstone experience such as a seminar or a guided independent project that culminates in a public presentation, usually at Collaborations in the spring.

Student-Designed Interdepartmental Majors and Minors

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

be the integrating project. Examples of self-designed majors include linguistics, exercise science and logic.

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

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

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all advisers representing the areas of study central to the major and written recommendations signed by the chairs indicating approval of the departments or programs in the major.

Information about student-designed interdepartmental majors and minors is available from the dean of the senior class.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs require that the student earn a grade of B or above in all courses counting for the certificate and many require students to demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Liberal Arts and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a liberal arts adviser to each first-year student. This faculty member will continue to advise her until she chooses a major. The names of major advisers appear after each department's course listings.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs. It is the joint responsibility of both student and adviser to plan a course program that will lead to successful completion of all degree requirements.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a minor will have the guidance of a faculty adviser who represents the discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the faculty listed in the Engineering About section.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Lazarus Center for Career Development, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Please contact the Lazarus Center for Career Development for the names of faculty and staff members who are members of this group.

Premedical and Prehealth Professions Advising

Students who wish to prepare for careers in the health professions have special advising needs. They may major in any subject, provided their program includes courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 110 for important information.

Prelaw Advising

Law schools accept students from any major; there is no prelaw curriculum. Students interested in pursuing a law degree are encouraged to pick up or print off a copy of the Lazarus Center for Career Development handout on "Law School," and bring their questions to the prelaw adviser (Daryl Gehman, in Drew Hall).

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year should file her acceleration proposal by the end of the first year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation, Interterm and summer school credits. Consult the Academic Rules and Procedures section

for maximum credit limits in each category. Students whose acceleration plans include courses to be taken during interterm should be aware that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of the undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows nontraditional students to complete a bachelor's degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, orientation programs, peer advising, a center for the exclusive use of participants in the program and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted as a traditional first-year or transfer student normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

For more information about the Ada Comstock Scholars Program, contact the Office of Admission at (413) 585-2523; e-mail, admission@smith.edu; or fax (413) 585-2527.

Community Auditing: Nonmatriculated Students

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

Five College Interchange

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

Departmental Honors Program

The Departmental Honors Program is for qualified students who want to study a particular topic or undertake research that results in a significant thesis or project within their major department or program during the senior year. Interested students should consult the director of honors in the major department or program about application criteria, procedures and deadlines. Students must have permission of the major department or program to enter the Departmental Honors Program. Information regarding the Departmental Honors Program may also be obtained from the dean of the senior class.

Independent Study Projects/Internships

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

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a summer or first-semester program. Information and applications for internships are available in the class deans' office. A maximum of 16 credits for independent study projects and internships combined is allowed.

Smith Scholars Program

The Smith Scholars Program is designed for highly motivated and talented students who want to spend two to four semesters working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 15 and April 15 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a group of related papers, an original piece of work, such as a play, or some combination of these.

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

Study Abroad Programs

Smith College offers a wide variety of study abroad opportunities, from Smith's own programs in Western Europe to Smith consortial and other approved programs all over the world. For the Smith programs in Florence, Hamburg, Geneva and Paris, an online program application must be filed by February 2 in the Office for International Study. For all other study-abroad programs, students must submit an online study-abroad credit application by February 16

for fall, full year or spring semester study. Students should contact the Office for International Study for information on deadlines and procedures since some spring semester programs allow for a later application deadline. www.smith.edu/studyabroad.

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

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

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

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

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

Smith College Study Abroad Programs

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

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

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

Applications for Smith programs are reviewed by a selection committee. The selection process is competitive. Participants are selected from both Smith College and other colleges. Applications for the fall or yearlong Smith College programs, including recommendations, are due in the Office for International Study by February 2. Applications for spring semester programs in Hamburg and Geneva are accepted on a rolling admission basis beginning February 2 with final deadlines of May 4 for Geneva and October 19 for Hamburg.

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

Florence

The year in Florence begins with three weeks of intensive study in Italian language and culture, history and art history. Students take courses offered

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

Geneva

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

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

A. Geneva International Internship Semester.

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

B. University Studies in French or English.

Enroll in four or five Smith Center and university courses each semester, including French language. Part-time internship optional. Available spring or academic year. Requires 3.0 GPA. Two years of college-level French required for the full year. One year of college-level French required for spring.

Hamburg

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

The program offers a one-semester study option in the spring semester for students with one to two years of college German who may select courses in English or German, including German language.

Paris

The program in France begins with a two-week orientation devoted to intensive language study, supplemented by courses, lectures and excursions. In mid-September, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued at the Université de Paris; for example, art history at the Institut d'Art et d'Archéologie; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV); natural sciences at Paris VII; political science at Institut d'Études Politiques; and architecture at L'École Normale Supérieure d'Architecture—Val de Seine. Uni-

versity courses may be supported with tutorials. Courses and seminars are also arranged exclusively for Smith students and offered at the Smith Center. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

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

Smith Consortial and Approved Study Abroad Programs

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

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

Associated Kyoto Program (AKP)

Smith is one of the 15 institutional sponsors of the semester or yearlong AKP program in Japan. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

Programa de Estudios Hispánicos in Córdoba (PRESCO)

Smith is one of three sponsors of the semester or yearlong program in Córdoba, Spain, and conducts the selection process for Smith applicants. Interested students should consult faculty in the Department of Spanish and Portuguese.

South India Term Abroad (SITA)

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

Associated Colleges in China (ACC)

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

Intercollegiate Center for Classical Studies in Rome (ICCS)

This program in Rome, Italy, was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100 and includes Smith. Interested students should consult with Justina Gregory, Sophia Smith Professor of Classical Languages and Literatures.

Off-Campus Study Programs in the U.S.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail in the government major. Students participating in this program are not considered to be in residence at Smith College.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C., during the fall semester. Under the supervision of outstanding scholars, qualified students may work with some of the finest collections of materials relating to the development of culture in America. The program is described in detail under the American studies major and their website.

Twelve College Exchange Program

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

A limited pool of financial aid is available for students studying in the Twelve College Exchange.

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

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

Princeton-Smith Engineering Exchange

An exchange program between Princeton University and Smith College permits students from Smith's Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. 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 her academic adviser. Applications must be submitted to the engineering program during the sophomore year on the same schedule as applications for study abroad.

The Campus and Campus Life

Introduction

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

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

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 130 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of more than 1.6 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival those of large universities. The Smith libraries are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. The libraries maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries worldwide through our interlibrary loan service. The libraries' website (www.smith.edu/libraries) links students to the Five College Library catalog, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, to eBooks and eJournals and to research tools and help.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases nearly 45,000 printed books in all subjects from the 15th through

20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. Home to the book studies concentration, the Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

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

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

Neilson Library hours (Academic Year)

Monday–Thursday	7:30 a.m.–1 a.m.
Friday	7:30 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	10 a.m.–1 a.m.

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

Clark Science Center

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

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

The educational mission of the Clark Science Center's departments and programs is supported by an administrative office, stockroom, Center for Design and Fabrication, environmental health and safety services, science diversity programming and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 163,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet.

Young Science Library hours (Academic Year)

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

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

Botanic Garden

The mission of the Botanic Garden of Smith College is to foster education about the science, beauty and importance of the plant kingdom through the use of outdoor and conservatory plant collections, gardens, displays and exhibitions, and to preserve and maintain the historic Olmsted campus landscape. Today the Botanic Garden serves as a living museum of plants native to New England and areas all around the globe. Our goals are education, research, display and conservation. The garden encompasses the Lyman Conservatory, the campus arboretum and a variety of specialty gardens, including the Rock Garden, Systematics Garden, Capen Garden and the Mary Maples Dunn Hillside Garden. The outdoor gardens and greenhouses are open to the public.

The plant collections consist of approximately 1,200 taxa of woody trees and shrubs, 2,200 taxa of hardy herbaceous plants and 3,200 taxa of tender plants in the Lyman Conservatory for a total of 6,600 taxa, with approximately 9,000 plants. Twice a year spectacular flower shows are on display in the Conservatory. The resources of the Botanic Garden are used by a variety of classes across the curriculum.

Lyman Plant House and Conservatory Hours

(note: hours change during flower shows)

8:30 a.m. – 4 p.m. daily, seven days a week (closed some major holidays)

For more information about hours, events and collections go to www.smith.edu/garden

Brown Fine Arts Center

The Brown Fine Arts Center houses Smith's Museum of Art, art department and art library. Hillyer Hall, home of the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, design, sculpture, print-making and photography are supplemented by dark-room facilities, faculty offices and classrooms.

Hillyer Art Library houses collections of more than 125,000 volumes, 180 current periodicals and a broad range of bibliographic databases and full-text digital resources. The art library facilities provide a variety of spaces for individual and group study with power and data connectivity available at all seats.

Hillyer Art Library hours

Monday–Thursday	9 a.m.–11 p.m.
Friday	9 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays. See www.smith.edu/libraries/hours/ for current hours.

Smith College Museum of Art

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

Museum hours

Tuesday–Saturday	10 a.m.–4 p.m.
Sunday	noon–4 p.m.
Second Fridays	10 a.m.–8 p.m. (4–8 p.m. free to all)

Closed Mondays and most major holidays.

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 106,000 books and scores, 3,000 video recordings and 60,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in Sweeney Concert Hall, the gracious 650-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Sunday	1–10 p.m.
Monday–Thursday	10 a.m.–10 p.m.
Friday	10 a.m.–5 p.m.

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

Poetry Center

Located on the first floor of Wright Hall, the Poetry Center is a bright, serene reading room, with a library that includes signed copies of books by all the poets who have visited Smith since 1997. It also features a display of fine letterpress broadsides of poems by visiting poets with original illustrations by Barry Moser. While the room mainly provides a space in which to read, write and meditate, it can also be reserved for poetry-related events by Smith faculty, academic departments and administrative offices.

Reading room hours

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

Wright Hall

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

Information Technology Services

Information Technology Services' academic facilities span the campus, with computing labs in several buildings and a campuswide fiber-optic network allowing internet access from all buildings and residential houses. The Technology Learning Commons, a staffed computer center is located on the lower level of Seelye Hall; the Center for Media Production, dedicated to video production and video conferencing, can be found in the Alumnae Gymnasium; and 24-hour computer labs are available in Washburn and King Houses. Resources, which

are continually renewed, include more than 500 Macintosh, Windows and Unix computers accessible to students for word processing, graphics, numerical and statistical analysis, computer programming, email and other applications. Moodle, the college's learning management system, provides students access to materials and resources for class assignments. There are no fees for the use of computers in the resource centers, but there is a small fee for printing. Smith students may need to be enrolled in a course to have access to some specialized computer facilities. Over 95 percent of students living in residential houses choose to bring a personal computer to campus and connect to the campus network and the Internet from their rooms. The Smith College Computer Store provides discounts to students who wish to purchase a computer, accessories and/or supplies. Information Technology Services recently upgraded the campus wireless network to provide ubiquitous coverage to all academic buildings and residential houses on campus, including access via wireless devices such as smartphones and tablets.

Office of Disability Services

Smith College is committed both philosophically and legally to assuring equal access to all college programs and services. The college pursues the goal of equal access through proactive institutional planning and barrier removal, as well as through the provision of reasonable and appropriate accommodations to students, staff and faculty with documented disabilities. The Office of Disability Services coordinates accommodations and facilitates the provision of services to students with documented disabilities. A student may voluntarily register with the Office of Disability Services by completing the disability identification form and providing documentation of her disabilities, after which proper accommodations will be determined and implemented by the college. For more information, see www.smith.edu/ods.

Jacobson Center for Writing, Teaching and Learning

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

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

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

Spinelli Center for Quantitative Learning

The Spinelli Center for Quantitative Learning, located on level two of Neilson Library, offers tutoring, provides space to study, and has computers with software for both the natural sciences and the social sciences.

Students can find support for working with quantitative material through both appointments and drop-in tutoring. For students who need individual help with mathematical material, the general quantitative tutors (Q-tutors) hold

drop-in hours during the day, and the quantitative skills counselor is available for appointments. The Spinelli Center employs students as master tutors in chemistry, economics, engineering, physics and statistics in the social sciences (government, psychology, sociology). The statistics counselor is available to support most of the statistics courses on campus, including all of the introductory courses, and to support seminars, projects and senior theses. The Spinelli Center also runs a series of review sessions each semester.

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

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

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

Athletic Facility Complex

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

The 6,500-plus square foot Olin Fitness Center features 40 pieces of aerobic machines, each with individual TV screens as well as 50-plus weight-lifting stations. The facilities of the sports complex are augmented by 30 acres of athletic fields. Field hockey and lacrosse teams play on a new artificial turf field with soccer, rugby and softball fields encircled by a 3/4-mile cinder jogging track. For the serious runner, Smith has a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 11 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers.

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

Monday–Thursday	6 a.m.–9 p.m.
Friday	6 a.m.–7 p.m.
Saturday–Sunday	9 a.m.–5 p.m.

Campus Center

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

Campus Center Hours

Monday–Thursday	7 a.m.–midnight
Friday	7 a.m.–2 a.m.
Saturday	9 a.m.–2 a.m.
Sunday	9 a.m.–midnight

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 34 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from contemporary to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. Smith provides many dining options and plenty of variety, including vegetarian and vegan meals. The 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, she may choose to eat at any of them. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars with children, two small cooperative houses and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.

The Athletics Program

A three-tier system of intercollegiate athletics, recreational activities and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. The broad-based athletic program invites students to participate on one of 12 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. Visit www.smith.edu/athletics/facilities for a current listing of activities and opportunities.

Directors

Kristin Hughes, M.S., Director of Athletics
Bonnie S. May, M.S., Associate Director of Athletics
Theresa E. Collins, M.S., Assistant Director of Athletics for Facilities and Recreation

Senior Coaches

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

Coaches

Jaime L. Ginsberg, M.S., Coach of Field Hockey
Lynn M. Hersey, M.S., Coach of Basketball

Jackie Kleinhans, B.S., Coach of Novice Crew
Kelly O'Connell, B.S., Coach of Softball
Ellen M. O'Neil, M.S.T., Coach of Cross Country
Mark Platts, M.B.A., Coach of Soccer
TBA, Coach of Lacrosse
TBA, Coach of Volleyball

Sports Medicine Staff

Deb Coutu, M.S., Athletic Trainer
Kelli Steele, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. The mission of the athletic program is to develop scholar-athletes who demonstrate positive self images, a sense of fair play and good citizenship, commitment and dedication to themselves and their team, enthusiasm for participation, leadership skills, improved skills, performance, fitness and team play. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's and Men's Athletic Conference (NEWMAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 2015–16, the college will field the following intercollegiate teams:

Basketball. Season: October 15–March. Practice hours: M T W Th F 4:30–6:30 p.m., *Lynn Hersey*

Crew. Season: September–October, February–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, *Karen Klinger*

Cross Country. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Ellen O'Neil*

Field Hockey. Season: September–November and April. Practice hours: M T W Th F 4:30–6:30 p.m., *Jaime Ginsberg*

Lacrosse. Season: September 15–October 15 and February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *TBA*

Equestrian. Season: September–November, February–May. Practice hours: To be arranged, *Suzanne Payne*

Soccer. Season: September–November and April. Practice hours: M T W Th F 4:30–6:30 p.m., *Mark Platts*

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

Swimming and Diving. Season: October–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., *Kim Bierwert*

Tennis. Season: September–October, February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Christine Davis*

Track and Field. Season: November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M W 4–6 p.m., T Th 5–7 p.m., and F 3:30–5:30 p.m., *Carla Coffey*

Volleyball. Season: September–November and April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *TBA*

Recreation and Club Sports

The focus of the recreation program is on regular, noncredit fitness activities as well as one-day special event competitions and house intramural competition. The fitness activities may include aerobic dance, kickboxing, weight lifting clinics, pilates, awesome abs, spinning and yoga. The 34 houses vie with friendly rivalry in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and Midnight Madness. Intramurals are sponsored in soccer, basketball, dodge ball and kickball. The club sports are a group of independent clubs under the guidance of the associate athletic director, Bonnie May. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 15 clubs: Alpine Skiing, Archery, Badminton, Cycling, Fencing, Futsal, Ice Hockey, Outing, Quidditch, Riding (dressage), Rugby, Spirit Squad, Squash, Synchronized Swimming and Ultimate Frisbee.

Smith Outdoors

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

Career Development

The Lazarus Center for Career Development provides and prepares students for careers in a changing economic and technical climate. Staff work with Smith women to help them develop the skills, knowledge, and global and personal foresights needed to navigate their professional careers, even when economic and personal circumstances change.

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

Praxis Summer Internship Funding Program

“Praxis: The Liberal Arts at Work,” administered through the Lazarus Center for Career Development, funds students to work at substantive, unpaid summer internships related to their academic and/or career interests. By offering financial support, the college acknowledges the importance of internships in helping students explore careers, observe the practical applications of their academic studies and gain work experience that enhances their marketability to employers and graduate schools. Since the majority of internships are unpaid, Praxis stipends are intended to make it financially possible for students to work at substantive summer internships. Praxis funding is a one-time opportunity of up to \$3,500. A student may use a Praxis stipend for an approved internship in the summer following her sophomore or junior year. Lazarus Center staff and resources offer guidance and assistance to students in locating opportunities that meet their individual interests. Each year approximately 400 students work at summer internships funded through Praxis.

Health Services

www.smith.edu/health

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

Health Services

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. Health Services offers a full array of exams and testing; nutrition counseling; routine physicals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation in addition to service provided at a nearby hospital.

Counseling Service

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation and medication. These services are strictly confidential. The Counseling Service is available to all students, free of charge. It is staffed by licensed mental health professionals and supervised graduate interns.

College Health Insurance

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students consider continuing their precollege health insurance. Failure to waive the college health plan will result in automatic enrollment in it.

The college maintains certain regulations in the interest of community health as outlined in the college handbook and expects all students to comply. Before arriving at the college, each student must complete her Health Pre-Admission Information Form and send it to the Health Services. It is important to note that Massachusetts law now mandates that students must get the required immunizations before registration. Students accepted for a Study Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

The college encourages student spiritual development and many expressions of religious faith on campus. The dean of religious life is responsible for overseeing the program, advising student religious organizations and promoting a spirit of mutual understanding, respect, and interfaith collaboration. Students gather to eat, pray, conduct religious rituals, meditate, discuss important issues and engage in voluntary community service. The college has relationships with local religious leaders who serve as advisers to student religious organizations and often provide opportunities for students to engage with the larger Northampton community. A multi-faith council of student leaders meets monthly to discuss the spiritual needs of students, plan joint activities and foster a campus climate of mutual respect. Information about events can be found at www.smith.edu/religiouslife.

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

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

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

The Student Body

Summary of Enrollment

Undergraduate Students

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Ada Comstock Scholars	Totals
Northampton area*	655	502	648	621	67	2,493
Not in residence	18	169	8	0	1	196
Five College course enrollments at Smith:						
First semester	345					
Second semester	525					

Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	79	15	6

Smith Students Studying in Off-campus Programs

	Florence	Geneva	Hamburg	Paris
Smith students	13	6	9	22
Guest students	0	5	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 2008 was 87 percent by May 2014. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students by Residence

United States

Alabama	1
Alaska	4
Arizona	28
Arkansas	1
California	259
Colorado	33
Connecticut	150
Delaware	3
District of Columbia	13
Florida	44
Georgia	15
Guam	1
Hawaii	3
Idaho	2
Illinois	41
Indiana	15
Iowa	8
Kansas	11
Kentucky	6
Louisiana	5
Maine	62
Maryland	52
Massachusetts*	539
Michigan	16
Minnesota	31
Mississippi	1
Missouri	2
Montana	2
Nebraska	1
Nevada	2
New Hampshire	37
New Jersey	114
New Mexico	12
New York	291
North Carolina	18
North Dakota	0
Ohio	28
Oklahoma	1
Oregon	36
Pennsylvania	71
Puerto Rico	0
Rhode Island	19
South Carolina	5
South Dakota	1
Tennessee	6
Texas	63
Utah	6
Vermont	44
Virgin Islands	0
Virginia	44
Washington	63
West Virginia	0
Wisconsin	9
Wyoming	1

Foreign Countries

Albania	1
Australia	1
Bangladesh	7
Bhutan	1
Bosnia-Herzegovina	2
Botswana	5
Canada	14
Colombia	1
Ecuador	1
Egypt	1
El Salvador	1
Ethiopia	1
France	11
Georgia	2
Germany	5
Ghana	6
Greece	4
Honduras	1
India	24
Indonesia	2
Italy	5
Jamaica	3
Japan	11
Jordan	4
Kenya	6
Kuwait	2
Lebanon	2
Malawi	3
Malaysia	5
Mexico	2
Mongolia	1
Myanmar	1
Nepal	5
Netherlands	2
New Zealand	1
Nigeria	4
Norway	1
Pakistan	8
Panama	2
Paraguay	1
People's Republic of China	163
Philippines	2
Republic of Korea (South)	37
Republic of Singapore	13
Russia	2
Rwanda	3
Saudi Arabia	2
Senegal	1
South Africa	2
Spain	2
Sri Lanka	4
Sweden	1
Switzerland	3
Taiwan	7

Thailand	2
Trinidad and Tobago	2
Tunisia	2
Turkey	2
Uganda	1
United Arab Emirates	2
United Kingdom	5
United Republic of Tanzania	2
Vietnam	7
West Bank	1
Yemen	1
Zambia	1
Zimbabwe	7

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

Majors

	Class of 2015 (Seniors)	(Honors)	Class of 2016	Ada Comstock Scholars	Totals
Psychology	68	6	79	5	158
Economics	82	1	58		141
Government	56	4	57	1	118
Art: Studio	19	4	18	1	42
Art: History	20	1	16	1	38
Art: Architecture & Urbanism	8	0	7		15
Biological Sciences	31	15	39	2	87
English Language & Literature	26	2	37	5	70
Sociology	35	2	29	3	69
Engineering Science	17	0	37		54
Engineering Arts	6	0	2	1	9
Neuroscience	23	6	26		55
Chemistry	14	9	26		49
History	17	3	25	1	46
Education & Child Study	24	0	17	3	44
Study of Women and Gender	15	0	27	2	44
Anthropology	16	0	26		42
Mathematics	19	1	20	1	41
Spanish	13	0	12	2	27
Portuguese-Brazilian Studies	3	1	8		12
American Studies	15	2	16	5	38
Biochemistry	14	7	14		35
Environmental Science & Policy	19	0	13	3	35
Computer Science	16	1	19		36
Geosciences	8	3	15	1	27
East Asian Studies	10	0	16		26
Theatre	13	1	12		26
French Studies	14	0	8		22
Philosophy	8	2	7	1	18
Latin American Studies	6	1	8	2	17
Comparative Literature	9	1	6		16
Italian Studies	5	0	5		10
Italian Language & Literature	0	2	3		5
Africana Studies	5	0	9		14
Dance	7	0	7		14
Religion	7	0	6	1	14
Classics	5	2	2		9
Classical Studies	3	0	1		4
Film Studies	5	1	6	1	13
German Studies	8	0	5		13
Music	4	1	7		12
East Asian Languages & Culture	10	0	1		11
Astronomy	3	1	3		7
Medieval Studies	3	1	2		6
Physics	2	2	2		6
Linguistics	4	0	1		5
Jewish Studies	3	0	1		4
Liberal Studies	3	0	1		4
Russian Literature	2	0			2
Russian Civilization	0	0	1		1
Cognitive Science	0	1	1		2
Exercise Science	1	0			1
Middle Eastern Studies	1	0			1

Recognition for Academic Achievement

Academic Achievements

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

Latin Honors

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

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

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later). Course listings in this catalog indicate in curly brackets which area(s) of knowledge a given course covers.

Please note that one year of an introductory language course or one course at a higher level satisfies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level in the English department, the comparative literature program or in classics in translation) to satisfy the "foreign language" part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Nonnative speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language. Eligibility for Latin Honors may be affected by the decisions of the Honor Board.

Departmental Honors

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

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation "Honors," "High Honors" or "Highest Honors" in the student's major subject.

The Dean's List

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

Society of the Sigma Xi

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

Phi Beta Kappa

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

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

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

Psi Chi

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

Prizes and Awards

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

The **Margaret Collins Stoop Adesso Prize** for the best new choral work composed by a Smith student

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

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

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

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

The **American Chemical Society/Division of Organic Chemistry Award in Organic Chemistry**

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

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

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

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

The **Elizabeth Babcock Poetry Prize** for the best group of poems

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class

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

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

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

The **Samuel Bowles Prize** for the best paper in economics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The **GRC Press Introductory Chemistry Achievement Award** in introductory chemistry

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

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

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

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

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

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

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

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

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

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

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

The **Heidi Fiore Prize** to a senior student of singing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The **Barbara Jordan Award** to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–96)

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

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

The **Florence Corliss Lamont Prize**, awarded for work in philosophy

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

The **Phyllis Williams Lehmann Travel Award** to a graduating senior majoring in art, with preference given to students interested in studying art history, especially classical art, at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Smith Program Abroad in Paris

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

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

The **Emogene Mahony Memorial Prize** for proficiency at the organ

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

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

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

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

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

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

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

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

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

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Rita Singler Prize** for outstanding achievement in technical theatre

The **S. Mona Ghosh Sinha Prize** awarded by the South Asia concentration for the best academic paper written by a Smith undergraduate on a subject that concerns South Asia

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The **Deborah Sosland-Edelman Prize** to a senior for outstanding leadership in the Jewish community at Smith and valuable contribution to Smith College campus life

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in the study of women and gender

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

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

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

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

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

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

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

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

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

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Rita Wilkins Award** to a senior who has volunteered all four years with a Community Service Organization community partner, demonstrating significant leadership and commitment to community service

The **Enid Silver Winslow '54 Prize** in art history for the best student paper written in an art history course taught at Smith

Fellowships

Major International and Domestic Fellowships

Students with high academic achievement and strong community service or leadership experience are encouraged to apply for international and domestic fellowships through the college. The Fellowships Program administers a support service for students applying for various fellowships.

The college supports at least eight graduate fellowships. Six are for university study: Rhodes (Oxford), Marshall (Britain), Gates (Cambridge), Mitchell (Ireland and Northern Ireland) and DAAD (Germany). The Fulbright is for yearlong research, study or teaching in one of about 160 countries. There are other prestigious fellowships for which students apply in earlier undergraduate years, some in conjunction with its Study Abroad Program. Several opportunities exist to learn foreign languages abroad over the summer or to teach English overseas before and after graduation.

Fellowship information and application assistance for eligible candidates are available from the fellowships adviser in the class deans' office.

Fees, Expenses and Financial Aid

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

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

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

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or other third parties—are received in a timely manner. All student accounts are managed by the Office of Student Financial Services. Initial statements detailing semester fees are available online on or about July 15 and December 15. Email notifications will be sent to all students on or about the 15th of each month in which there is activity on the account. *Important:* no paper bills are mailed.

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

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

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

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

The college expects the student to fulfill her financial responsibility and reserves the right to place limitations on the student for failure to do so. The consequences of nonpayment include possible loss of housing assignment, and

prevention of: a) registration for future semester courses, b) receipt of academic transcripts, c) receipt of diploma at commencement, d) approval for a leave of absence or study-abroad program, and e) participation in leadership training opportunities. The college also reserves the right to have the student administratively withdrawn and may refer such account for collection in her name. Students and parents are welcome to contact the Office of Student Financial Services for assistance in meeting payment responsibilities.

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

Fees

2015–16 Comprehensive Fee (required institutional fees)

	Fall Semester	Spring Semester	Total
Tuition	\$23,005	\$23,005	\$46,010
Room and Board*	7,735	7,735	15,470
Student activities fee	139	139	278
Comprehensive fee	\$30,879	\$30,879	\$61,758

* 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	\$1,440
Fees for Ada Comstock Scholars	
Application fee	\$60*
Transient Housing (per semester)	
Room only (weekday nights)	\$525
Room and full meal plan (weekday nights)	\$1,090
Tuition per semester	
1–7 credits	(per credit) \$1,440
8–11 credits	\$11,520
12–15 credits	\$17,280
16 or more credits	\$23,005

*Waived if applying online.

Student Activities Fee

The \$278 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.

2015–16 Optional Fees

Student Medical Insurance—\$2,192

The \$2,192 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.gallagherkosterweb.com) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. For students who are admitted for spring semester, the charge will be \$1,258 for 2015–16.

Other Fees and Charges

Application for Admission—\$60

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

Enrollment Deposit—\$500

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

Fee for Musical Instruction—\$690 per semester (one-hour lesson per week)

Music fees are covered by the college for all declared minors and majors. Students who receive need-based aid will receive a \$200 grant per semester toward the cost of performance lessons. In addition, all students registered for performance lessons can submit an application to the music department for scholarship aid (for those receiving need-based aid, these funds are in addition to the aforementioned \$200 grant).

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

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

Use of a practice room, one hour daily \$25

Fee for Riding Classes—per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of \$650 per month. Inquiries about boarding should be addressed to Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week \$630

Studio Art Courses—per semester

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

Required materials	\$135
Additional supplies	\$58

Chemistry Laboratory Course—\$25 per semester – plus breakage

Continuation Fee—\$60 per semester

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

Overdue Balance Fee

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

Insufficient Funds Fee

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

Incorrect Account Number Fee

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

Early Arrival Fee—\$35 per day

Late Registration Fee—\$35

Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—\$100

Students who remove their beds from their campus rooms will be charged a bed removal fee.

Health/Fire/Safety Violation—\$5 per item

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

Institutional Refund Policy

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

Adjustment of Institutional Charges and Institutional Aid

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

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

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

Students Receiving Title IV Federal Aid

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

Other Charges

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

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

Contractual Limitations

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

Payment Plans and Loan Options

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

- Semester Plan
- Touch Net Payment Plan

Smith also honors parent and student loan options.

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

Financial Aid

We welcome women from all economic backgrounds. No woman should hesitate to apply to Smith because of an inability to pay the entire cost of her education. We meet the full documented financial need of all admitted undergraduates who have met the published admission and financial aid deadlines. Awards are offered to applicants on the basis of need, and calculated according to established college and federal policies. An award is usually a combination of a grant, a loan and a campus job.

Smith College is committed to a financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students

who meet published deadlines. The college does operate under a need-sensitive admission policy that typically affects less than 6 percent of our applicant pool. Each applicant for admission is evaluated on the basis of her academic and personal qualities. However, the college may choose to consider a student's level of financial need when making the final admission decision. Applicants are advised to complete the financial aid process if they will need financial help to attend Smith. Entering first-year students who fail to apply for financial aid by the published deadlines will be ineligible to receive college-funded assistance until they have completed 64 credits earned at Smith. Transfer students and Ada Comstock Scholars who do not apply for financial aid by the published deadlines are eligible to apply after completing 32 credits earned at Smith. Students may apply for federal aid at any point during the academic year.

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

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

We also require a signed copy of the family's most recent federal tax returns, including all schedules and W-2's. Other forms and documents may be required, based on each family's circumstances. Once we receive a completed application, we review each student's file individually. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. For international applicants, the CSS Profile and an official income statement or income tax return are required to determine financial and eligibility.

Smith College recognizes the diversity of the modern family, and requires the submission of information regarding both legal or biological or adoptive parents, as well as spouses and domestic partners of each parent. Exceptions to this policy are made on a case-by-case basis. Please contact the Office of Student Financial Services for more information.

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

A student who is awarded aid at admission will have it renewed each year she attends according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may vary from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan, work and grant also changes, based on federal loan limits and college policy. Instructions for renewing aid are made available to all students in December. Traditional students (not Ada Comstock Scholars) are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs or in circumstances involving medical withdrawal.

Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Progress is evaluated on a semester basis. Students not meeting this criterion are put on financial aid warning. Students may be required to appeal in writing to continue to receive federal financial aid and may become ineligible for aid if the probationary period exceeds one year.

Unless the administrative board decides that mitigating circumstances warrant an exception, no financial aid will be available to a student who is not making satisfactory progress toward the degree.

First-Year Applicants (U.S. Citizens and Permanent Residents)

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

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

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

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

Transfer Students

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

Ada Comstock Scholars

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

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

International Applicants and Non-U.S. Citizens

Smith College awards need-based aid to non-U.S. citizens, both first-year and transfer applicants. There is a great deal of competition for these funds, and the level of support provided from the college ranges widely, depending on particu-

lar family circumstances. Aid is determined based on the information provided by the family on the CSS Profile, along with translated tax or income statements. International students not awarded financial aid prior to admission are not eligible to receive financial aid from the college at any time.

The application deadline is February 1.

Non-U.S. citizens eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student's tenure at Smith. Any increases in tuition and fees not covered by the annual increased loan or work will be covered by an increase in the grant so that the calculated family contribution will remain the same each year. (Loan and campus job amounts, which are part of the total aid package, increase each year as part of standard college policy. For application deadlines and details, please check www.smith.edu/sfs.)

Non-U.S. Citizens Living in the U.S.

If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you will need to complete a CSS PROFILE form and provide a complete and signed parent U.S. federal income tax return.

U.S. Citizens Living Outside the U.S.

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

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

Policy for Review and Appeal of Need-Based Financial Aid Awards

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

Domestic Students

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

International Students

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

Process

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

The Financial Aid Appeals Committee is chaired by the dean of enrollment and includes one member of the faculty, the dean of students and the controller.

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

Need-Based Financial Aid Awards

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

Loans

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

Campus Jobs

Student Financial Services administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students may work an average of eight hours a week for 32 weeks, usually for Dining Services. Students in other classes may hold regular jobs averaging ten hours a week for 32 weeks. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses, but some students use part or all of their earnings toward required fees. Short-term jobs are open to all students. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions and in the America Reads tutorial program. Smith College also provides a need-based employment program for those students eligible for need-based work, but not eligible for the federally subsidized Federal Work-Study Program.

No student, whether on federal work-study or not, is permitted to work more than the maximum 10-hours a week or one "full-time" position. First-year students may work a maximum of eight hours per week. Students receiving a stipend for such positions as STRIDE or HCA are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

Grants

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

Outside Aid

Outside Aid Awarded on the Basis of Student Merit or Parent Employment
Smith College recognizes your achievement in being awarded merit-based aid.

Outside aid based on student merit or parent employment will first reduce or replace the self-help portion of your award (work-study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, the aid can go toward a one-time computer purchase or toward the cost of the on-campus

health insurance plan. If you do not purchase or have already purchased a computer, and if you do not accept the on-campus health insurance plan, or if your merit aid exceeds these costs, outside aid 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. If you notify SFS after September 1, the outside aid may be used to reduce Smith Grant dollar for dollar.

State and Federal Grant Assistance

These awards reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will reduce the self-help components of the award (loan and work). Need-based loans from state or outside agencies can be used to replace dollar for dollar either the suggested federal loan or the work study award. Amounts in excess of the self-help award will replace Smith Grant dollar for dollar.

Music Grants

Students who receive need-based aid will receive a \$200 grant per semester toward the cost of performance lessons. In addition, all students registered for performance lessons can submit an application to the music department for scholarship aid (for those receiving need-based aid, these funds are in addition to the aforementioned \$200 grant).

ROTC

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

Veterans Benefits

Please see our website, www.smith.edu/sfs for information on our treatment of veterans benefits. We proudly sponsor the Yellow Ribbon Program.

Merit-Based Financial Aid

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

Admission

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

Each year we enroll a first-year class of approximately 600 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from 49 states and more than 60 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, the recommendations from her school, her essay and any other available information.

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

Secondary School Preparation

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

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

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

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

Entrance Tests

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

examinations taken after December arrive too late for us to include them in the decision-making process.

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

Applying for Admission

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

Early Decision

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

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

Regular Decision

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

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

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

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

Interview

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

Deferred Entrance

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

Deferred Entrance for Medical Reasons

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

Transfer Admission

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

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

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record. Her program should correlate with the general Smith College requirements.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying in off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the Office of Admission at least one year in advance of their proposed entrance. The initial email or letter should include information about the student's complete academic background. If financial aid is needed, this fact should be made clear in the initial correspondence.

Visiting Year Programs

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

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

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

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

Readmission

See the Withdrawal and Readmission section.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars is competitive. Particular emphasis is placed on academic achievement, an autobiographical essay and an exchange of information in the required interview. A candidate should schedule her interview appointment before submitting her application prior to the appropriate deadline, November 15 for January admission or February 1 for September admission. Interviews can be conducted by phone. It is recommended that an applicant bring unofficial copies of her college transcripts to her interview appointment.

Ada Comstock Scholars are expected to have completed approximately 48 transferable liberal arts credits before matriculation at Smith. The average number of transfer credits for an admitted student is 52. Those students who offer little or no college-level work are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

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

- at least 24 years old by December 31 of the academic year in which they enter Smith
- a veteran
- responsible for dependent(s) other than a spouse

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

Academic Rules and Procedures

Requirements for the Degree

The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work 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). The requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering.

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

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

Course Program

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

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

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

Admission to Courses

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

Permissions

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

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

A student must petition the administrative board for permission to enter or drop a yearlong course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

Seminars

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

Special Studies

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

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

Independent Study

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

Internships

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

Auditing

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

Auditing by Nonmatriculated Students

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

Changes in Course Registration

Adding and Dropping Courses

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

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester.

1. after discussion with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the end of the ninth week of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

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

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

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

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

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

Fine for Late Registration

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

Class Attendance and Assignments

Students are expected to attend all their scheduled classes. Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up.

Students are expected to spend at least two hours per week in preparation for every class hour.

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

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

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the acceptable format, exact

deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy. It is the student's responsibility to check that work submitted by email or fax has been received by the professor.

Deadlines and Extensions

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

Pre-Examination Period

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

Final Examinations

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

For information regarding illness during the examination period, call Health Services at extension 2800 for instructions. Students who become ill during an examination must report directly to Health Services.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the Smith College Handbook (www.smith.edu/sao/handbook). Regulations of the faculty and the registrar regarding final examination procedures are published online at the registrar's office website prior to the final examination period.

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

Five College Course Enrollments

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

weeks of the semester). Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed under the Five College Faculty Course Offerings in the Academic Programs section. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same registration procedures and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review; however, Smith College does not accept all Five College courses for credit toward the Smith degree. Courses offered through their continuing education, extension or other non-degree programs are not part of the Five College Interchange. Students may not receive transfer credit for such courses completed while in residence at Smith College, but may receive transfer credit for those offered during Interterm and summer.

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

Academic Credit

Grading System

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

Grades at Smith indicate the following:

A	(4.0)	C-	(1.7)
A-	(3.7)	D+	(1.4)
B+	(3.3)	D	(1.0)
B	(3.0)	D-	(0.7)
B-	(2.7)	E	(0.0)
C+	(2.3)	S	satisfactory(C- or better)
C	(2.0)	U	unsatisfactory
		X	official extension authorized by the class dean
		M	unreported grade calculated as a failure

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

Satisfactory/Unsatisfactory Option

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

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

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

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

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

Repeating Courses

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

Performance Credits

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

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school or Interterm courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement or other pre-matriculation credits. Any student with more than a two-credit shortage may be required to complete the shortage before returning for classes in September.

A student enters the senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter her senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters. A student may not participate in a Smith-sponsored or affiliated Study Abroad or exchange program with a shortage of credit.

Transfer Credit

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

- a) should make her plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;
- b) should obtain, from the class deans office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;
- c) must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

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

A student may not receive credit for work completed at another institution while in residence at Smith College, except for Interterm courses and courses taken on the Five College interchange. Credit is not granted for online courses.

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

Summer-School Credit

Students may accrue a maximum of 12 approved summer-school credits toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. With the prior approval of the class dean, summer credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For transfer students and Ada Comstock Scholars, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

The college may offer courses for credit during the interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for-credit academic interterm courses taken at other institutions. The number of credits accepted for each interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution. Any interterm course designated as 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. Normally, students may not take more than 4 credits during any one interterm at Smith or elsewhere. For transfer students, interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

The interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer noncredit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

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

College Credit Earned Before Matriculation

Smith College will accept college credit with a grade of B- or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree. For students entering the college in September 2012 or later, a maximum of one semester (16 credits) of AP, IB, other diploma and prematriculation credit may be counted towards the degree.

Advanced Placement

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

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

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

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

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

International Baccalaureate and Other Diploma Programs

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

Academic Standing

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

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either campuswide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics or club sports.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) for students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) for Ada Comstock Scholars, at least 75 percent of all credits attempted in any academic semester must be completed satisfactorily. Students not meeting this criterion may be placed on academic probation or required to withdraw; if students are receiving financial aid, they will be placed on financial aid warning and may become ineligible for financial aid if the probationary period exceeds one year. Further information is available from the Dean of Ada Comstock Scholars and the Office of Student Financial Services.

Absence from Classes

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

Separation from the College

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

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the dean of the Ada Comstock Scholars, the registrar and three faculty members appointed by the president.

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

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

Student Academic Grievances

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

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

The Age of Majority

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

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

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

Leaves, Withdrawal and Readmission

Off-Campus Study or Personal Leaves

A student who wishes to be away from the college for a semester or academic year must submit a request for approved off-campus study or personal leave. www.smith.edu/classdeans/guidelines_leaves.php

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

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

Students in good academic standing who miss these deadlines and wish to go on leave may request a late leave through the class dean.

Students are eligible for leave status for one year; after that a student must withdraw. Information about readmission procedures can be found at www.smith.edu/registrar/readmission.php

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

All students expecting to earn credit should have any course they wish to transfer preapproved by the appropriate class dean. The guidelines for transfer credit can be found at www.smith.edu/registrar/transfer.php

A student who wishes to earn credit elsewhere during either semester of her senior year must request approval by submitting a Senior Year Elsewhere form to the senior class dean that

- includes all the specific courses necessary for the completion of all major and minor requirements and
- is endorsed by her adviser and the chair of her department.

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

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

Short-Term Leave for Special Circumstances—Mid-Semester

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

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

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

Withdrawal Between Semesters

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

Withdrawal During The Semester

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

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

When the student is ready to return she may request readmission through the registrar. Information and forms can be found at the registrar's website.

Should the withdrawal be due to

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

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

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

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

In the case of a withdrawal from the college for medical reasons, the director of health services (or the associate director when specified) will also request a full report from the student's health care provider and may also request documentation of improved functioning and a personal interview.

Clearance by the Health Services does not automatically guarantee readmission as the administrative board makes the final decision regarding readmission.

If the student leaves the college within the first five weeks of the semester, the administrative board may grant an additional semester upon the student's return in order to complete the degree. Normally, an additional semester is not granted if the student withdraws after the fifth week.

Required Medical Withdrawal

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

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

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

Readmission

A withdrawn student who wishes to return to the college must request readmission by completing the readmission form available on the registrar's office website www.smith.edu/registrar/readmission.php.

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

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

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

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

A student who was formerly enrolled as a traditional student may not return as an Ada Comstock Scholar unless she has been away from the college for five years.

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

Graduate and Special Programs

Introduction

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts and master of science. The one-year postbaccalaureate program in mathematics is designed for women who need additional preparation before applying to graduate programs in mathematics. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies. In addition, master of arts and doctoral programs are offered in the School for Social Work.

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

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to availability and according to the provisions stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate 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. Domestic applicants who wish to be considered for financial aid must submit all required application materials by the deadline date for their program of interest. (Refer also to the Financial Assistance section.) For most programs, the deadline for fall entry is January 15. If financial aid is not needed, the deadline is April 1. The deadline for spring admission (no financial aid) is November 1. Exceptions: the only deadline for the master of fine arts in Dance is December 1, and the only deadline for the master of science in biological sciences is January 15. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

Applicants must submit the following: the formal application, the application fee (\$60), an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination (GRE). Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Applicants from English-speaking countries must submit the Graduate Record Examination. Candidates must also submit a paper written in an advanced undergraduate course, except for MFA playwriting candidates, who must also submit one or more full-length scripts or their equivalent. Direct correspondence and questions to the Office of Graduate and Special Programs.

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

Residence Requirements

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

Leaves of Absence

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

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

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

Degree Programs

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

Master of Science in Biological Sciences

The Department of Biological Sciences maintains an active graduate program leading to the master of science in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology,

ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-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 15 to 20 candidates in residence. This makes it possible for students to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and playing and/or coaching experience in the sport that a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 51 credits. For more information, contact the Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971.

Master of Arts in Teaching

The program leading to the degree of master of arts in teaching is designed for students who are planning to teach in elementary, middle or high schools and those wishing to do advanced study in the field of education. The M.A.T. program combines study in the field of the student's academic interest; the specific teaching field for students preparing to teach at the secondary or middle school levels, broader liberal arts and sciences subjects for students preparing to teach at the elementary level; with experience in teaching and the study of education theory. The departments of biological sciences, chemistry, English, French, geosciences, government, history, mathematics, physics and Spanish actively cooperate with the Department of Education and Child Study in administering the various graduate programs.

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

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

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

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

To qualify for a degree, the candidate must have at least a 3.0 grade average at the time of graduation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

Master of Fine Arts in Dance

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

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

Master of Fine Arts in Playwriting

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

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

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

Cooperative Ph.D. Program

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

Master/Ph.D. of Social Work

The School for Social Work offers a master of social work (M.S.W.) degree, which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in

clinical research education and practice. It also has extensive postgraduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960 or email at sswadmis@smith.edu. Information can also be found at the school's website at www.smith.edu/ssw.

Nondegree Studies

Certificate of Graduate Studies

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

Diploma in American Studies

This is a highly competitive one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least 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. The closing date for application is January 15.

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

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

Supported by NSF Grant 0611020 and Smith College

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

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

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

Requirements

Students must take at least 12 math credits each semester including math 300 and math 301. A Certificate of Completion is awarded to students who successfully complete two semesters including or placing out of at least one course in

algebra, one in analysis, and one at the level of 310 or higher. Students failing to make satisfactory progress in one semester will not be funded for a second semester. Passing 12 mathematics credits with grades of B- or higher and continued serious interest in pursuing higher mathematics or statistics are necessary for satisfactory progress.

Applications and Contact Information

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

Financial Aid

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

To apply

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

The deadline for September entrance is March 15. Late applications may be considered if space and funding are available. Spaces are sometimes available for January entrance. The deadline for consideration for January is October 15. Applications are processed through the Office of Graduate and Special Programs.

Nondegree Students

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

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

Housing and Health Services

Housing

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

For individuals wishing to check the local rental market, go to www.gazettenet.com/classifieds to find "Real Estate for Rent," www.umocss.org or www.craigslislist.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 16 credits or more per semester	\$46,010
Part-time tuition	
Fee per credit	\$1,440
M.A.T. summer session	\$2,500
Continuation fee, per semester	\$60
Room only for the academic year	\$7,740
Health insurance estimate	
(Academic year)	\$2,192
(June 15 through academic year)	\$2,508

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

Deposit

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

Refunds

Please refer to Institutional Refund Policy in the Fees, Expenses and Financial Aid section for full information on refunds.

Financial Assistance

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

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

Fellowships

Teaching Fellowships: Teaching fellowships are available in the departments of biological sciences, exercise and sport studies and dance. For the academic year 2015–16, the stipend for full teaching fellows is \$13,710. Teaching fellows also receive assistance to reduce or eliminate tuition expenses.

Research Fellowships: Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment. During the academic year, the research fellow usually carries a half-time graduate program.

The teaching and research fellowships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

The number of fellowships is limited, and all applicants are strongly urged also to apply for tuition scholarships and loans, as described below.

Scholarships

The college offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. Applicants for scholarships must meet the January 15 deadline for submitting all materials for the admission application.

Loans

Loans are administered by Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants for loans must meet all federal guidelines and must agree to begin monthly payments on loans soon after completion of their work at Smith College.

The FAFSA, Free Application for Federal Student Aid, is the only requirement to apply for federal student loans.

FAFSA data received by February 15 will be given top priority. The processing of later applications will be delayed.

Changes in Course Registration

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

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

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

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

Policy Regarding Completion of Required Course Work

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

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Bode Omojolo

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Ling Zhao*Lecturer in East Asian Languages and Literatures*

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Alysia Putnam <i>Wilens Fellow in Biological Sciences</i>	Milana Socha <i>Teaching Fellow in Exercise and Sport Studies</i>	Felice Swados <i>Performance Instructor in Music</i>
Allison Sirois <i>Wilens Fellow in Biological Sciences (Fall semester)</i>	Eric Struble <i>Teaching Fellow in Exercise and Sport Studies</i>	
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Courses of Study, 2015–16

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
Minor in Arabic	ARA	I
Interdepartmental Minor in Archaeology	ARC	I/II
Concentration in Archives	ARX	
Majors and Minors in the Department of Art		
Minor: Graphic Art	ARG	I
Majors and Minors: History of Art	ARH	I
Studio Art	ARS	I
Architecture and Urbanism	ARU	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 Bio-Mathematical Sciences	BMX	
Concentration in Book Studies	BKX	
Concentration in Buddhist Studies	BUX	
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	
Interdepartmental Major in Comparative Literature	CLT	I
Major in the Department of Computer Science	CSC	III
Minors: Theory	CSC	III
Programming	CSC	III
Digital Art	CDA	III
Digital Music	CDM	III
Systems	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Literatures*		
Major: East Asian Languages and Cultures	EAC	I
Minor: East Asian Languages and Literatures	EAL	I
Interdepartmental Major and Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Major and Minor in the Department of Engineering	EGR	III

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

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

Major and Minor in the Department of English Language and Literature	ENG	I
Environmental Concentration	ENX	
Environmental Concentration in Climate Change	EXC	
Environmental Concentration in Food Sustainability	EXF	
Interdepartmental Major and Minor in Environmental Science and Policy	ENV	I/II/III
Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Film Studies	FLS	I/II
First-Year Seminars	FYS	I/II/III
Major in the Department of French Studies	FRN	I
Major and Minor in the Department of Geosciences	GEO	III
Major and Minor in the Department of German Studies	GER	I
Global Engagement Seminars	GES	
Concentration in Global Financial Institutions	GFX	
Interdepartmental Minor in Global South Development Studies	GSD	I/II
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of Science and Technology	HSC	I/II/III
Major and Minor in the Department of Italian Language and Literature	ITL	I
Major: Italian Studies	ITS	I
Interdepartmental Major and Minor in Jewish Studies	JUD	I/II
Minor in Landscape Studies	LSS	I/II/III
Interdepartmental Major and Minor in Latin American and Latino/a Studies	LAS	I/II
Major: Latino/a Studies	LALS	I/II
Interdepartmental Minor in Linguistics	LNG	I/II/III
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Science and Policy	MSC	III
Major and Minor in the Department of Mathematics and Statistics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Interdepartmental Minor in Middle East Studies	MES	I/II
Concentration in Museums	MUX	
Major and Minor in the Department of Music	MUS	I
Interdepartmental Major and Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Concentration in Poetry	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 Majors in Russian, East European and Eurasian Studies	RES	I/II
Russian, East European and Eurasian Studies	RES	I/II
Language and Literature	RLL	I/II
Major and Minor in the Department of Sociology	SOC	II
Concentration in South Asia	SAX	
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I
Interdepartmental Minor in Statistical and Data Sciences	SDS	III
Major and Minor in the Department of Theatre	THE	I
Translation Studies Concentration	TSX	
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Study of Women and Gender	SWG	I/II/III
Women's Education Concentration	WEX	
Other		
Extrdepartmental Course in Accounting	ACC	II
Other Extrdepartmental Courses	EDP	
Interdepartmental Courses	IDP	
Quantitative Courses for Beginning Students	QSK	I/II/III

Five College Certificates and Major

Five College Certificate in African Studies	AFC
Five College Asian/Pacific/American Certificate Program	APA
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 Indian Studies	NAIS
Five College Certificate in Queer and Sexuality Studies	QSS
Five College Certificate in Russian, East European and Eurasian Studies	REES

Deciphering Course Listings

Course Numbering

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

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

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

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

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

Language courses are numbered to provide consistency among departments:

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110 or 111 and normally is a full-year course.

- Intermediate language courses are numbered 120 for low intermediate and 220 for high intermediate.
- Introductory science courses are numbered to provide consistency among departments.
- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and are described fully in that department’s course listings.

Courses with Limited Enrollment

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

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

Instructors

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

*1	absent fall semester 2015–16
*2	absent fall semester 2016–17
**1	absent spring semester 2015–16
**2	absent spring semester 2016–17
†1	absent academic year 2015–16
†2	absent academic year 2016–17
§1	director of a Study Abroad Program, academic year 2015–16
§2	director of a Study Abroad Program, academic year 2016–17

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

Meeting Times

Course meeting times are listed in the “Schedule of Classes” distributed by the registrar before each semester. Students may not elect more than one course in a

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

Other Symbols and Abbreviations

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

- (): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
- (E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.
- (C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
- (L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.
- (MI): The anthropology department uses "MI" in parentheses after the course number to designate a course that is method intensive.
- (TI): The anthropology department uses "TI" in parentheses after the course number to designate a course that is theory intensive.
- L: The dance and theatre departments use an "L" to designate that enrollment is limited.
- P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.
- AP: Advanced Placement.
- S/U: Satisfactory/unsatisfactory.
- WI Writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.
- { } Major fields of knowledge course designation.
 Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (if a course is fewer than four credits but designated for Latin Honors, this will be indicated.) Following is a listing of the major fields of knowledge; multiple designations are separated by a slash, e.g., {L/H/F}:

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

African Studies

Advisers and Members of the African Studies Committee:

Jeffrey S. Ahlman, Ph.D., Assistant Professor of History ^{*2}
 Kim Yi Dionne, Ph.D., Assistant Professor of Government
 Elliot Fratkin, Ph.D., Chair, Professor of Anthropology
 Simon Halliday, Ph.D., Assistant Professor of Economics ^{*2}
 Caroline M. Melly, Ph.D., Assistant Professor of Anthropology ^{*1}
 Albert G. Mosley, Ph.D., Professor of Philosophy, *Director*
 Katwiwa Mule, Ph.D., Associate Professor of Comparative Literature
 Camille Washington-Ottombre, Assistant Professor of Environmental Science
 and Policy
 Gregory Wayne White, Ph.D., Professor of Government
 Louis Edward Wilson, Ph.D., Professor of Afro-American Studies ^{*1}

The Minor

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

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

Arts, Literature and Humanities; Historical Studies; Social Sciences

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

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

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

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

AFS 300 Senior Colloquium in African Studies

The colloquium represents an interdisciplinary capstone experience for students concentrating in African studies. Drawing on the resources of faculty in the Five College African Studies Council, we seek to synthesize and productively utilize the Africa-oriented coursework, internships, research and study-abroad, experiences of course participants. We consider how the generation of knowledge about Africa has shaped academic disciplines, how knowledge about Africa contributes to endeavors focused on economic progress and political and social transformation on the continent and elsewhere, and how the study of Africa is likely to change in the coming decades. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial coursework in African studies or those with study abroad experience

in Africa. Enrollment limited to 18. The course will be taught at Amherst College. {H}{S} Credits: 4

Instructor: Alfred Babo

Offered Spring 2016

Arts, Literature and Humanities

CLT 205 20th-Century Literatures of Africa

A study of the major writers of modern Africa with emphasis on several key 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 independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Texts may include Achebe's *Things Fall Apart*, Ngũgĩ wa Thiong'o's *The River Between*, Tsitsi Dangarembga's *Nervous Conditions*, Chimanda Ngozi Adichie's *Americanah*, Ndebele Njabulo's *The Cry of Winnie Mandela*, and Ama Ata Aidoo's *Our Sister Killjoy*. We also watch films such as *White King*, *Red Rubber*, *Black Death*, *Tsotsi* and *District 9*. {L} Credits: 4

Katwiwa Mule

Offered Fall 2015

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

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

Katwiwa Mule

Not Offered This Academic Year

CLT 266 Studies in South African Literature and Film

Adapting Violence to the Screen

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African film makers adapt canonical and contemporaries texts, auto/biographies and memoirs to the screen? How do these adaptations and modifications help us visualize the banality of evil of the apartheid system and its enduring legacies? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique violence? Texts and films may include Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko (Cry Freedom)*, Nelson Mandela's *Long Walk to Freedom*, Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life (Winnie)* and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Katwiwa Mule

Offered Spring 2016

CLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel

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

Dawn Fulton

Offered Spring 2016

FRN 230 Colloquium in French Studies

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

Women Writers of Africa and the Caribbean

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

Dawn Fulton

Not Offered This Academic Year

FRN 252 French Cinema*Cities of Light: Urban Spaces in Francophone Film*

From Paris to Fort-de-France, Montreal to Dakar, we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and nonurban? How does the image of the city shift for "insiders" and "outsiders?" Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mwezé Ngangura and Euzhan Palcy. Offered in French. Prerequisite: 230, or permission of the instructor. Weekly required screenings. 252 may be repeated for credit with another topic. {A}{F}{L} Credits: 4

Dawn Fulton

Offered Fall 2015

FRN 262 After Algeria: Revolution, Republic and Race in Modern France

For the last two centuries, one could argue that it is the Franco-Algerian relationship that has been decisive in the construction of modern France. From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Memory of a conflictual present and past has required continual mediation among involved actors. In the 50-plus years that have passed since Algerian independence, France and the French have increasingly confronted echoes of their colonial past as a result of pervasive debates around immigration, multiculturalism and national identity. Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. Can a late-20th-century discourse of socioeconomic, cultural, ethnic and religious diversity, all shaped by the Algerian episode, be reconciled with Republican norms? To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: 230 or permission of the instructor. {F}{L}{S} Credits: 4

Jonathan Gosnell

Offered Spring 2016

FRN 365 Francophone Literature and Culture*Scandals and Spin Control: Francophone Literature in the Media*

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

Dawn Fulton

Offered Fall 2015

FRN 380 Topics in French Cultural Studies*Travel Writing and Personal Discovery*

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

Mehammed Mack

Not Offered This Academic Year

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 Dangaremba's *Nervous Conditions*, Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngũgĩ wa Thiongo's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. This course counts toward the comparative literature major. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Katwiwa Mule

Offered Fall 2015

MUS 220 Topics in World Music*African Popular Music*

This course focuses on 20th century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous and mbaqanga will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. Themes explored include the use of music in the construction of social identity and the interaction of local and global elements. No prerequisites. Maximum enrollment 30 students. {A} Credits: 4

Instructor: TBA

Not Offered This Academic Year

Historical Studies**AFR 117 History of Afro-American People to 1960**

An examination of the broad contours of the history of the Afro-American people in the United States from ca. 1600 to 1960. Particular emphasis is given

to how Africans influenced virtually every aspect of U.S. society; slavery and Constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington; Marcus Garvey; and the rise and fall of racial segregation in the United States. {H} Credits: 4

Louis Wilson

Not Offered This Academic Year

AFR 218 History of Southern Africa (1600 to about 1900)

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola, and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural, and economic inter-relationships between various ethnic groups, cultures, and political forces which have evolved in Southern Africa since about 1600. {H} Credits: 4

Louis Wilson

Not Offered This Academic Year

HST 234 (C) Global Africa

Frustrated by historical models focused on the modern nation-state, historians have increasingly sought to explore the complex networks of identities, loyalties, and attachments forged by diverse groups of peoples in their attempts to transcend the real and metaphoric boundaries of the territorial nation-state. This course interrogates how historians and other scholars have engaged the “transnational” in Africa through such concepts as “diaspora,” “transnationalism” and “globalization.” In doing so, the class queries how African peoples living inside and outside the continent shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. {H} Credits: 4

Jeffrey Ablman

Not Offered This Academic Year

HST 257 (L) Early African History to 1800

This course is a general, introductory survey of African history to 1800. It provides students with a framework for understanding the political, social and economic history of Africa prior to colonial rule and for appreciating the strategies African peoples employed as they made sense of, accommodated themselves to and confronted their changing landscapes. Key subjects addressed in the course 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 Ablman

Not Offered This Academic Year

HST 258 (L) Modern Africa Since 1800

This course provides an introductory survey of African history since 1800. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of, accommodated themselves to and confronted their changing historical landscapes. Key subjects include the construction of ethnic identities, abolition and enslavement, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H}{S} Credits: 4

Jeffrey Ablman

Offered Spring 2016

HST 259 (C) Aspects of African History

Decolonization, Nation and Political Imagination in Africa

This course explores the politics of decolonization and nationalism in 20th-century Africa, while paying particular attention to the ways in which diverse groups of Africans—women, ethnic and racial minorities, political exiles, youth

and expatriates, among others—articulated their unique views of the “nation” as they made the transition from colonial to self-rule. Key topics include issues of resistance and collaboration in African anticolonial movements, gender and popular culture in late colonial and postcolonial Africa, the Cold War, and the promise and disappointment of the postcolonial state. Enrollment limited to 18 students. {H} Credits: 4

Jeffrey Ablman

Not Offered This Academic Year

AFR 370 Seminar: Modern Southern Africa

In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa from 1948 to 2000. {H}{S} Credits: 4

Louis Wilson

Offered Spring 2016

Social Studies

ANT 230 Peoples and Cultures of Africa

This course looks at peoples and cultures of Africa with a focus on population, health and environmental issues on the African continent. The course discusses the origin and growth of human populations; the distribution and spread of language and ethnic groups; variety in food-production systems (foraging, fishing, pastoralism, agriculture, industrialism); the demographic, health, and environmental consequences of slavery, colonialism and economic globalization, as well as contemporary problems of drought, famine and AIDS in Africa. Enrollment limited to 30. {S} Credits: 4

Instructor: TBA

Not Offered This Academic Year

ANT 271 Globalization and Transnationalism in Africa

This course considers the shifting place of Africa in a global context from various perspectives. Our goal is to understand the global connections and exclusions that constitute the African continent in the new millennium. We explore such topics as historical connections, gender, popular culture, the global economy, development, commodities, health and medicine, global institutions, violence and the body, the postcolonial state, religion, science and knowledge, migration and the diaspora, the Internet, and communications and modernity. Enrollment limited to 30. {S} Credits: 4

Caroline Melly

Offered Spring 2016

ANT 348 Seminar: Topics in Development Anthropology

Health in Africa

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

Elliot Fratkan

Offered Spring 2016

ECO 311 Seminar: Topics in Economic Development

The Political Economy of Development in Africa

Since post-colonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and

politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. Credits: 4

Simon Halliday

Not Offered This Academic Year

GOV 225 Ethnic Politics in Comparative Perspective

What is the relationship between ethnicity and politics? When does ethnic difference lead to competition and conflict? Does coethnicity encourage greater cooperation and provision of public goods? We explore these and related questions looking at experiences across the world. Though we read scholarship from the American context, the focus is on ethnicity and politics in other countries. Enrollment limit of 20 students. {S} Credits: 4

Kim Dionne

Not Offered This Academic Year

GOV 232 The Politics of Intervention in Africa

Africa is a primary target for aid intervention as it is the region with the highest poverty and suffers from recurring humanitarian challenges. This course reviews international interventions in Africa—both military and humanitarian—to identify patterns of provision of aid and critically examine the motivations behind intervention. Through a close reading of books describing different types of intervention, we study the success of these interventions, but more often, we try to diagnose the patterns of failure in attempting to improve the human condition. Our collective goal is to identify the framework through which an intervention has a chance to succeed in an African context. {S} Credits: 4

Kim Dionne

Not Offered This Academic Year

GOV 325 Seminar in Comparative Government

Same Sex Politics in Africa

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

Kim Dionne

Offered Spring 2016

GOV 347 Seminar in International Politics and Comparative Politics

North Africa in the International System

This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the “status” of women and democratization. {S} Credits: 4

Gregory White

Not Offered This Academic Year

Africana Studies

Professors

Paula J. Giddings, B.A. †²

Andrea D. Hairston, M.A., (Theatre and Africana Studies) †²

Kevin Everod Quashie, Ph.D., *Chair*

Louis Edward Wilson, Ph.D. *¹

Associate Professors

Daphne M. Lamothe, Ph.D.

Assistant Professor

Riché J. Daniel Barnes, Ph.D. †²

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

1. History

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

2. Literature/Cultural Studies

AFR 170 Survey of African-American Literature 1746–1900

AFR 175 African-American Literature 1900 to the Present

AFR 345 Classic Black Texts

3. Social Science

AFR 327 Seminar: Race and Class in Conflict: The Rise of the Black Middle Class (Capstone Course)

AFR 389 Black Women, Work and Family

4. Black Women's Studies

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

AFR 389 Black Women, Work and Family

5. Diaspora Studies

AFR 370 Seminar: Modern Southern Africa

Adviser for Study Abroad: Riché Barnes

Honors

Director: Daphne Lamothe

AFR 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

AFR 431 Honors Project

Credits: 8

Offered Fall 2015

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

AFR 111 Introduction to Black Culture

An introduction to some of the major perspectives, themes, and issues in the field of 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

Kevin Quashie

Offered Fall 2015

AFR 117 History of Afro-American People to 1960

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

Louis Wilson

Not Offered This Academic Year

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. {H}{S} Credits: 4

Riché Barnes

Offered Fall 2015

AFR 170 Survey of African-American Literature 1746–1900

Same as ENG 184. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose, and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnut, Frederick Douglass and Phillis Wheatley. {L} Credits: 4

Daphne Lamothe

Not Offered This Academic Year

AFR 175 African-American Literature 1900 to the Present

Same as ENG 236. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AAS 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

Kevin Quashie

Offered Spring 2016

AFR 201 Methods of Inquiry

This course introduces students to the many methods of inquiry used for research in interdisciplinary fields such as Afro-American studies. Guided by a general research topic or theme, students are exposed to different methods for asking questions and gathering evidence.

Approaches to the American South

Using the American South as a case study, this course gives students an introduction to and practice in the tools of intellectual investigation in the study of African American history and culture/racial formations in the U.S. Students read, attend lectures and learn from scholars whose work is based in specific disciplines (especially history, literature, cultural studies and the social sciences). You also learn the challenges and opportunities made possible by doing interdisciplinary research. Through the multi- and interdisciplinary approach to a single topic or text (in the case of this semester, the South), students learn how scholars in each discipline frame research questions, take certain kinds of research approaches, and put these various methods in conversation with each other. Finally, you also have an opportunity to develop your own research project related to the focus of this course (race, ethnicity, and the social construction of

identity) by means of library and media-based research. {S} Credits: 4

Paula Giddings

Not Offered This Academic Year

Approaches to the African Diaspora

Using theories and conceptualizations of the African diaspora as a case study, this course gives students an introduction to and practice in the tools of intellectual investigation in the study of black history and culture/ racial formations in the United States and internationally. Students read, attend lectures and learn from scholars whose work is based in particular disciplines (especially history, literature, cultural studies and the social sciences). You also learn the challenges and opportunities made possible by doing interdisciplinary research. Through the multi- and interdisciplinary approach to a single topic or text (in the case of this semester, the diaspora), students learn how scholars in each discipline ask certain kinds of research questions and take certain kinds of research approaches, and how to put these various methods in conversation with each other. Finally, students develop their own research project related to the focus of this course (race, ethnicity and the social construction of identity) by means of library and media-based research. {S} Credits: 4

Daphne Lamothe

Offered Spring 2016

AFR 202 Topics in Black Studies

Race and Love

Same as ENG 209. In this class, we study the ways that black essayists negotiate ideas about race through notions of love: what does it mean to figure one's humanity through the miasma of race; and how is love as a concept and the form of the essay relevant to this figuring? Here, we think about race intersectionally, as a term that is only meaningful if one notices its invocation of gender, class, sexuality. We read works by James Baldwin, Toni Morrison, Zadie Smith, Reginald Shephard, Audre Lorde, bell hooks, Alice Walker, Cornel West, Jamaica Kincaid, Essex Hemphill, Hilton Als, Toni Cade Bambara. Prerequisite: AAS 111 or permission of the instructor. Enrollment limited to 20. Credits: 4

Kevin Quashie

Not Offered This Academic Year

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

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

Riché Barnes

Offered Spring 2016

AFR 232 The Black Church in the United States

This course is a sociocultural view of the black church. It focuses attention on the development of the black church in the United States while locating the black church within the African diaspora. We explore the history of black religious expression during slavery that created the merging of African spiritually and Protestantism in the Afro-Caribbean and the United States. We also explore the contemporary growth of the Pentecostal/holiness tradition in the Caribbean and Africa, as well as the more recent influence of Judaism and Islam on the African American religious experience. The exploration of each is grounded in investigating the ways religion, spirituality and church have been used to imagine freedom for variously oppressed groups. We utilize scholarly texts as well as film and ethnography. Students conduct exploratory/qualitative research as a major component of the class requirements. {H}{S} Credits: 4

Riché Barnes

Not Offered This Academic Year

AFR 242 Death and Dying in Black Culture

What does death and dying mean in black culture, given the evidentiary history of black death, even the ways that blackness—as an idea—signifies death? Using a cultural studies perspective, this course will look at the distinction between and representational meanings of death and dying in black culture. To do this, we consider different historical periods and cultural forms; we think about gender, sexuality, class, religion, region; we think about genre and nationalism, as well as death and dying's not-too-distant relatives: memory, agency, loss, love. Not open to first-year students. {L}{S} Credits: 4

Kevin Quashie

Offered Fall 2015

AFR 243 Black Activist Autobiography

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

Riché Barnes

Not Offered This Academic Year

AFR 245 The Harlem Renaissance

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

Daphne Lamothe

Offered Fall 2015

AFR 254 Race and Identity in the African Diaspora

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

Riché Barnes

Offered Fall 2015

AFR 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention is given to the factors which contributed to the formative years of civil rights movements, black films and music of the era, the rise of black nationalism, and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 40. {H} Credits: 4

Louis Wilson

Offered Spring 2016

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

This interdisciplinary colloquial course explores the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course is the examination of how

black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 25. {H} Credits: 4

Paula Giddings

Offered Fall 2015

AFR 335 Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course addresses a neglected theme in the history of the Afro-American experience—that is, the history of free blacks before the passage of the 13th amendment. Recommended background: AAS 117. {H} Credits: 4

Louis Wilson

Not Offered This Academic Year

AFR 336 Seminar: Contemporary Topics in Afro-American Studies

Exiles, Transplants and In-betweeners: Literatures of the African Diaspora

Same as ENG 316. This seminar focuses on some of the major perspectives, themes, and theoretical underpinnings in the field of African diasporic studies. We read 20th- and 21st-century fiction and nonfiction from a range of cultural traditions that explore the conditions of displacement and uprootedness which characterize the African diaspora; we also investigate the transformations of culture and identity that result from forced and voluntary migrations. The course's primary focus is on literary depictions of transnational identities and communities and questions of citizenship and belonging, in fiction by and about “in-betweeners” who inhabit cultural and national borderlands. Our investigation draws primarily from novels, but may also include examples from other genres, including poetry, short stories and memoir. Recommended background: at least one course in Afro American Studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores. {L} Credits: 4

Daphne Lamothe

Not Offered This Academic Year

AFR 360 Seminar: Toni Morrison

Same as ENG 323. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. {L} Credits: 4

Kevin Quashie

Not Offered This Academic Year

AFR 366 Seminar: Contemporary Topics in Afro-American Studies

Classic Black Women's Texts (Capstone Course)

This seminar studies closely a dozen or so classic texts by black women. The intent here is to look at each text in its specific historical context, in its entirety and in regard to its genre, and in relation to various trajectories of black history and intellectual formation. Though this course will necessarily revisit some works that a student might have encountered previously, our study is different from that of a survey course. Focused primarily on the last hundred years, authors might include Zora Neale Hurston, Gwendolyn Brooks, Lucille Clifton, Rita Dove, Lorraine Hansberry, Audre Lorde, Toni Morrison, ntozake shange, Alice Walker, bell hooks, Ann duCille, Jamaica Kincaid, Patricia Williams, Toni Cade Bambara. {S} Credits: 4

Kevin Quashie

Offered Spring 2016

Public History and the Diaspora: Race, Gender and Memory

The course, which is co-taught by Paula Giddings (Smith) and Bayo Holsey (Duke) via real-time video-conferencing, investigates the relationship between memory weighted by race and gender and the construction of public history in

the U.S. and the diaspora. The course includes texts and guest lectures by authors from the *Meridians*: feminism, race and transnationalism journal. Public history includes memorialization, texts and popular culture. (E) {S} Credits: 4

Paula Giddings

Offered Spring 2016

AFR 370 Seminar: Modern Southern Africa

In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948–2000. {H}{S} Credits: 4

Louis Wilson

Offered Spring 2016

AFR 400 Special Studies

By permission of the department, for junior and senior majors. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

AFR 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Daphne Lamothe

Offered Fall 2015, Spring 2016

AFR 431 Honors Project

Credits: 8

Daphne Lamothe

Offered Fall 2015

Additional Courses Related to Afro-American Studies

As an interdisciplinary department, we encourage students to explore course opportunities in other departments and in the Five Colleges. Some examples are listed below. Students should check departmental entries to find out the year and semester particular courses are being offered.

ANT 348 Seminar: Topics in Development Anthropology

Health in Africa

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

Elliot Fratkin

Offered Spring 2016

CLT 205 20th-Century Literatures of Africa

A study of the major writers of modern Africa with emphasis on several key 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 independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Texts may include Achebe’s *Things Fall Apart*, Ngũgĩ wa Thiong’o’s *The River Between*, Tsitsi Dangarembga’s *Nervous Conditions*, Chimanda Ngozi Adichie’s *Americanah*, Ndebele Njabulo’s *The Cry of Winnie Mandela*, and Ama Ata Aidoo’s *Our Sister Killjoy*. We also watch films such as *White King*, *Red Rubber*, *Black Death*, *Tsotsi* and *District 9*. {L} Credits: 4

Katwiwa Mule

Offered Fall 2015

ECO 311 Seminar: Topics in Economic Development

The Political Economy of Development in Africa

Since post-colonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. Credits: 4

Simon Halliday

Not Offered This Academic Year

HST 259 (C) Aspects of African History

Decolonization, Nation and Political Imagination in Africa

This course explores the politics of decolonization and nationalism in 20th-century Africa, while paying particular attention to the ways in which diverse groups of Africans—women, ethnic and racial minorities, political exiles, youth, and expatriates, among others—articulated their unique views of the “nation” as they made the transition from colonial to self-rule. Key topics include issues of resistance and collaboration in African anticolonial movements, gender and popular culture in late colonial and postcolonial Africa, the Cold War, and the promise and disappointment of the postcolonial state. Enrollment limited to 18 students. {H} Credits: 4

Jeffrey Ablman

Not Offered This Academic Year

ENG 241 The Empire Writes Back: Postcolonial Literature

An introduction to Anglophone fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include: the cultural work of writers as they respond to histories of colonial dominance; their ambivalence towards English linguistic, literary and cultural legacies; the ways literature can (re)construct national identities and histories, and explore assumptions of race, gender, class and sexuality; the distinctiveness of women writers and their modes of contesting cultural and colonial ideologies; global diasporas, migration and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Fanon, Walcott, Cliff, Amitav Ghosh, Rushdie, Jhumpa Lahiri, Mohsin Hamid and some theoretical essays. {L} Credits: 4

Ambreen Hai

Offered Fall 2015

FRN 230 Colloquium in French Studies

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

Women Writers of Africa and the Caribbean

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

Dawn Fulton

Not Offered This Academic Year

HST 234 (C) Global Africa

Frustrated by historical models focused on the modern nation-state, historians have increasingly sought to explore the complex networks of identities, loyalties, and attachments forged by diverse groups of peoples in their

attempts to transcend the real and metaphoric boundaries of the territorial nation-state. This course interrogates how historians and other scholars have engaged the “transnational” in Africa through such concepts as “diaspora,” “transnationalism” and “globalization.” In doing so, the class queries how African peoples living inside and outside the continent shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. {H} Credits: 4

Jeffrey Ablman

Not Offered This Academic Year

HST 257 (L) Early African History to 1800

This course is a general, introductory survey of African history to 1800. It provides students with a framework for understanding the political, social and economic history of Africa prior to colonial rule and for appreciating the strategies African peoples employed as they made sense of, accommodated themselves to and confronted their changing landscapes. Key subjects addressed in the course 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 Ablman

Not Offered This Academic Year

HST 258 (L) Modern Africa Since 1800

This course provides an introductory survey of African history since 1800. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of, accommodated themselves to and confronted their changing historical landscapes. Key subjects include the construction of ethnic identities, abolition and enslavement, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H}{S} Credits: 4

Jeffrey Ablman

Offered Spring 2016

CLT 266 Studies in South African Literature and Film

Adapting Violence to the Screen

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychological, xenophobic, homophobic etc.—is the main focus. For what purposes do South African film makers adapt canonical and contemporaries texts, auto/biographies and memoirs to the screen? How do these adaptations and modifications help us visualize the banality of evil of the apartheid system and its enduring legacies? How do race, class, gender, sexuality, and ethnicity complicate how we define, conceptualize and critique violence? Texts and films may include Alan Paton’s *Cry the Beloved Country*, André Brink’s *A Dry White Season*, Mahamo’s *The Last Grave at Dimbaza*, John Wood’s *Biko (Cry Freedom)*, Nelson Mandela’s *Long Walk to Freedom*, Anne Mare du Preez Bezdrob’s *Winnie Mandela: A Life (Winnie)* and Athol Fugard’s *Tsotsi*. We also study film classics such as *The Voortrekkers* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Katwiwa Mule

Offered Spring 2016

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the

Declaration of Independence and its ideology to define themselves as also citizens of the United States. {H} Credits: 4

Elizabeth Pryor

Offered Fall 2015, Fall 2016

HST 266 (L) The Age of the American Civil War

Origins, course and consequences of the war of 1861–65. Major topics include the politics and experience of slavery; religion and abolitionism; ideologies of race; the role of African Americans in ending slavery; the making of Union and Confederate myths; Reconstruction; white Americans’ final abandonment of the cause of the freed people in the 1880s and 1890s. {H} Credits: 4

Elizabeth Pryor

Offered Spring 2017

HST 270 (C) Aspects of American History

Anatomy of a Slave Revolt

During slavery, white Americans, especially U.S. slaveholders, feared the specter of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat Turner proved that slaves often fought back. Yet the central historiographical question remains: why didn’t U.S. slaves overthrow enslavement like Haitian slaves did on Santo Domingo? Enslaved people challenged slavery in a variety of ways including violence, revolts, maroon communities, truancy, passing, suicide and day-to-day resistance. This course examines the primary documents and contentious historical debates surrounding the import of slave resistance, primarily in the American South. Students examine slave societies, theories on race, gender, sexuality and resistance, as well as modern literature and film to investigate violent and nonviolent resistance and how they are memorialized both in history and in the popular imagination. {H} Credits: 4

Elizabeth Pryor

Offered Fall 2016

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

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews

Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Students write an original research paper using the WPA interviews as their central source. {H} Credits: 4

Elizabeth Pryor; Fall 2015

Instructor: TBA

Offered Fall 2015

IDP 102 Race and Its Intersections With Class, Gender and Sexuality

This course offers an interdisciplinary, critical examination of race largely in the context of the United States. Although race is no longer held by scientists to have any essential biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), definitions of citizenship, economics (from slavery to discriminatory loan arrangements), culture (dance, fashion, literature, music, sport) and identities. Where did the concept of race come from? How has it changed over time and across space? What pressures does it continue to exert on our lives? How does it intersect with gender, sexuality, social class, religion and abilities? By bringing together faculty

from a variety of programs and disciplines—and by looking at a range of cultural texts, social studies, and historical events where racial distinctions and identities have been deployed, constructed and contested—we hope to give the students an understanding of how and why race matters. (E) Credits: 2

Daphne Lamothe

Offered Spring 2016

PSY 263 Psychology of the Black Experience

(Formerly PSY 247) Study of psychological factors particularly affecting the lives of African Americans. Course includes a historical perspective of African American adaptation to life in the United States. It considers both Afrocentric and Eurocentric perspectives on African American psychology and topics include race, racism, racial identity, Whiteness, intelligence, family structure, neighborhoods, religion, physical health and mental health. Prerequisites: PSY 100, PSY 202. {N} Credits: 4

Nnamdi Pole

Not Offered This Academic Year

SWG 100 Issues in Queer Studies

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Offered for 2 credits, graded satisfactory/unsatisfactory only. {H}{L}{S} Credits: 2

Jennifer DeClue, Kevin Quasbie

Offered Spring 2016

POR 381 Seminar in Portuguese and Brazilian Studies

Angola, Brazil and Cuba: Race, Nation and Narrative

This course considers the formation and interrogation of national identities in three post-colonial settings: Angola, Brazil and Cuba. Our readings and discussion focus on notions of race, culture and hybridity in the narration of these national identities. How do different artists and intellectuals respond to the urge for national, cultural and racial unity in the face of dramatic diversity? How do they respond to the racialized legacies of colonialism and Eurocentrism? How does privileging the hybrid, mulatto, creole or mestizo/mestiço identity both subvert and reinvent sociocultural and aesthetic hierarchies? The focus is on fiction and poetry but also includes film, music and visual culture, as well as readings on sociohistorical contexts. Course taught in English. Students have the option of doing selected readings and written work in Spanish and/or Portuguese. Enrollment limited to 12. {A}{F}{L} Credits: 4

Malcolm McNee

Not Offered This Academic Year

SWG 300 Special Topics in the Study of Women and Gender

The Gay '80s

In this seminar, we look at the gay culture in the 1980s. In this regard, we consider four particular aspects: the AIDS epidemic in the U.S. and the activism that engages this crisis; the explosion of underground and mainstream art (visual art, music, literature, film, theater) that showcases an interest in thinking about sexuality, gender and gender normativity, sex and eroticism, and intersectionality; the decade's culture of conservatism, especially in relationship to the legacy of the '60s and the '70s; and the emergence of queer studies scholarship. Permission of the instructor required. Prerequisite: SWG 150 and at least one additional course in SWG. {L}{S} Credits: 4

Kevin Quasbie

Not Offered This Academic Year

THE 221 Rehearsing the Impossible: Black Women Playwrights Interrupting The Master Narrative

Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy and Ntozake Shange, this course explores the work of Pearl Cleage, Lynne

Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to the present go about reinventing the narrative of America. We consider their theatrical/artistic production in the context of black feminism. As artists, audiences and critics grapple with the enduring legacy of minstrel storytelling in the late 20th and early 21st centuries, what were/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? {A}{H}{L} Credits: 4

Andrea Hairston

Offered Fall 2015

THE 319 Shamans, Shapeshifters and the Magic If

To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and audience on an extensive journey in the playground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else's skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this "imagined" world we investigate the normative principles of our current world. This course investigates the counterfactual, speculative, 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 Olandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, Craig Lucas and Doug Wright, as well as films such as *The Curious Case of Benjamin Button*; *Pan's Labyrinth*; *Children of Men*; *Crouching Tiger, Hidden Dragon*; *X-Men*; *Contact* and *Brother From Another Planet*. Enrollment limited to 18. {A}{L} Credits: 4

Andrea Hairston

Offered Spring 2016

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

This course explores how histories of migration have shaped the formation of black cultures and identities. African American culture and identities have always been produced in the crucible of migration, both forced and voluntary. Black people and black cultures have always been on the move and have always been in the process of formation and reformation. African peoples arrived in the "New World" as captives of the transatlantic slave trade. This historical event was devastating, yet it was also an occasion for new cultures and identities to be formed. Migration has compelled black peoples to refashion themselves, transform their environments and make their mark on the art and cultures of their new societies. Among the topics covered are: the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post-Civil Rights era "reverse migration," and more recent immigrations by people from the Caribbean and Africa. We use literature, history, music and film to ask how these stories help us understand the intricacies of this rich history. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Daphne Lamothe

Offered Fall 2015

PHI 304 Colloquium in Applied Ethics

Affirmative Action: International Perspectives

This course examines the moral and legal underpinnings of the policy and practice of affirmative action. The moral basis of restitution and compensation is discussed in examining backward- and forward-looking justifications of affirmative action. Comparisons and contrasts are drawn between different groups affected (Woman, African Americans, Hispanic Americans, Asian Americans and European Americans) and between affirmative action policies in the U.S., India, Malaysia and South Africa. {H}{S} Credits: 4

Albert Mosley

Not Offered This Academic Year

American Studies

Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
 Richard H. Millington, Ph.D., Professor of English Language and Literature ^{†1}
 Michael T. Thurston, Ph.D., Professor of English Language and Literature, ^{*1}
 Steve Michael Waksman, Ph.D., Professor of Music
 Floyd D. Cheung, Ph.D., Associate Professor of English Language and Literature
 Kevin L. Rozario, Ph.D., Associate Professor of American Studies, *Director*
 Christen Mucher, Ph.D., Assistant Professor of American Studies ^{†1}
 Walter Lane Hall-Witt, M.A., Director, American Studies Diploma Program
 Barbara Mathews, Ph.D., Lecturer
 Ellen Wiley Todd, Ph.D., Lecturer

Joan Leiman Jacobson Visiting Non-fiction Writer

Dava Sobel

Research Associates

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

American Studies Committee

Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
 John H. Davis, Ph.D., Professor of Art ^{†1, †2}
 Michael E. Gorra, Ph.D., Professor of English Language and Literature ^{†2}
 Alice L. Hearst, Ph.D., J.D., Professor of Government ^{**2}
 Richard H. Millington, Ph.D., Professor of English Language and Literature ^{†1}
 Christine Marie Shelton, M.S., Professor of Exercise and Sport Studies ^{†1, **2}
 Michael T. Thurston, Ph.D., Professor of English Language and Literature ^{*1}
 Louis Edward Wilson, Ph.D., Professor of Afro-American Studies ^{*1}
 Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies
 Floyd D. Cheung, Ph.D., Associate Professor of English Language and Literature
 Jennifer Mary Guglielmo, Ph.D., Associate Professor of History
 Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies
 Daphne M. Lamothe, Ph.D., Associate Professor of Afro-American Studies
 Kevin L. Rozario, Ph.D., Associate Professor of American Studies
 Steve Michael Waksman, Ph.D., Professor of Music
 Frazer D. Ward, Ph.D., Associate Professor of Art
 Christen Mucher, Ph.D., Assistant Professor of American Studies ^{†1}
 Andrea Stephanie Stone, Ph.D., Assistant Professor of English
 Elizabeth Myers, Ph.D., Director of Special Collections
 Walter Lane Hall-Witt, M.A., American Studies Diploma Program, *Director*

The Major

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

Because of the wide-ranging interests and methods included within the interdisciplinary American studies program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses.

It is expected that several courses in the major will explore issues outside the theme.

Because American studies courses are located primarily in two divisions, humanities and social sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:

- 201 and 202.
- Eight courses in the American field: at least four must be focused on a theme defined by the student; at least two must be in the humanities and at least two in the social sciences; at least two must be devoted primarily to the years before the 20th century; at least one must be a seminar, ideally in the theme selected (340/341 does not fulfill the seminar requirement). Students writing honors projects are exempt from the seminar requirement.
- International comparison: in order to foster international perspectives and to allow comparisons with the American experience, all majors must take a course dealing with a nation or society other than the United States, preferably in the area of the student's focus.
- 340 or 341.

Adviser for Study Abroad: Floyd Cheung

Honors Director: Steve Waksman

AMS 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Steve Waksman

Offered Fall 2015, Spring 2016

AMS 431 Honors Project

Credits: 8

Steve Waksman

Offered Fall 2015

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

Diploma in American Studies

Director: Lane Hall-Witt

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

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

AMS 555 Seminar: American Society and Culture

“Freedom” has long been a defining ideal of U.S. life, passionately desired and intensely contested. This course 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 restricted to students in the Diploma Program in American Studies. Credits: 4

Walter Hall-Witt

Offered Fall 2015

AMS 570 Diploma Thesis

Credits: 4

Walter Hall-Witt

Offered Spring 2016

Courses

AMS 100 Ideas in American Studies

Thinking Through Disability

Over the last decade or so, an energetic activism around disability (including blindness, deafness, mobility impairments, etc.) has been joined by a rich and varied scholarly discourse exploring embodiment and identity. Disability studies has emerged as an exciting field in which scientific, social, political, cultural and economic factors intersect. This one credit course introduces this field of inquiry through a series of lectures that address disability from the perspectives of social policy, history, literary and artistic representation, and cultural and political theory. May be repeated twice for credit with a different topic. (E) Credits: 1

Members of the department

Offered Fall 2015

AMS 201 Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies. We draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relationship to Europe, the question of race, the roles of women, family structure, social class and urban experience.

{H}{L} Credits: 4

Floyd Cheung, Kevin Rozario

Offered Spring 2016

AMS 202 Methods in American Studies

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

Kevin Rozario

Offered Fall 2015

AMS 220 Colloquium

Dance Music Sex Romance: Popular Music, Gender and Sexuality from Rock to Rap

Since the 1950s rock 'n' roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than

women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to “straight” desires over “queer.” This course 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

Offered Fall 2015

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

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

Admission by permission of the instructor. {A}{H} Credits: 4

Barbara Mathews

Offered Spring 2016

AMS 340 Symposium in American Studies

American Undergrounds

Since the 1960s, “the underground” has been imagined as a privileged space of artistic innovation, political radicalism and authentic selfhood. Even today, hip-hop and punk musicians describe themselves as “underground” if they wish to emphasize their integrity; it is the place to go to keep things real, to avoid “selling out,” to evade being co-opted by the dominant order. But what does it mean to be underground? Where did the underground idea come from? What happens to politics and art when it is imagined as an “underground” (as opposed to a mainstream) activity? This course offers a critical history of “the underground” from the underground slave railroad of the early 19th century to the punk and hip-hop undergrounds of our own time. Permission of the instructor required.

Limited to senior majors. {H}{S} Credits: 4

Kevin Rozario

Offered Fall 2015

AMS 341 Symposium in American Studies

Culture, Politics and the Public Sphere

Where does “the public” lie in American society? What is the role of culture in shaping our sense of public life and its political possibilities? This seminar examines the concept of the “public sphere” and consider the ways in which we can use this concept to understand key aspects of American culture and society. The public sphere can be understood as a cornerstone of modern democracy; it is, ideally, the sphere in which we engage in debate over the values and practices that should govern our collective life. Yet, the public sphere can also be a mechanism for excluding certain people from participation in the shared culture or politics of the nation, or silencing certain voices or forms of expression. Reading a mix of theoretical and historical works, we will reflect on such topics as the role of media and popular culture in creating a sense of public participation, the relationship between public life and consumer capitalism, conflicts surrounding the public expression of sexuality, and the importance of cities to the modern experience of what it means to be in public. Limited to senior majors. {H}{S} Credits: 4

Steve Waksman

Offered Spring 2016

AMS 351 Seminar: Writing About American Society

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

Dava Sobel

Offered Spring 2016

AMS 400 Special Studies

Admission by permission of the instructor and the program director.

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

AMS 408D Special Studies

Admission by permission of the instructor and the director. This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

Cross-listed and Additional Courses

ENG 230 American Jewish Literature

Same as CLT 231. Explores the significant contribution of Jewish writers and critics to the development of American literature, broadly defined. Topics include the American dream and its discontents; ethnic satire and humor; literary multilingualism; crises of the left involving Communism, Black-Jewish relations, and '60s radicalism; after-effects of the Holocaust; and the aesthetic engagement with folklore. Authors include Mary Antin, Henry Roth, Isaac Bashevis Singer, Saul Bellow, Philip Roth, E.L. Doctorow, Cynthia Ozick. Yiddish, Canadian and Latin-American writers provide transnational perspective. Must Jewish writing in the Americas remain on the margins, "too Jewish" for the mainstream yet "too white" to qualify as multicultural? No prerequisites. {L} Credits: 4

Justin Cammy

Offered Fall 2015

JUD 260 (C) Yiddish Literature and Culture

Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Explores the Yiddish novel as a forum for political engagement and creative expression in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin and immigrant America. How have post-Holocaust writers memorialized not only a lost civilization but also a murdered language? All texts in translation. Enrollment limited to 18. No prerequisites {L} Credits: 4

Justin Cammy

Offered Spring 2016

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 will be available at the beginning of the second semester.

AMS 410 Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. {H}{S} Credits: 4

Rosetta Coben

Offered Fall 2015

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

Ellen Todd

Offered Fall 2015

AMS 412 Research Project at the Smithsonian Institution

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

Rosetta Coben

Offered Fall 2015

Ancient Studies

Advisers

Scott A. Bradbury, Ph.D., Professor of Classical Languages and Literatures
 John Patrick Coby, Ph.D., Professor of Government ^{†2}
 Joel S. Kaminsky, Ph.D., Professor of Religion
 Barbara A. Kellum, Ph.D., Professor of Art
 Susan Levin, Ph.D., Professor of Philosophy ^{*1}
 Richard Lim, Ph.D., Professor of History, *Director*
 Suleiman Ali Mourad, Ph.D., Professor of Religion ^{†2}

The minor in ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: Six courses, in no fewer than three departments, selected from the list of related courses found under the courses tab. (Other courses may count toward the minor with permission of the student's adviser.)

Related Courses

Please see home department for complete course descriptions.

ARH 212 Ancient Cities and Sanctuaries (L)

Barbara Kellum

Offered Fall 2015

ARH 280 Art Historical Studies (C)

Swords and S(c)andals: Ancient Rome in Film/Form

Barbara Kellum

Not Offered this Academic Year

ARH 315 Studies in Roman Art (S)

In the Museum: When In Rome...Smith's Tappan Photograph Collection and 19th Century Tourism

Barbara Kellum

Offered Spring 2016

CLS 150 Roots: Greek and Latin Elements in English

Nancy Shumate

Offered Spring 2016

CLT 202 Western Classics in Translation, from Homer to Dante

Maria Banerjee, Robert Hosmer, Scott Bradbury, Fall 2015

Offered Fall 2015

GRK 213 Introduction to Homeric Epic

Homer's *Iliad*

Scott Bradbury

Offered Spring 2016

LAT 212 Introduction to Latin Prose and Poetry

Scott Bradbury

Offered Fall 2015

LAT 213 Introduction to Virgil's *Aeneid*

Nancy Shumate

Offered Spring 2016

LAT 330 Advanced Readings in Latin Literature I & II

Cicero and the Power of Rhetoric at Rome

Nancy Shumate

Offered Fall 2015

Ovid's *Metamorphoses*

Scott Bradbury

Offered Spring 2016

FYS 117 The Bible and the American Public Square

Joel Kaminsky

Offered Fall 2015

GOV 261 Ancient and Medieval Political Theory

J. Coby

Offered Fall 2015

HST 201 (L) The Silk Road

Richard Lim

Offered Spring 2016

HST 202 (L) Ancient Greece

Richard Lim

Offered Fall 2015

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

Richard Lim

Offered Spring 2016

HST 204 (L) The Roman Republic

Richard Lim

Offered Fall 2016

HST 205 (L) The Roman Empire

Richard Lim

Offered Spring 2017

HST 206 (C) Aspects of Ancient History

Slaves and Slavery in the Ancient World

Richard Lim

Offered Fall 2015

The World of Late Antiquity

Richard Lim

Offered Spring 2017

REL 110 Colloquia: Thematic Studies in Religion

The Holy Land

Suleiman Mourad

Offered Spring 2016

REL 162 Introduction to the Bible I

Joel Kaminsky

Offered Fall 2015

REL 211 What is the Good Life? Wisdom from the Bible*Joel Kaminsky*

Offered Spring 2016

REL 214 Women in the Hebrew Bible*Joel Kaminsky*

Offered Spring 2016

Courses that count toward the minor but are not offered in 2015–16 include:

ARH 216 The Art and Architecture of the Roman World*Barbara Kellum*

Not Offered This Academic Year

ARH 285 Great Cities*Pompeii**Instructor: TBA*

Not Offered This Academic Year

ARH 315 Studies in Roman Art (S)*At Home in Pompeii**Barbara Kellum*

Not Offered This Academic Year

ARH 352 Studies in Art History (S)*Ancient Cities and Sanctuaries**Instructor: TBA*

Not Offered This Academic Year

FYS 163 The Holy Land*Instructor: TBA*

Not Offered This Academic Year

PHI 124 History of Ancient and Medieval Western Philosophy*Susan Levin*

Not Offered This Academic Year

PHI 324 Seminar in Ancient Philosophy*Plato**Susan Levin*

Not Offered This Academic Year

*Conceptions of the Best Life**Instructor: TBA*

Not Offered This Academic Year

REL 215 Introduction to the Bible II*Instructor: TBA*

Not Offered This Academic Year

REL 219 Christian Origins: Archaeological and Socio-Historical Perspectives*Instructor: TBA*

Not Offered This Academic Year

REL 310 Seminar: Hebrew Bible*Sibling Rivalries: Israel and the Other in the Hebrew Bible**Joel Kaminsky*

Not Offered This Academic Year

REL 345 Seminar: Islamic Thought*Topic: The Qur'an**Suleiman Mourad*

Not Offered This Academic Year

Anthropology

Professors

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

Associate Professors

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

Assistant Professors

Caroline M. Melly, Ph.D. *1
Pinky Hota, Ph.D. †1
Elizabeth A. Klarich, Ph.D.

Associated Faculty

Margaret Sarkissian, Ph.D. **2
Riché J. Daniel Barnes, Ph.D. †2

Lecturers

Alfred Babo, Ph.D.
Patricia Mangan

Research Associate

Adrienne R. Andrews, Ph.D.

The Major

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

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

Requirements: Eight courses in anthropology including Introduction to Cultural Anthropology (130), History of Anthropological Theory (233) and Colloquium in Anthropology (200), preferably taken in the sophomore year, and a Smith anthropology seminar. 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 show a 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 archaeology or additional courses in archaeology may take advantage of the excellent resources at the University of Massachusetts and Hampshire College.

Honors

Director: Caroline Melly

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

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

ANT 130 Introduction to Cultural Anthropology

This course explores the similarities and differences in the cultural patterning of human experience, compares economic, political, religious and family structures in Africa, the Americas, Asia and Oceania and analyzes the impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Limited to first-year students and sophomores. Total enrollment of each section limited to 25. **Offered both semesters each year.** {S} Credits: 4

Elliot Fratkin, Patricia Mangan, Suzanne Gottschang, Fall 2015
Caroline Melly, Fernando Armstrong-Fumero, Patricia Mangan, Spring 2016
Donald Joralemon, Pinky Hota, Suzanne Gottschang, Fall 2016
Caroline Melly, Fernando Armstrong-Fumero, Spring 2017
Offered Fall 2015, Fall 2016, Spring 2016, Spring 2017

ANT 135 Introduction to Archaeology

Same as ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical technique and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first-year students and sophomores. Enrollment limited to 30. {N}{S} Credits: 4

Elizabeth Klarich
Offered Fall 2015, Fall 2016

ANT 200 Colloquium 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. Course topics vary. Normally taken in the sophomore or junior year. Prerequisite: 130. Enrollment limited to 20 anthropology majors. **Offered one semester each year.**

Anthrozoology

Anthrozoology is the study of the interaction between humans and animals. This course focuses on those animals with which humans establish special relationships, for utilitarian or social purposes. We survey the growing body of academic literature on the subject and consider how we might design research projects to document interactions with animals in our own backyard, the Pioneer Valley. Our goals are to become familiar with the variety of research methods used in anthropology, to develop skills in defining research questions and to learn how to compose a research proposal. {S} Credits: 4

Donald Joralemon
Offered Spring 2016

Food

This course examines food using an anthropological lens. We investigate how food is at once embedded in symbolic, social, ecological and political economic systems and in turn is mediated in bodies, histories, belief systems, social relations, geographies and nations. Prerequisite ANT 130. (E) {S} Credits: 4

Suzanne Gottschang
Offered Spring 2017

ANT 218 The Anthropology of Human Rights

Anthropology has a long and complicated relationship with the study of human rights and civic engagement, juggling our orientation of cultural relativism with social and political demands for universal rights, including rights of minorities, women, children, labor and victims of conflict. This course examines the origins and development of human rights and their impact on anthropological studies of ethnicity, gender, development and mobilization in local struggles. Students explore definitions, both anthropological and legal, of human rights, focusing on issues of self-identification, representation and political participation, particularly of vulnerable populations to land, cultural heritage and civil rights, as well as political participation of vulnerable populations, including national, ethnic or religious minorities; indigenous peoples; women; children; and LGBT communities. Prerequisite: 130 or permission of instructor; not open to first-year students. Enrollment limit of 30 students. (E) {S} Credits: 4

Elliot Fratkin

Offered Fall 2016

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

This course is not taught on the Smith College campus. Same as ANT 216 at Mount Holyoke College and ANT 220 at Amherst College. Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students learn how archaeologists study a variety of artifact types within museum collections and have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. This course will be taught at Mount Holyoke College in fall 2015 using artifacts from the Mount Holyoke College Art Museum (ANT 216). This course will be taught at Amherst College in spring 2017 (ANT 220). {S} Credits: 4

Elizabeth Klarich

Offered Spring 2017

ANT 221 Archaeological Method, Theory and Practice

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. This course is also offered at Amherst College (ANT 224) in spring 2016. Credits: 4

Elizabeth Klarich

Offered Spring 2017

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. This course is also offered at Mount Holyoke College in fall 2016 (ANT 216). {S} Credits: 4

Elizabeth Klarich

Not Offered this Academic Year

ANT 233 History of Anthropological Theory

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

Fernando Armstrong-Fumero

Offered Fall 2015, Fall 2016

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

Fernando Armstrong-Fumero

Offered Spring 2017

ANT 235 Youth in Africa

This course aims to present an accurate picture of young people in contemporary Africa. We study their social, economic and political imaginings, initiatives and revolts, through which they seek to reinvent and change the world. Why are young people in Africa who are used to living under the power of adult and elderly domination seeking change? Most young Africans are living in a period of suspension between childhood and adulthood as a consequence of the collapse of their societies in the 1990s when all governments in Africa were subject to IMF and World Bank structural adjustment plans. This course explores how young people on the continent are trying to invent new ways for a better life. While some decide to leave Africa and migrate through the Sahara desert or across the Mediterranean Sea, those who remain in Africa decide to shake traditions and adulthood rules at the economic, social and political levels. (E) {S} Credits: 4

Alfred Babo

Offered Fall 2015

ANT 236 Economy, Ecology and Society

This course concerns the cultural evolution of human society, looking at changes in social organization and technological complexity from our origin as nomadic foragers to current configurations of centralized industrialized states. This course examines issues of economy (production, exchange, consumption) and ecology (human-resource interaction, adaptation, 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 politics), 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

Elliot Fratkan

Offered Spring 2016

ANT 237 Native South Americans

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include early migration, cultural classifications, pre-Hispanic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. {N}{S} Credits: 4

Donald Joralemon

Offered Spring 2017

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

Elliot Fratkan

Offered Fall 2015, Spring 2017

ANT 248 Medical Anthropology

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

Donald Joralemon

Offered Fall 2015, Fall 2016

ANT 250 The Anthropology of Reproduction

This course uses anthropological approaches and theories to understand reproduction as a social, cultural and biological process. Drawing on cross-cultural studies of pregnancy and childbirth, new reproductive technologies, infertility and family planning, the course examines how society and culture shape biological experiences of reproduction. We also explore how anthropological studies and theories of reproduction intersect with larger questions about nature and culture, kinship and citizenship among others. {S} Credits: 4

Suzanne Gottschang

Not Offered This Academic Year

ANT 251 Women and Modernity in China and Vietnam

This course explores the roles, representations and experiences of women in 20th-century China and Vietnam in the context of the modernization projects of these countries. Through ethnographic and historical readings, film and discussion, this course examines how issues pertaining to women and gender relations have been highlighted in political, economic and cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, the gendered aspects of work and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. {S} Credits: 4

Suzanne Gottschang

Offered Fall 2015

ANT 252 The City and the Countryside in China

With more than 80 percent of its population based in rural areas, China is usually viewed as a primarily agrarian society. However, economic reforms in the past 20 years have brought about dramatic growth in China's urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. {S} Credits: 4

Suzanne Gottschang

Not Offered This Academic Year

ANT 253 Introduction to East Asian Societies and Cultures

This course provides a survey of the anthropology of contemporary East Asian societies. We examine the effects of modernization and development on the cultures of China, Japan and Korea. Such topics as the individual, household and family; marriage and reproduction; religion and ritual; and political economic systems are introduced through ethnographic accounts of these cultures. This course provides students with sufficient information to understand important social and cultural aspects of modern East Asia. {S} Credits: 4

Suzanne Gottschang

Offered Fall 2016

ANT 255 Dying and Death

Death, the "supreme and final crisis of life" (Malinowski), calls for collective understandings and communal responses. What care is due the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Not open to first-year students. Enrollment limited to 30. {H}{S} Credits: 4

Donald Joralemon

Offered Spring 2016

ANT 258 Performing Culture

Same as MUS 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Prerequisite: 130 or permission of the instructor. Enrollment limited to 30. {N}{S} Credits: 4

Margaret Sarkissian

Offered Spring 2016

ANT 267 Self and Society in South Asia

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

Pinky Hota

Not Offered This Academic Year

ANT 269 Indigenous Cultures and the State in Mesoamerica

This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we explore the rise of native state-level societies, the transformations that marked the process of European colonization, and the relationship of local indigenous communities to post-colonial states and transnational social movements. Texts used in the course place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. {S} Credits: 4
Fernando Armstrong-Fumero
 Offered Spring 2016

ANT 271 Globalization and Transnationalism in Africa

This course considers the shifting place of Africa in a global context from various perspectives. Our goal is to understand the global connections and exclusions that constitute the African continent in the new millennium. We explore such topics as historical connections, gender, popular culture, the global economy, development, commodities, health and medicine, global institutions, violence and the body, the postcolonial state, religion, science and knowledge, migration and the diaspora, the Internet, and communications and modernity. Enrollment limited to 30. {S} Credits: 4
Caroline Melly
 Offered Spring 2016

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. Credits: 4
Pinky Hota
 Offered Spring 2017

Seminars

ANT 340 Seminar: Topics in Anthropology

Topic: Ethnographic Writing

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

Pinky Hota

Offered Spring 2017

ANT 342 Seminar: Topics in Anthropology

Anthropology and Risk

This course examines the universal and science-based frameworks in which notions of risk are identified. From a cross-cultural perspective, we consider how

social and cultural forces also drive identification of risk and anticipation of danger. Cases from public health, medicine, environmental and development studies are used to examine the contingency of risk theory in practice. {S} Credits: 4
Suzanne Gottschang
 Offered Spring 2017

ANT 344 Seminar: Topics in Medical Anthropology

Anthropology and Medical Ethics

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

Donald Joralemon

Offered Fall 2015, Spring 2017

ANT 347 Seminar: Topics in Anthropology

Prehistory of Food.

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

Elizabeth Klarich

Offered Spring 2016

ANT 348 Seminar: Topics in Development Anthropology

Health in Africa

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

Elliot Fratkin

Offered Spring 2016

ANT 352 Seminar: Topics in Anthropology

Politics of Language

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

Fernando Armstrong-Fumero

Offered Fall 2015, Fall 2016

ANT 353 Seminar: Topics in Anthropology*Citizenship and Belonging*

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

Caroline Melly

Offered Fall 2016

General Courses

ANT 400 Special Studies

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

Instructor: TBA

Offered Fall 2015, Spring 2016

ANT 408D Special Studies

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

ANT 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

ANT 432D Honors Project

Credits: 6 per semester, 12 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

Archaeology

Advisory Committee

Scott A. Bradbury, Ph.D., Professor of Classical Languages and Literatures
 Bosiljka Glumac, Ph.D., Professor of Geosciences
 Joel S. Kaminsky, Ph.D., Professor of Religion
 Barbara A. Kellum, Ph.D., Professor of Art, *Director*
 Elizabeth A. Klarich, Ph.D., Assistant Professor of Anthropology
 Dana Leibsohn, Ph.D., Professor of Art
 Richard Lim, Ph.D., Professor of History
 Christopher Loring, Director of Libraries
 Suleiman Ali Mourad, Ph.D., Professor of Religion ^{*2}
 Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and of Comparative Literature

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

The Minor

Requirements

1. ARC 135/ANT 135 (prior to 2009–10, ARC 211).
2. Five additional courses (if the archaeological project, see below, carries academic credit, only four additional courses are required.) These are to be chosen in consultation with the student's adviser for the minor. We encourage students to choose courses from at least two different departments, and to study both Old World and New World materials. A list of approved courses is available on the program website at www.smith.edu/arch.
3. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by her adviser. The project may be done in a variety of ways and places; for example, it may be excavation (fieldwork), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests. This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the advisory committee, it may count as one of the six courses required for this minor.

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

ARC 135 Introduction to Archaeology

Same as ANT 135. This course studies past cultures and societies through their material remains. Explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social

contexts is explored. Limited to first-year students and sophomores. Enrollment limited to 30. {N}{S} Credits: 4

Maxine Oland

Offered Fall 2015

ARC 400 Special Studies

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

Instructor: TBA

Offered Fall 2015, Spring 2016

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

This course is not taught on the Smith College campus. Same as ANT 216 at Mount Holyoke College and ANT 220 at Amherst College. Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students learn how archaeologists study a variety of artifact types within museum collections and have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. This course will be taught at Mount Holyoke College in fall 2015 using artifacts from the Mount Holyoke College Art Museum (ANT 216). This course will be taught at Amherst College in spring 2017 (ANT 220). {S} Credits: 4

Elizabeth Klarich

Offered Spring 2017

ANT 237 Native South Americans

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include early migration, cultural classifications, pre-Hispanic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. {N}{S} Credits: 4

Donald Joralemon

Offered Spring 2017

ARH 216 The Art and Architecture of the Roman World

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

Barbara Kellum

Not Offered This Academic Year

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

Who collects ancient art? What makes antiquities worthy of display? This colloquium focuses on contemporary debates in the field of ancient American art history. Among the topics we consider: architectural restoration, the legalities and ethics of collecting, indigenous perspectives on the display and interpretation of antiquities, and technologies for representing the past. The course consists of wide-ranging weekly readings and discussion, giving special

attention to the intersection of art history and museum exhibitions. Prerequisite: one 200-level course in art history, archaeology, museum studies or the culture/history of Latin America. Not open to first year students. Group I. Enrollment limited to 18. {A}{H} Credits: 4

Dana Leibsohn

Not Offered This Academic Year

ARH 315 Studies in Roman Art (S)

At Home in Pompeii

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

Barbara Kellum

Not Offered This Academic Year

HST 201 (L) The Silk Road

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. {H} Credits: 4

Richard Lim

Offered Spring 2016

HST 204 (L) The Roman Republic

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. {H} Credits: 4

Richard Lim

Offered Fall 2016

HST 205 (L) The Roman Empire

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy; persecution of Christians; pagans, Christians and Jews in late antiquity. {H} Credits: 4

Richard Lim

Offered Spring 2017

REL 162 Introduction to the Bible I

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H}{L} Credits: 4

Joel Kaminsky

Offered Fall 2015

Archives Concentration

Advisory Committee

Kelly Anderson, Ph.D., *Director*
 Shannon Audley-Piotrowski, Ph.D. *¹
 Carrie N. Baker, Ph.D. †¹
 Darcy C. Buerkle, Ph.D. **^{1,*2}
 Maida Goodwin
 Jennifer Mary Guglielmo, Ph.D.
 Barbara A. Kellum, Ph.D.
 Karen Kukil, Ph.D.

Richard H. Millington, Ph.D. †¹
 Christen Mucher, Ph.D. †¹
 Elizabeth Myers, Ph.D.
 Kathleen Banks Nutter
 Cornelia D.J. Pearsall, Ph.D.
 Elizabeth Stordeur Pryor, Ph.D.
 Andrea Stephanie Stone, Ph.D.
 Nanci Young

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

The archives concentration is designed to make our local, regional, national and international histories public through research projects and professional training. Through a combination of academic coursework, practical experience and independent research projects, students learn about the institutions and repositories that shape knowledge and understanding of our collective pasts through the collection, preservation, interpretation and display of artifacts, manuscripts and representation of historic sites. The concentration creates an interdisciplinary community of students engaged in first-hand use of primary sources in the arts and architecture, medicine, law, history, social activism, the histories of institutions, communities and professional organizations. Through a sequence of courses, students gain knowledge of the theory and practice of archives and public history methods through which these materials are shaped into compelling narratives. Through practical experiences in two internships, students learn about archival acquisition, processing and description skills, and building finding aids that make collections available for scholarly use. Students in disciplines in which archival research is already featured (such as history, American studies, and the study of women and gender) as well as in the sciences and a wide array of social sciences are encouraged to apply.

Requirements

The archives concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements:

1. The “gateway” course (ARX 141)
2. Four existing courses offered in departments or programs, which involve significant archival research, approved by the ARX advisory committee (see list of “electives” on website)
3. The senior capstone seminar, involving an independent research project, usually resulting in an exhibit.
4. Two practical experiences or internships, totaling at least 100 hours each

Gateway Courses

ARX 141 What I Do in the Archives

This course is a behind-the-scenes introduction to the roles archives and archivists play in our understanding of the past. Taught in Smith’s archives by our own archivists, this seven-week series will include topics such as processing and curating, preservation, oral history, archives in the digital age, legal issues and donor relations. Requirement include active participation in class, weekly

readings, and short written assignments. This course serves as a gateway for students in the Archives Concentration. Graded S/U only. {H} Credits: 1

Kelly Anderson

Offered Fall 2015

Capstone Course

ARX 340 Capstone Seminar for the Archives Concentration

The capstone seminar brings together a cohort of concentrators to explore contemporary issues at the intersection of archives and public history. The seminar readings focus each week on case studies about contemporary challenges in preservation, access and interpretation of archival materials. In a variety of media, students analyze how these materials become part of a meaningful and usable past for general audiences. In addition, each concentrator completes an independent project, usually an exhibit that draws upon concentrators’ own expertise developed through their coursework and their practical experiences. Open only to students in the archives concentration. Enrollment limited to 15. {H} Credits: 4

Kelly Anderson

Offered Spring 2016

Electives

All offered during interterm for 1 credit, S/U only

ARX 105 Class Matters: Organizing for Economic Justice

This course introduces students to several SSC collections of individual papers and organization records that shed light on the fight for economic justice, especially for American women, both white and of color. In addition to some short secondary source readings, students then choose preselected documents from 14 designated collections and in conversation with each other, both in class and in five written responses on Moodle, discuss the ways in which a particular individual or organization has addressed issues of economic injustice —what worked, what did not, what needs to happen next. Graded S/U only. Credits: 1

Kathleen Nutter

Offered Interterm 2016

ARX 106 Oral Histories and Archives

Students are introduced to oral history as both a form of evidence and as a method. We explore the oral history collections in the Sophia Smith Collection in order to evaluate oral history as a primary source. What do we learn from oral testimony that is different from traditional archival sources? How do we read this kind of text? And how are these sources produced? Students are also introduced to oral history techniques in order to prepare for theses and/or independent research projects that employ oral history methods. Cannot be repeated for credit. Enrollment limited to 16; priority given to Archives concentrators. Graded S/U only. Credits: 1

Kelly Anderson

Not Offered This Academic Year

ARX 107 Making Teaching and Learning Tangible: Understanding Childhood Through the Archives

Children’s experiences are often left out of history and historical accounts. Yet, children and youth feel empowered when they can encounter themselves

in history. This course has students work through a question using the SSC collection that examines situated childhoods. In addition, students learn how to formulate their own research question and gather archival documents that facilitate lesson plans or discussion with elementary, junior high and high school students about the expectation of children and childhood at different points in history. This course is suited for students who have a passion for child development or who want to develop their pedagogical repertoires. Enrollment limit of 25. Graded S/U only. (E) Credits: 1

Shannon Audley-Piotrowski

Offered Interterm 2016

ARX 400 Special Studies

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

Instructor: TBA

Offered Fall 2015, Spring 2016

Art

Professors

Marylin Martin Rhie, Ph.D. (Art and East Asian Studies) *¹
 Dwight Winfred Pogue, M.F.A. **²
 Craig M. Felton, Ph.D.
 John H. Davis, Ph.D. †¹, †²
 Barbara A. Kellum, Ph.D.
 A. Lee Burns, M.S., M.F.A.
 Brigitte Buettner-Gorra, Ph.D. **¹, *²
 John E. Moore, Ph.D. †¹
 Dana Leibsohn, Ph.D., *Chair*
 Lynne M. Yamamoto, M.A., *Associate Chair*

Professor-in-Residence

Barry Moser, B.S.

Associate Professors

Frazer D. Ward, Ph.D.
 Fraser Stables, M.F.A.
 John Slepian, M.F.A. *¹

Harnish Visiting Artist

Yola Monakhov-Stockton, M.F.A.

Assistant Professors

James Middlebrook, M.Arch.
 Laura Kalba, Ph.D.
 Lindsey Clark-Ryan, M.F.A.

Senior Lecturer

John S. Gibson, M.F.A. **²

Lecturers

Katherine E. Schneider, M.F.A.
 Martin Antonetti, M.S.L.S.
 Meredith Broberg, M.F.A.
 Jessica F. Nicoll, M.A.
 Elizabeth R. Meyersohn, M.F.A.
 Lucretia Ann Knapp, M.F.A., M.L.S.
 Justin Kim, M.F.A.
 Alex Dika Seggerman, Five College Post-Doctoral Fellow
 Anna Lee, Post-Doctoral Fellow
 Erica Morawski, Post-Doctoral Fellow

The Major

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

Art History Adviser for Study Abroad: Laura Kalba

Art Studio Adviser for Study Abroad: Lynne Yamamoto

Architecture Adviser for Study Abroad: James Middlebrook

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

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

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

Students who entered Smith College in the Fall 2013 semester (or after) are subject to the following requirements. All others have the option of following this set of requirements, or the one in effect when they arrived at the college or declared their major.

Plan A. The History of Art

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

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

Requirements include:

1. ARH 110 Art and Its Histories, normally to be completed before the junior year
2. One course in studio art
3. Six courses in the history of art at the 200-level, consisting of a mix of lecture courses and colloquia, of which four have to be 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)

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

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

Plan B. Studio Art

Requirements: 12 courses, which will include:

1. One 100-level course selected from the following: ARS 161, ARS 162, ARS 163, ARS 164, ARS 172. (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 concentrations but must take the full sequence of courses (usually three, including a 300-level course) in at least one of the following areas of concentration: electronic media. Smith or Five-College digital or video production may count as upper-level digital courses.
 - graphic arts
 - painting
 - photography
 - sculpture
 - drawing
6. ARS 385
7. ARS 399: J-term graduates should take ARS 399 in their junior year. All other students should take ARS 385 and ARS 399 in their senior year.

Declaring the Plan B major

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

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

Plan C. Architecture

Requirements: 12 courses, which will include:

- ARH 110 Art and Its Histories
- Four courses: ARS 162 or ARS 163 or ARS 172 ARS 283 or LSS 250 ARS 285 or LSS 255 ARS 388 or ARS 389/LSS 389
- One other upper-level course in three-dimensional architectural design, such as ARS 386.
- One studio course in another medium.
- Three 200-level courses focusing on the built environment (of which two groups must be covered): ARH 204, 208, 212, 216, 224, 226, 228, 232, 234, 240
- One seminar (with final paper focusing on the built environment). For 2015-16 the 300-level seminar is ARH 352.
- One additional art history class at the 200- or 300-level focusing on the built environment

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

The Minors

Plan 1. History of Art

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

Advisers: Martin Antonetti, Brigitte Buettner, Craig Felton, Laura Kalba, 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 seminar (to be taken at Smith).

Plan 2. Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: A. Lee Burns, Lindsey Clark-Ryan, John Gibson, Dwight Pogue, John Slepian, Fraser Stables, Lynne Yamamoto

Requirements: One 100-level course selected from the following: ARS 161, ARS 162, ARS 163, ARS 164, ARS 172 and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3. Architecture

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

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

Requirements:

Three courses:

- One from:
ARS 162, ARS 163, ARS 172
ARS 283 or LSS 250
ARS 285 or LSS 255
- Two art history courses above the 100 level that focus on architectural monuments, urban environments or spatial experience: ARH 204, 208, 212, 216, 224, 226, 228, 232, 234, 240 (Age of Louis XIV), 246, 250, 253, 264, 265, 267, 280 (Landscapes of the Modern Caribbean), 283, 285, 350, 352.
- One 100-level art history course

Plan 4. Graphic Arts

Advisers: Dwight Pogue, Lindsey Clark-Ryan

Graphic arts seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit.

Requirements:

- ARS 163 (basis);
- ARH 247 or 268; and
- any four ARS from: 269, 270, 272, 275, 369, 372 and 375 of which one should be at the 300 level or a continuation of one medium.

Honors

Directors of the Honors Committee

Art History: Frazer Ward

Studio Art: Lindsey Clark-Ryan

Requirements and Presentations

All candidates will present their work to the art department, in a public presentation, late in April or early May. Guidelines and further details can be found on the art department website.

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

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

A. The History of Art

Introductory Courses

ARH 110 Art and Its Histories

This course explores how art and architecture have profoundly shaped visual experiences and shifting understandings of past and present. While featuring different case studies, each section includes work with original objects, site visits and writings about art. Unifying themes include (1) materials, techniques and the patterns variously deployed to create space; (2) the design, function and symbolism of images and monuments; (3) artistic production and its relation to individual and institutional patronage, religion, politics and aesthetics; (4) issues turning on artists' fame versus anonymity, and uniqueness versus reproducibility; (5) cross-cultural exchanges. Enrollment limited to 25. {A}{H} Credits: 4

Brigitte Buettner, Instructor: TBA, Laura Kalba, Fall 2015

Barbara Kellum, Frazer Ward, Spring 2016

Offered Fall 2015, Spring 2016

ARH 141 Introduction to Art History: Western Traditions to 1500

This course examines the Western traditions in art through a selection of key buildings, images and objects created from the prehistoric era, the ancient Middle East, Egypt, Greece and Rome, Byzantium and medieval times through the Romanesque and Gothic periods, the 15th century in Northern Europe and Italy (Renaissance) to circa 1500. Enrollment limit of 50 students. {A}{H} Credits: 4

Craig Felton

Offered Fall 2015

ARH 142 Introduction to Art History: Western Traditions–1500 to the Present Time

This course examines the Western traditions in painting, sculpture and architecture from circa 1500, with an emphasis on Florence, Rome (the High Renaissance) and Venice, and in Northern Europe, through the 17th century (baroque) in Southern and Northern Europe and the 18th century (rococo) in Northern Europe, to the Age of the Enlightenment, Neo-classicism, Romanticism, Realism, Impressionism, Expressionism, and so on to the rise of modernism and modernity in the 20th century (Europe and the United States of America), and concluding with the contemporary period. Enrollment limit of 50 students. {A}{H} Credits: 4

Craig Felton

Offered Spring 2016

200-Level Lecture Courses

ARH 204 Art and Architecture of the Ancient Americas (L)

What is “antiquity” in the Americas? This class explores this question by focusing upon pre-Hispanic visual culture. We cross both Mesoamerica and the Andes, giving particular attention to the Aztecs, Inka and Maya. Along with architecture, textiles, ceramics and sculpted works, we consider current

debates in art history and archaeology. Among the themes we 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. Group A {A}{H} Credits: 4

Dana Leibsohn

Offered Spring 2016

ARH 212 Ancient Cities and Sanctuaries (L)

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes 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 {A}{H} Credits: 4

Barbara Kellum

Offered Fall 2015

ARH 242 Early Italian Renaissance Art (L)

The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units 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 will inform the art of generations to come. A revival of interest in the liberal arts tradition and the classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century 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

Craig Felton

Offered Fall 2015

ARH 244 Italian 16th-Century Art (L)

The giants of the Italian Renaissance: Leonardo da Vinci, Michelangelo and Raphael are studied against the backdrop of shifting political tides and the emergence of Pope Julius II whose patronage caused the arts in Rome—with such projects as the Sistine Chapel and the Stanze of the Papal Apartments—to give a particular meaning to the term Renaissance. This Julian Renaissance, or the High Renaissance in Rome, will be compared with the development in painting of the period from 1450 to 1575 in the courts of Mantua, Ferrara, and the Republic of Venice, with the significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both in painting and architecture, and those artists of the Florentine “Mannerist” period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. Group A {A}{H} Credits: 4

Craig Felton

Offered Spring 2016

ARH 258 The Colonial City: Global Perspectives (L)

Same as FRN 290. This class examines the architectural history of French colonialism from a global historical perspective. French colonialism marked the longest episode of French interaction with the non-European world. This class encourages a broader understanding of its architectural impact through approaching the buildings, towns and cities that emerged during French imperialism. We engage colonial iterations of “high style,” or official, governmental architecture, in addition to examining vernacular forms engendered because of the blending of building traditions. We consider sites

in Africa, North America, the Caribbean, Asia and the Indian Ocean. We think through the social and economic factors that caused architectural and urban typologies to display marked continuities despite geographical distinctions.

Group B (E) {A}{H} Credits: 4

Dwight Carey

Offered Spring 2016

ARH 272 Art and Revolution in Europe, 1789–1889 (L)

This course surveys the major trends in European painting and sculpture—including some urbanism and visual culture—of the tumultuous century following the French Revolution of 1789. Starting with Jacques-Louis David and revolutionary iconoclasm, we end with Post-Impressionism and the spectacular cast-iron construction of the Eiffel Tower for the 1889 Paris World's Fair.

Throughout, we recover the original radicality of art's formal and conceptual innovations during the 19th century: confidently overt brush-work, a mingling of high and low, and an aesthetization of politics, empire, sexuality, technology and modernity. Prerequisite: a 100-level course in art history, or permission of the instructor. Group B {A}{H} Credits: 4

Laura Kalba

Offered Fall 2015

ARH 278 History of Photography (L)

A survey of photography, photographers and the literature of photography.

Consideration of the formal, technical, historical and social factors in the development and practice of photography since 1839. Group B. {A}{H} Credits: 4

Anna Lee

Offered Fall 2015

ARH 281 Modern, Postmodern, Contemporary (L)

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

Offered Fall 2015

200-Level Colloquia

ARH 247 Colloquium: The Art and History of the Book (C)

Same as ENG 293. A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the Middle Ages to contemporary artists' books. The course examines the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. Group A, Group B {A}{H}{L} Credits: 4

Martin Antonetti

Offered Spring 2016

ARH 268 The Artist's Book in the 20th Century (C)

A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course examines the varieties of form and expression used by book artists and the relationships between these artists and the sociocultural, literary and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library's

Mortimer Rare Book Room and the museum's Selma Erving Collection of Livres d'Artistes, students read extensively in the literature of artistic manifestos and of semiotics, focusing on those critics who have explored the complex relationship of word and image. Permission of the instructor. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 18. Group B {A}{H} Credits: 4

Meredith Broberg

Offered Fall 2015

ARH 280 Art Historical Studies (C)

Landscapes of the Modern Caribbean

The landscapes of sugar and agricultural production, syncretic and Christian faiths, slavery, nation and state, and tourism are just some of the built environments we study as we explore the modern Caribbean built environment as it developed after European contact. A consideration of both insular and international contexts allow us to engage with concepts of hybridity and translation as we explore such diverse places as Puerto Rico, Cuba, Haiti and Jamaica. With attention to economic, technological, political and cultural factors, we study the built environment to investigate its relationship to the social realities within which it was produced. Group B (E) {A}{H} Credits: 4

Erica Morawski

Offered Fall 2015

Age of Imperial Encounter: 19th-Century Art of the Middle East

The 19th-century Middle East witnessed a flourishing of strange and hybrid architecture and visual culture that blended local traditions with global trends. As local empires waned, European forces spread new models of elite culture. How did art of the 19th century Middle East respond to shifts in political, social and cultural power? How do we define hybridity in art and can we break it free from Orientalist paradigms? Students acquire knowledge of 19th-century Islamic art and history, develop skills of critical looking, and gain an advanced vocabulary to evaluate visual culture under colonialism. Group B {A}{H} Credits: 4

Alexandra Seggerman

Offered Spring 2016

Mountains and Rivers Without End: An Introduction to Chinese Landscape Painting

This class examines Chinese landscape painting from its emergence in the Tang Dynasty to the 20th century. More than just realistic depictions of nature, painted landscapes were a vibrant medium for personal, political, and religious expression. Through direct study of paintings at the Smith College Museum of Art, students learn to read a landscape painting based on style, composition, and brush strokes. We also focus on the larger social and symbolic meanings of landscape painting and the original historical context in which they were created, circulated and appreciated. Group A (E) {A}{H} Credits: 4

Daniel Greenberg

Offered Fall 2015

Imaging and Imagining the Unseen Through Photography

Since its inception, photography has been discussed as a medium uniquely tethered to reality. This course examines the theoretical underpinnings of this link alongside case studies that apply pressure to this assumption. Using the tropes of *imaging* and *imagining*, we will track the following questions: What motivates the desire to make and view images that typically reside outside of a normative field of vision? What are the implications of “giving visibility” by appealing to notions of photographic truth? Could there be an ideological function to depicting, photographically, that which is unseen—either physically (ghosts, for example) or politically (marginalized individuals)? Group B (E) {A}{H} Credits: 4

Anna Lee

Offered Spring 2016

Advanced 200-Level Colloquia

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

ARH 291 Topics in Art History (C)

Northern European Art, 1400–1550: Images and Interpretations

How do we make sense of works of art and conceptualize what we see? What analytical tools and methodological assumptions guide and shape our acts of interpretation? These questions will lie at the heart of our in-depth study of a select group of major Northern Renaissance paintings. Artists range from Van Eyck and Rogier van der Weyden to Dürer and Bosch; readings draw on different, sometimes conflicting approaches with the goal to introduce the full spectrum of art historical interventions, from formal and social analysis to more recent perspectives on race, sexuality and the global turn. Prerequisite: one 200-level course in art history or permission of the instructor. Group A {A}{H} Credits: 4

Brigitte Buettner

Offered Fall 2015

Why Impressionism? Autopsy of an Art Historical, Commercial, and Curatorial Obsession

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, and when (or whether) campaigns of renovation and restoration can legitimately be called iconoclasm. Group B {A}{H} Credits: 4

Laura Kalba

Offered Spring 2016

Seminars

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

ARH 315 Studies in Roman Art (S)

In the Museum: When in Rome...Smith's Tappan Photograph Collection and 19th-Century Tourism

This museum-based seminar focuses on a collection of photographs of the ancient ruins of Rome collected by Caroline Sturgis Tappan (1819–88). These photographs are paired with Piranesi prints from the Yale Art Museum for the Fall 2016 Smith College Museum of Art exhibition *When in Rome...* Student research in this seminar contributes directly to exhibition planning. We analyze the photographs in relation to scholarly work on tourism and the grand tour as well as on the ancient monuments themselves but also delve into 19th century guidebooks and depictions of Rome in contemporary fiction from Henry James' *Daisy Miller* to Nathaniel Hawthorne's *Marble Faun* to see what such juxtapositions of text and image may reveal. {A}{H} Credits: 4

Barbara Kellum

Offered Spring 2016

ARH 352 Studies in Art History (S)

Visual Culture and Colonization

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce?

Is it possible to describe what is “colonial” about art or architecture? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider are interpretive work in the field of “colonial studies,” the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. {A}{H} Credits: 4

Dana Leibsohn

Offered Fall 2015

ARH 374 Studies in 20th-Century Art

Gender, Sexuality and the Built Environment

This course investigates how gender and sexuality are simultaneously constitutive of, and constituted by, the built environment. Approaching the topic from the perspective of 19th- and 20th-century art and architectural history in the United States and Europe, the course addresses several interrelated questions: How have women shaped the built environment? What role has gender played in shaping dominant understandings of private and public spheres? What role does space play in defining socially acceptable and unacceptable sexual relationships? Finally, how is our understanding of these issues informed by depictions of gender, sexuality and the built environment in painting, photography and film? {A}{H} Credits: 4

Laura Kalba

Offered Spring 2016

ARH 400 Special Studies

Credits: 2 to 4

Members of the department

Offered Fall 2015, Spring 2016

ARH 430D Honors Project

Credits: 8

Frazer Ward

Offered Fall 2015, Spring 2016

B. Studio Courses

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

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

Please note that all studio art courses have limited enrollments.

ARS 161 Design Workshop I

An introduction to visual experience through a study of the basic principles of design. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. {A} Credits: 4

A. Lee Burns

Offered Spring 2016

ARS 162 Introduction to Digital Media

An introduction to visual experience through a study of basic principles of design. All course work is developed and completed using the functions of a computer work station. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 14. {A} Credits: 4

Lucretia Knapp, Fall 2015

Fraser Stables, Lucretia Knapp, Spring 2016

Offered Fall 2015, Spring 2016

ARS 163 Drawing I

An introduction to visual experience through a study of the basic elements of drawing. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. {A} Credits: 4

Dwight Pogue, John Gibson, Lindsey Clark-Ryan, Fall 2015

Justin Kim, Katherine Schneider, Spring 2016

Offered Fall 2015, Spring 2016

ARS 164 Three-Dimensional Design

An introduction to design principles as applied to three-dimensional form. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. {A} Credits: 4

Lynne Yamamoto

Offered Spring 2016

ARS 171 Introduction to the Materials of Art

An introduction to materials and methods used historically in the various arts. The emphasis is on the two-dimensional arts. A required fee of \$75 to cover materials is charged at the time of registration. Enrollment limited to 12. {A} Credits: 4

David Dempsey

Offered Spring 2016

ARS 172 Cross-Disciplinary Foundations

This team-taught studio course introduces first-year students to a range of conceptual frameworks for making and thinking about art. Unlike a skills-based class devoted to a single medium, in this course students practice problem-solving across traditional media boundaries. Students have the opportunity to explore two-dimensional, three-dimensional and time-based media. Assignments allow students to develop both studio and site-specific approaches. The course is strongly recommended for students considering the art major. A required fee of \$25 to cover supplied materials is charged at the time of registration. Enrollment limited to 25. Priority given to first-year students. (E) {A} Credits: 4

Lynne Yamamoto, Yola Monakhov

Offered Fall 2015

ARS 263 Intermediate Digital Media

This course builds working knowledge of multimedia digital artwork through experience with a variety of software, focusing on video and time-based media. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. (No prerequisite required.) {A} Credits: 4

Instructor: TBA

Offered Fall 2015

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. Prerequisite: ARS 163, 172, or permission of the instructor. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 15. {A} Credits: 4

Elizabeth Meyersohn

Offered Fall 2015

ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: ARS 163 or permission of the instructor. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 15. {A} Credits: 4

Katherine Schneider, Fall 2015

Elizabeth Meyersohn, Spring 2016

Offered Fall 2015, Spring 2016

ARS 269 Offset Printmaking I

Introduction to the printmaking technique of hand-drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Prerequisite: ARS 161, or permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Dwight Pogue

Offered Fall 2015

ARS 270 Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Prerequisite: ARS 161 or permission of the instructor. Enrollment limited to 15. {A} Credits: 4

Dwight Pogue

Offered Spring 2016

ARS 272 Intaglio Techniques

An introduction to intaglio printmaking, particularly etching and drypoint. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Prerequisite: ARS 161, 162, 163, 172, or permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Lindsey Clark-Ryan

Offered Fall 2015

ARS 273 Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisite: ARS 161, 163, 172 or permission of the instructor. Enrollment limited to 16. {A} Credits: 4

A. Lee Burns

Offered Fall 2015

ARS 274 Projects in Installation I

This course introduces students to different installation strategies (e.g., working with multiples, found objects, light, site-specificity, among others). Coursework includes a series of projects, critiques, readings and a paper. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisite: ARS 164, 172 or permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Lynne Yamamoto

Offered Fall 2015

ARS 275 The Book: Theory and Practice I

Investigates (1) the structure and history of the Latin alphabet, augmenting those studies with brief lessons in the practice of calligraphy, (2) a study of typography that includes the composing of type by hand and learning the rudiments of printing type and (3) an introduction to digital typography. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Prerequisite: ARS 161 or permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Barry Moser

Offered Fall 2015, Spring 2016

ARS 282 Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: ARS 162, 172 or permission of the instructor. Each section involves either traditional film and darkroom photography or a combination of darkroom and digital processes. A required fee

of \$75 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 15 per section. {A} Credits: 4
Fraser Stables, Yola Monakhov, Fall 2015
Fraser Stables, Yola Monakhov, Spring 2016
 Offered Fall 2015, Spring 2016

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in discourse about the inhabitation of the built environment, which will be explored through the architectural design process. Students will create projects to represent their ideas and observations in response to challenging questions about the art and craft of space-making. This course will ask students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies, or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of \$75 to cover group-supplied materials and/or printing will be charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 24. {A} Credits: 4
James Middlebrook
 Offered Fall 2015

ARS 285 Introduction to Architecture

The primary goal of this studio is to gain insight into the design and representation of architectural space. Students gain skills in graphic communication, model making, and working in multiple media including digital modeling. We look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies, or architectural design studio course. Enrollment limited to 24. Note: LSS 255 can substitute for ARS 285 in the Plan C studio art major. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. {A} Credits: 4
James Middlebrook
 Offered Spring 2016

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. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. {A}{M} Credits: 4
John Slepian
 Offered Spring 2016

ARS 362 Painting II

Painting from models, still life and landscape using varied techniques and conceptual frameworks. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 266 and permission of the instructor. Enrollment limited to 15. {A} Credits: 4
John Gibson
 Offered Fall 2015

ARS 363 Painting III

Advanced problems in painting. Emphasis on thematic self direction and group critical analysis. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 362 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4
John Gibson
 Offered Spring 2016

ARS 369 Offset Printmaking II

Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photo-printmaking. Prerequisite: ARS 269 or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. {A} Credits: 4
Dwight Pogue
 Offered Spring 2016

ARS 372 Advanced Printmaking

A continuation of Intaglio Techniques (ARS 272). As part of their advanced study in printmaking, students will produce a portfolio of work using a variety of processes, including intaglio, relief and some lithographic techniques. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Prerequisite: ARS 272 or permission of the instructor. Enrollment limited to 12. {A} Credits: 4
Lindsey Clark-Ryan
 Offered Spring 2016

ARS 374 Sculpture II

Advanced problems in sculpture using bronze casting, welding and various media. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 273 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4
A. Lee Burns
 Offered Spring 2016

ARS 384 Advanced Studies in Photography

Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects provide a basis for critiques. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 282 and permission of the instructor. Enrollment limited to 15. {A} Credits: 4
Yola Monakhov
 Offered Spring 2016

ARS 385 Seminar in Visual Studies

Craft
 An intensive examination of a theme in studio work. Students work within the medium of their area of concentration. Each class includes students working in different media. Group discussion of readings, short papers and oral presentations are expected. The course culminates in a group exhibition. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 15 upper-level studio majors. Prerequisites: Two or more courses in the student's chosen sequence of concentration and permission of the instructor. {A} Credits: 4
John Gibson, John Slepian
 Offered Fall 2015

ARS 386 Topics in Architecture

Re-envisioning the Spaces of Neilson Library
 This course explores a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include the role

of technology within the built environment, vernacular architecture and landscapes, the role of context in its many forms, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 283, ARS 285 (or equivalent LSS studio) and two art history courses, or permission of the instructor. This course may be repeated for credit with a different topic. Enrollment limited to 12. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. {A} Credits: 4

James Middlebrook

Offered Fall 2015

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers the many ways through which places are constructed, culturally, socially and physically. We examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication is required. Prerequisites: ARS 283, ARS 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. {A} Credits: 4

James Middlebrook

Offered Spring 2016

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. A required fee of \$25 to cover group-supplied materials and/or printing is charged at the time of registration. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15, three students from each of the five colleges. {A} Credits: 4

Instructor: TBA

Offered Fall 2015

ARS 399 Senior Exhibition Workshop

This one-semester capstone course is required of senior and j-term junior Plan B majors. Students create work in media of their choice and develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Course material 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. {A} Credits: 4

John Gibson, Lindsey Clark-Ryan

Offered Spring 2016

ARS 400 Special Studies

Normally for junior and senior majors. Written project description required. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

ARS 430D Honors Project

Special approval required. Credits: 4 per semester, 8 for yearlong course

Lindsey Clark-Ryan

Offered Fall 2015, Spring 2016

Cross-Listed and Interdepartmental Courses

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

ANT 135 Introduction to Archaeology

EAS 270 Colloquium in East Asian Studies

IDP 325 Art/Math Studio

MUX 118 The History and Critical Issues of Museums

REL 280 South Asian Visual Culture

SOC 320 Seminar: Special Topics in the Sociology of Culture

Arts and Technology

Advisers

Rodger Blum, M.F.A., Professor of Dance
 Edward M. Check, M.F.A., Senior Lecturer in Theater
 Joseph O'Rourke, Ph.D., Professor of Computer Science, Professor of Mathematics *1
 Barbara A. Kellum, Ph.D., Professor of Art, *Director*
 Eitan Mendelowitz, Ph.D., Assistant Professor of Computer Science †1
 John Slepian, M.F.A., Assistant Professor of Art *1
 Fraser Stables, M.F.A., Associate Professor of Art
 Steve Michael 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 foundation level, a flexible intermediate level and a culminating Special Studies. Students take one or more of the foundation-level courses to discover how technology is employed in various fields of art, to experience the process of art critique and to identify the areas of creativity in which they are interested. The intermediate-level courses provide a progressive interdisciplinary structure that guides students to embrace at least two disciplines, at increasingly advanced levels of artistic and technological stages. The sixth course is a Special Studies the student designs with her advisers. There are many exciting possibilities, including collaborations with other students, and venues for performance, exhibitions, demonstrations and publications.

The Minor

Requirements

Six semester courses: at least one foundational course, at least three intermediate courses, and a culminating Special Studies. Students are encouraged to incorporate appropriate Five College courses and to design their intermediate course plan in consultation with an arts and technology minor adviser.

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

ARS 162 Introduction to Digital Media
 THE 100 The Art of Theatre Design

2. At least three **Intermediate Courses**, from at least two different departments, at least two at the 200-level or above:

CSC 111 Introduction to Computer Science Through Programming
 PHY 117 Introductory Physics I
 MUS 205 Topics in Popular Music
 EGR 100 Engineering for Everyone
 CSC 212 Programming With Data Structures
 CSC 240 Computer Graphics
 THE 253 Introduction to Lighting Design
 MUS 345 Electro-Acoustic Music
 ARS 361 Interactive Digital Multimedia

3. **Culminating Special Studies** on a topic approved by an arts and technology minor adviser:

A 400-level 4-credit Special Studies, a 400-level 4-credit Special Studies in the adviser's department or program.

Astronomy

Professors

Suzan Edwards, Ph.D., *Chair*
James Daniel Lowenthal, Ph.D. ^{†1}

Five College Astronomy Department Teaching and Research Postdoctoral Fellow
Anne Jaskot, Ph.D.

Laboratory Instructor

Margaret Glynn Lysaght Thacher, M.S.

Five College faculty teaching in the undergraduate program

Thomas Burbine, Ph.D. (Visiting Professor, Mount Holyoke College)
Nick Cowan, Ph.D. (Assistant Professor, Amherst College)
Melinda Darby Dyar, Ph.D. (Professor, Mount Holyoke College)
Caleb Fassett, Ph.D. (Mount Holyoke College)
Daryl Haggard, Ph.D. (Assistant Professor, Amherst College)
Salman Arshad Hameed, Ph.D. (Associate Professor, Hampshire College)
Houjun Mo, Ph.D. (Professor, University of Massachusetts)
Alexandra Pope, Ph.D. (Assistant Professor, University of Massachusetts)
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)
Grant Wilson, Ph.D. (Associate Professor, University of Massachusetts)
Min Su Yun, Ph.D. (Professor, University of Massachusetts)

The Major

Advisers: Suzan Edwards and James Lowenthal

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

Requirements: 11 courses (44 credits), which will include the following eight courses: 111 or 228, 113, three astronomy courses at the 200 level (at least one of which is 224 or 225), one astronomy course at the 300 level, PHY 117 and PHY 118. The remaining three courses must be at the 200 or 300 level. In advance consultation with the student's adviser, two of them may be chosen from appropriate intermediate-level courses in closely related fields such as mathematics, physics, engineering, geosciences, computer science, or the history or philosophy of science.

The Minor

Advisers: Suzan Edwards 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: 111, 224 or 225, 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 for the student who is considering a career as a professional astronomer. Central to this approach is a strong physics background, coupled with an exposure to topics in modern astrophysics. Students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

Requirements: Completion of physics major plus any three astronomy classes except AST 100, 102, 103 and 111.

Honors

Director: Suzan Edwards

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 per semester, 8 for yearlong course

Instructor: TBA, Fall 2015

James Lowenthal, Spring 2016

Students who are considering a major in astronomy should complete PHY 117 and 118 and the mathematics sequence through Calculus II (MTH 112 at their first opportunity.

Good choices for first-year astronomy courses for science majors are AST 111 and 113. Courses designed for nonscience majors who would like to know something about the universe are AST 100, AST 102, AST 103, PHY/AST 109 and AST 220. Check the astronomy department Web page for full descriptions of each course.

The astronomy department is a collaborative Five College department. Courses designated "FC" (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. Because of differences among the academic calendars of each school, Five College courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult Professors Edwards or Lowenthal for the time of the first class meeting.

AST 100 A Survey of the Universe

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure and evolution of the Earth, moons and planets, comets and asteroids, the Sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for nonscience majors. {N} Credits: 4

Not Offered This Academic Year

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
Not Offered This Academic Year

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 Thacher

Offered Fall 2015

AST 111 Introduction to Astronomy

A comprehensive introduction to the study of modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, large-scale structure and ultimate destiny. This introductory course is for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent.

{N} Credits: 4

Suzan Edwards

Offered Fall 2015

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

Suzan Edwards

Offered Spring 2016

AST 223 FC23 Planetary Science

An introductory course for physical science majors. Topics include planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. This course requires registration through the Five College system. Offered at UMass Amherst. {N} Credits: 4

Instructor: TBA

Offered Spring 2016

AST 224 FC24 Stellar Astronomy

Discover the fundamental properties of stars from the analysis of digital images and application of basic laws of physics. Extensive use of computers and scientific programming and data analysis. Offered in alternate years with 225. Prerequisites: PHY 117, MTH 111, plus one astronomy class. {N} Credits: 4

Suzan Edwards

Not Offered This Academic Year

AST 225 FC25 Galaxies and Dark Matter

Discover the compelling evidence that most of the mass of a galaxy is dark matter based on analysis of orbital data, stellar populations, and basic laws

of physics in a simulated research experience. Interactive format includes computer simulations, data analysis, and confronting observations with theory. Final projects explore the viability of dark matter candidates. Offered in alternate years with 224. Prerequisites: PHY 117, MTH 111, plus one astronomy class.

{N} Credits: 4

Suzan Edwards

Offered Fall 2015

AST 226 FC26 Cosmology

This course begins with the discovery of the expansion of the universe, and moves on to current theories of the expansion. We consider cosmological models and topics in current astronomy which bear upon them, including the cosmic background radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Prerequisites: One semester of calculus and one semester of some physical science; no astronomy requisite. This course requires registration through the Five College system. Offered at Amherst College. {N} Credits: 4

Daryl Haggard

Offered Spring 2016

AST 228 FC28 Astrophysics I: Stars and Galaxies

A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors and evolution, the interstellar medium, and the Milky Way and other galaxies. Prerequisites: two semesters of college-level physics and second-semester calculus. {N} Credits: 4

Suzan Edwards

Offered Spring 2016

AST 330 FC30 Seminar: Topics in Astrophysics

Topic: Asteroids and Comets

This course is an introduction to asteroids and comets from both an astronomical and geological point of view. Topics that are covered will include how these objects are discovered, their orbits, the mineralogies of asteroids and meteorites, how these objects are classified, impact hazard scales and space missions. This course is appropriate for any student interested in the properties of these small bodies. This course requires registration through the Five College system. Offered at Mount Holyoke College. {N} Credits: 4

Thomas Burbine

Offered Fall 2015

Topic: Integrative Astronomy

In this course, the class operates as a “think tank” and consider an important problem for the semester. Like problems presented to a real think tank, the questions for study are considered to have come from a specific customer who has specific requirements and reasons for requesting the study. The work consists of three phases: (1) reflection on the question itself and preparation of a work plan to address it; (2) scientific study of the problem; and (3) formulation of recommendations and a final work product for the customer. Possible topics include impact hazards, global warming and climate change, exoplanets and the possibility for life. This course requires registration through the Five College system. Offered at UMass Amherst. {N} Credits: 4

Instructor: TBA

Offered Spring 2016

Advanced Cosmology

The application of physics to the understanding of the origin, structure and evolution of the universe. The expanding universe: observational evidence, observables and physical quantities in an expanding universe; the standard big-bang model: the evolution of the universe; matter/energy content of the universe: dark

matter and dark energy; the thermal history and the generation of particles and elements; the cosmic microwave background; how to probe the geometry and energy content of the universe; inflation; the growth of structure in an expanding universe; the formation of dark-matter halos and galaxies. Strong background in physics and math is required. Prerequisites: four semesters of physics; proficiency in calculus (differentiation, integration, differential equations). This course requires registration through the Five College system. {N} Credits: 4

Instructor: TBA

Offered Fall 2015

AST 335 FC35 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. This course requires registration through the Five College system. Offered at Amherst College. {N} Credits: 4

Nick Cowan

Offered Fall 2015

AST 337 FC37 Observational Techniques in Optical and Infrared Astronomy

In this section of AST 337 we provide an introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on optical observations related to studying stellar evolution. Students use Smith's telescopes and CCD cameras to collect and analyze their own data, using the IDL 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

Anne Jaskot

Offered Fall 2015

AST 341 FC41 Observational Techniques II

An immersive research experience in observational astrophysics for students who have completed AST 337. Students design an independent scientific observing program and carry it out at the WIYN 0.9m telescope on Kitt Peak, AZ in January. The rest of the semester is spent reducing and analyzing the data obtained and preparing scientific results for presentation. Professional techniques of CCD imaging, photometry, astrometry and statistical image analysis are applied using research-grade software. Weekly class seminar meetings are supplemented by individual and team-based tutorial sessions. Possible projects include studying star formation regions and star formation histories in external galaxies, measuring ages and chemical composition of star clusters, searching for exoplanets, supernova or eclipsing binary stars. Prerequisites: AST 337 and permission of the instructor. Enrollment limit of 10 students. (E) {N} Credits: 4

Anne Jaskot

Offered Spring 2016

AST 352 FC52 Astrophysics III: Galaxies and the Universe

The application of physics to the understanding of astronomical phenomena related to galaxies. Dynamics and structure of stellar systems: the virial theorem and Jeans' equations and their applications; galaxy rotation and the presence of dark matter in the universe; spiral density waves. The stellar content of galaxies: star formation and the principle of stellar population synthesis. Physical processes in the gaseous interstellar medium: photoionization and HII regions and emission lines; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Quasars and active galactic nuclei: synchrotron

radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics beyond PHY 118. This course requires registration through the Five College system. Offered at UMass Amherst. {N} Credits: 4

Instructor: TBA

Offered Spring 2016

AST 400 Special Studies

Independent research in astronomy. Admission by permission of the department. The student is expected to define her own project and to work independently, under the supervision of a faculty member. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

AST 400 Special Studies

Independent research in astronomy. Admission by permission of the department. The student is expected to define her own project and to work independently, under the supervision of a faculty member. Credits: 1 to 4

Offered Fall 2015, Spring 2016

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 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

Biochemistry

Professors

Stylianos P. Scordilis, Ph.D. (Biological Sciences)
 Steven A. Williams, Ph.D. (Biological Sciences)
 David Bickar, Ph.D. (Chemistry)
 Christine Ann White-Ziegler, Ph.D. (Biological Sciences)
 Adam Charles Hall, Ph.D. (Biological Sciences)

Associate Professors

Cristina Suarez, Ph.D. (Chemistry)
 Elizabeth Redding Jamieson, Ph.D., *Director* (Chemistry)

Assistant Professors

Nathan D. Derr, Ph.D. (Biological Sciences) *2
 David Gorin, Ph.D. (Chemistry)

Laboratory Instructor

Kalina Petrova Dimova, Ph.D.

The Major

Foundation Courses: BIO 150/151, 202/203, 230/231; CHM 111, 222, 223 and 224, or 118, 222 and 223; BCH 252/253.

Upper-level Courses

BCH 352/353
 CHM 332 or 335
 One of the following physiology courses: BIO 200/201, 204/205, 206/207.
 One of the following electives: BCH 380, 390; BIO 306, 310, 332; CHM 328, 338, 357, 369.

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

Exemption from BIO 150/151 may be obtained for students who receive advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A levels). Students receiving advanced placement on their Smith College transcript for chemistry are strongly encouraged to start the introductory chemistry courses with CHM 118.

Students are advised to complete all the following foundational courses before the junior year: BIO 150/151, 202/203, CHM 111, 222, 223, and 224 or 118, 222, and 223, BCH 252/253.

Biochemistry majors are encouraged to include research in the form of a Special Studies (BCH 400, 400D) or Honors (BCH 430D, 432D) Project in their course of study.

Preparation for Graduate Study in Biochemistry and Molecular Biology

Students interested in pursuing further studies in either molecular biology or biochemistry will have a strong academic and experimental background for entrance to graduate school. Students planning graduate study are advised to include a year of calculus and a year of physics in their program of study. Independent research is also highly recommended in preparation for graduate school.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics, math and biology. The science courses must include laboratories. The requirements for the biochemistry major include several of the courses necessary for entrance into health professional programs, making the major an excellent choice for students applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, calculus and statistics, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Advisers: David Bickar, Nate Derr, David Gorin, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Christine White-Ziegler and Steven Williams

Honors Director: David Bickar

BCH 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
David Bickar

Offered Fall 2015, Spring 2016

BCH 432D Honors Project

Credits: 6 per semester, 12 for yearlong course
David Bickar

Offered Fall 2015, Spring 2016

Honors Requirements: Same as for the major, with the addition of a research project in the senior year culminating in a written thesis, an oral examination in biochemistry and an oral presentation of the honors research. Please consult the director of honors or the departmental website for specific requirements and application procedures.

Courses in the biochemistry major are listed below. Prospective majors are encouraged to refer to the description of the major in this catalogue and to contact biochemistry faculty to discuss appropriate paths through these courses.

BCH 252 Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3

Stylianos Scordilis

Offered Spring 2016

BCH 253 Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. {N} Credits: 2

Kalina Dimova

Offered Spring 2016

BCH 352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3

David Bickar

Offered Fall 2015

BCH 353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. {N} Credits: 2

Kalina Dimova

Offered Fall 2015

BCH 380 Seminar: Topics in Biochemistry

Molecular Pathogenesis of Emerging Infectious Diseases

This course examines the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202, or BIO 204. Recommended: BIO 306. Credits: 3

Christine White-Ziegler

Not Offered This Academic Year

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. Credits: 3

Stylianos Scordilis

Not Offered This Academic Year

BCH 390 Biochemical Research Using Advanced Techniques

Techniques for 2015: RNA-Seq. In the post-genomics era we are now faced with deciphering the ever-increasing complexity of macromolecules and their regulation. RNA-Seq allows us to use next-generation sequencing to analyze the expression pattern of every gene in an organism (i.e., the transcriptome) in response to varying conditions. Going from sample preparation through to data analysis, this primarily laboratory-based course will have students use state-of-the-art molecular techniques to complete student/faculty-designed projects. Prerequisites: BIO 230 and 231. Enrollment limited to 12 by permission of the instructor. (E) {N} Credits: 4

Kalina Dimova, Stylianos Scordilis, Spring 2016

Offered Spring 2016

BCH 400 Special Studies

Credits: 1 to 5

Instructor: TBA

Offered Fall 2015, Spring 2016

BCH 400D Special Studies

Variable credit (2 to 10) as assigned. Credits: 2 to 10

Instructor: TBA

Offered Fall 2015, Spring 2016

BCH 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

David Bickar

Offered Fall 2015, Spring 2016

BCH 432D Honors Project

Credits: 6 per semester, 12 for yearlong course

David Bickar

Offered Fall 2015, Spring 2016

Biological Sciences and Chemistry Courses in the Major**BIO 150 Cells, Physiology and Development**

Students in this course investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems 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 151) is recommended but not required. {N} Credits: 4

Christine White-Ziegler, Robert Merritt, Fall 2015

Michael Barresi, Nathan Derr, Spring 2016

Offered Fall 2015, Spring 2016

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently) {N} Credits: 1

Jan Vriezen, Lori Saunders, Fall 2015

Graham Kent, Jan Vriezen, Spring 2016

Offered Fall 2015, Spring 2016

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. {N} Credits: 4

Lisa Mangiamele

Offered Fall 2015

BIO 201 Animal Physiology Laboratory

Experiments demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. {N} Credits: 1

Lisa Mangiamele, Marney Pratt, Fall 2015

Offered Fall 2015

BIO 202 Cell Biology

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

Stylianos Scordilis

Offered Fall 2015

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron

microscopy. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} Credits: 1

Graham Kent

Offered Fall 2015

BIO 204 Microbiology

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

Christine White-Ziegler

Offered Spring 2016

BIO 205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. {N} Credits: 2

Christine White-Ziegler, Jan Vriezen

Offered Spring 2016

BIO 206 Plant Physiology

The course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions, and gas exchange from the leaves to ecosystems. General principles in these topics are used to develop an understanding of how interactions between plants impact plant communities and ecosystem processes. Prerequisites: BIO 150, and CHM 111 or CHM 118. {N} Credits: 4

Danielle Ignace

Offered Spring 2017

BIO 207 Plant Physiology Laboratory

The laboratory explores concepts discussed in lecture by using current approaches in plant physiology. Students gain hands-on experience with instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate), nutrient allocation and stable isotope variation. Students are able to critically evaluate the current literature and concepts in plant physiology and carry out independent projects.

{N} Credits: 1

Danielle Ignace

Offered Spring 2017

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics include DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 150, 152 or 154 or permission of the instructor. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4

Robert Dorit, Robert Merritt, Steven Williams

Offered Spring 2016

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1

Lori Saunders

Offered Spring 2016

BIO 306 Immunology

An introduction to the immune system covering the molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. {N} Credits: 4

Christine White-Ziegler

Offered Fall 2015

BIO 310 Cellular and Molecular Bases of Learning and Memory

This lecture course explores neurobiological mechanisms for learning and memory focusing on cellular and molecular level structure-function in the mammalian nervous system. Topics include hippocampal function, mechanisms for synaptic plasticity, neurogenesis, long term potentiation as a cellular correlate of information storage, the roles of receptors, signal transduction and gene expression in memory consolidation, disorders of human memory. Prerequisites: BIO 202, or BIO 230, or permission of the instructor.

Lecture may be taken without the lab. Enrollment limited to 20. {N} Credits: 4

Adam Hall

Offered Fall 2015

BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses (including 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, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from a textbook and the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. {N} Credits: 4

Steven Williams

Offered Spring 2016

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. {N} Credits: 5

Andrew Berke, Elizabeth Jamieson, Instructor: TBA, Katherine Queeney,

Offered Fall 2015

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

Instructor: TBA, Robert Linck

Offered Fall 2015

CHM 222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Lecture and lab registration by wait-list only. {N} Credits: 5

David Gorin, Instructor: TBA, Robert Linck

Offered Spring 2016

CHM 223 Chemistry III: Organic Chemistry

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222 and successful completion of the CHM 222 lab. Enrollment limited to 16 per lab section. {N} Credits: 5

David Gorin, Instructor: TBA, Joseph Yeager, Maren Buck

Offered Fall 2015

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisites: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. {N} Credits: 5

Cristina Suarez, Instructor: TBA

Offered Spring 2016

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 bioorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223. {N} Credits: 4

David Gorin

Offered Spring 2016

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. {N} Credits: 5

Andrew Berke, Instructor: TBA, Spring 2016

Offered Spring 2016

CHM 335 Physical Chemistry of Biochemical Systems

This course emphasizes the physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental

applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor, and MTH 112.

{N} Credits: 4

David Bickar

Offered Spring 2016

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. {N} Credits: 4

Cristina Suarez

Offered Fall 2015

CHM 357 Selected Topics in Biochemistry

Pharmacology and Drug Design

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs 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 factors relating to drug design, manufacture and use are also considered. Prerequisite: BCH 352 or permission of the instructor. {N} Credits: 4

David Bickar

Not Offered This Academic Year

CHM 369 Bioinorganic Chemistry

This course provides an introduction to the field of bioinorganic chemistry. Students learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. {N} Credits: 4

Elizabeth Jamieson

Not Offered This Academic Year

Biological Sciences

Professors

Robert Buell Merritt, Ph.D. ^{**1,**2}
 Richard F. Olivo, Ph.D.
 Stylianos P. Scordilis, Ph.D.
 Steven A. Williams, Ph.D.
 Paulette M. Peckol, Ph.D. ^{**1}
 Virginia Hayssen, Ph.D., *Chair* ^{**2}
 Michael A. Marcotrigiano, Ph.D. ^{*1}
 Laura Aline Katz, Ph.D. ^{†2}
 Christine Ann White-Ziegler, Ph.D.
 L. David Smith, Ph.D.
 Robert Dorit, Ph.D.
 Adam Charles Hall, Ph.D.

Associate Professor

Michael Joseph Barresi, Ph.D.

Adjunct Associate Professor

Leslie Richard Jaffe, M.D.

Assistant Professors

Jesse Bellemare, Ph.D.
 Annaliese K Beery, Ph.D. ^{*1}
 Nathan D. Derr, Ph.D. ^{*2}
 Danielle Denise Ignace, Ph.D. ^{†1}
 Lisa A. Mangiamele, Ph.D.
 Sarah Jean Moore, Ph.D. ^{**1}

Lecturers

Lori Jean Saunders, Ph.D.
 Robert George Nicholson, M.A.

Senior Laboratory Instructor

Graham R. Kent, M.Sc.

Laboratory Instructors

Lou Ann Bierwert, M.S.
 Gabrielle P. Immerman, B.A.
 Lori Jean Saunders, Ph.D.
 Chris Vriezen, Ph.D.
 Judith Lidwina-Ma Wopereis, M.Sc.
 Marney C. Pratt, Ph.D.

Research Associates

Denise Lello, Ph.D.
 Paul Robert Wetzel, Ph.D.

- Five laboratory courses: two from core courses (151, 153 or 155) and at least one at the 300 level. Laboratories do not fulfill the upper-level or elective course requirements. One-credit or two-credit laboratories do not count as separate courses toward the minimum 12 required courses.

Independent research is strongly encouraged but not required for the major. With the approval of the student's adviser, one semester of Special Studies (400) or Honors (430, 431 or 432), of 3 credits or more, can substitute for an elective or a 200/300-level laboratory.

With the approval of the student's adviser, one course in the major may be graded S/U.

Note: Students receiving advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A Levels) may substitute 200-/300-level courses, one in each of the respective tracks, for the equivalent core courses. Two of these courses must be taken with labs. A total of 12 courses is still required for completion of the major.

Track 1: Integrative Biology

Students may choose from the full course listing offered by the biological sciences department for this track. Students are required to complete a second course at the 200- or 300-level in each of the tracks 2–4. Courses that are cross-listed in different tracks can only be counted towards one track.

Track 2: Cells, Physiology and Development

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 200 Animal Physiology, BIO 202 Cell Biology, BIO 204 Microbiology, BIO 206 Plant Physiology, BIO 230 Genomes and Genetic Analysis, BIO 232 Evolution, BCH 252 Biochemistry I

300 level: BIO 300 Neurophysiology, BIO 302 Developmental Biology, BIO 306 Immunology, BIO 308 Introduction to Biological Microscopy, BIO 310 Cellular and Molecular Bases of Learning and Memory, BIO 320 Colloquium on Molecular Medicine, BIO 321 Topics in Microbiology, BIO 322 Topics in Cell Biology, BIO 323 Topics in Developmental Biology, NSC 318 Systems Neurobiology

Track 3: Genetics, Evolution and Molecular Biosciences

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 230 Genomes and Genetic Analysis, BIO 232 Evolutionary, 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 350 Topics in Molecular Biology, BIO 351 Topics in Evolutionary Biology, BIO 366 Biogeography, BIO 370 Microbial Diversity, BCH 390 Biochemical Research Using Advanced Techniques, NSC 312 Neuroethology

The Major

The major in biological sciences provides a strong basis for understanding the breadth of disciplines in biology while enabling depth of study in one or more specialized fields. Within this general framework, students construct a course program that matches their interests by choosing among five tracks.

Track 1: Integrative Biology

Track 2: Cells, Physiology and Development

Track 3: Genetics, Evolution and Molecular Biosciences

Track 4: Biodiversity, Ecology and Conservation

Track 5: Biology and Education

In their first semesters, students are encouraged to enroll in an appropriate core course (150–155) as well as chemistry (CHM 111 or 118).

Basic Requirements for Tracks 1–4

12 courses are required, plus laboratories. These include:

Core courses:

- 150 Cells, Physiology and Development; 152 Genetics, Evolution and Molecular Biosciences; 154 Biodiversity, Ecology and Conservation.
- CHM 111 or 118.

A course in statistics (MTH 220 recommended)

- Five upper-level courses (lectures, seminars or colloquia) as specified for each track, at least two at the 300 level.
- Two electives chosen in consultation with the student's adviser. One 100-level biology course (100–149) can be counted as an elective.

Track 4: Biodiversity, Ecology and Conservation

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 232 Evolution, BIO 260 Invertebrate Diversity, BIO 264 Plant Diversity and Evolution, BIO 268 Marine Ecology, BIO 272 Vertebrate Biology, GEO 231 Invertebrate Paleontology and Paleocology

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 312 Neuroethology

Track 5: Biology and Education

Graduates receive a degree in biological sciences and complete requirements for a Massachusetts teaching license for high school and middle school biology. To meet the requirements of teaching certification and maintain a rigorous standard for a biological sciences major, this track requires a total of 15 courses instead of the 12 required for the other tracks. This track is designed for the student who plans to become a secondary education teacher in biology. Students interested in this track should contact the coordinator of teacher education as soon as possible.

A minimum of eight courses and four labs that count toward biological sciences are required, including:

- All three core courses (BIO 150, 152 and 154).
- 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 and at least one at the 300 level.
- A course in statistics (MTH 220 recommended)
- Chemistry 111 or 118.

A total of seven education-related courses are required for license in the teaching of biology (5th–8th grades or 8th–12th grades):

Each of the following courses is required:

EDC 211 Rethinking Equity and Teaching for English Language Learners
 EDC 238 Introduction to the Learning Sciences
 EDC 342 Growing Up American: Adolescents and Their Educational Institutions
 EDC 346 Clinical Internship in Teaching
 EDC 347 Individual Differences Among Learners
 EDC 352 Methods of Instruction
 EDC 390 The Teaching of Science, Engineering and Technology

Adviser for Study Abroad: Students should consult their major adviser for any necessary study abroad information and signatures.

The Minor

Advisers: Members of the department also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise six courses chosen in consultation with an adviser. These courses usually include at least one core course and must include one 300-level course. At least one laboratory course is required; one-credit or two-credit laboratories do not count as separate courses toward the minimum of six required courses. No more than one course

designed primarily for non-majors may be included. One course from another department or program may be included provided that course is related to a student's particular interest in biology and is chosen in consultation with her adviser.

Graduate Courses

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

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/biology/graduate.php

Adviser: Jesse Bellemare

BIO 507 Seminar on Recent Advances and Current Problems in the Biological Sciences

Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students present talks on research goals, data collection and data analysis. This course is required for graduate students and must be taken both years. Credits: 2

Stylianos Scordilis

Offered Fall 2015

BIO 510 Advanced Studies in Molecular Biology

Credits: 3 to 5

Instructor: TBA

Offered Fall 2015, Spring 2016

BIO 520 Advanced Studies in Botany

Credits: 3 to 5

Instructor: TBA

Offered Fall 2015, Spring 2016

BIO 530 Advanced Studies in Microbiology

Credits: 3 to 5

Instructor: TBA

Offered Fall 2015, Spring 2016

BIO 540 Advanced Studies in Zoology

Credits: 3 to 5

Instructor: TBA

Offered Fall 2015, Spring 2016

BIO 550 Advanced Studies in Environmental Biology

Credits: 3 to 5

Instructor: TBA

Offered Fall 2015, Spring 2016

BIO 590D Research and Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Jesse Bellemare

Offered Fall 2015, Spring 2016

Prehealth Professional Programs

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

Preparation for Graduate Study in the Biological Sciences

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

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

1. Introductory and non-major courses
2. Core courses, required of all biological sciences majors
3. 200- and 300-level courses
4. Independent research
5. Graduate courses

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

Introductory and Nonmajor Courses

BIO 101 Modern Biology for the Concerned Citizen

A course dealing with current issues in biology that are important in understanding today's modern world. Many of these issues present important choices that must be made by individuals and by governments. Topics include cloning of plants and animals, human cloning, stem cell research, genetically modified foods, bioterrorism, emerging infectious diseases such as Ebola, SARS and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity and others. The course includes guest lectures, outside readings and in-class discussions. {N} Credits: 4

Steven Williams

Offered Fall 2015

BIO 103 Economic Botany: Plants and Human Affairs

A consideration of the plants which are useful or harmful to humans; their origins and history, botanical relationships, chemical constituents which make them economically important, and their roles in prehistoric and modern cultures, civilizations and economies. Classes of plants surveyed include those

that provide food, timber, fiber, spices, essential oils, medicines, stimulants and narcotics, oils and waxes, and other major products. Topics include the history of plant domestication, ethnobotany, biodiversity issues, genetic engineering and biotechnology. No prerequisites. Enrollment limited to 25. {N} Credits: 4

Robert Nicholson

Offered Spring 2016

BIO 120 Horticulture: Landscape Plants and Issues

Identification, culture, and use of ornamental landscape plants including annuals, perennials, shrubs, trees and plants for interior design. Topics include introduction to landscape maintenance and design, garden history, and current issues such as invasive species and wetland restoration. Course requirements include class presentations and papers. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 30. {N} Credits: 3

Michael Marcotrigiano

Offered Fall 2016

BIO 121 Horticulture: Landscape Plants and Issues Laboratory

Identification, morphology and use of landscape plants including annuals, perennials, woody shrubs and trees, evergreens and groundcovers. Topics include horticultural practices including pruning, division, pollination, bulb planting, plant identification and landscape design. Field trips are an important component of the course. Course requirements include a design project and field guide. BIO 120 must be taken concurrently. Enrollment limited to 15 per section. {N} Credits: 1

Gabrielle Immerman

Offered Fall 2016

BIO 122 Horticulture

An overview of horticulture with background material on plant structure and function. Methods for growing plants, plant nutrition, seed biology, asexual propagation, plant pests and diseases, soils, compost and an introduction to biotechnology. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. {N} Credits: 3

Michael Marcotrigiano

Offered Spring 2016

BIO 123 Horticulture Laboratory

Practical lab experiences in plant propagation, development and physiology, identification and nomenclature of plant parts, identification and treatment of diseases and insect pests, soils, seeds and floral design. The course involves use of the Lyman Conservatory plant collection, field trips and winter/spring observation of outdoor plants. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. {N} Credits: 1

Gabrielle Immerman

Offered Spring 2016

Core Courses

Required of all biological sciences majors

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

BIO 150 Cells, Physiology and Development

Students in this course 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 151) is recommended but not required. {N} Credits: 4

Christine White-Ziegler, Robert Merritt, Fall 2015

Michael Barresi, Nathan Derr, Spring 2016

Offered Fall 2015, Spring 2016

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently) {N} Credits: 1

Jan Vriezen, Lori Saunders, Fall 2015

Graham Kent, Jan Vriezen, Spring 2016

Offered Fall 2015, Spring 2016

BIO 152 Genetics, Evolution and Molecular Biosciences

Students in this course achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include Central Dogma, genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics, speciation and macroevolution. These principles are illustrated using four central themes: (1) HIV and AIDS, (2) the making of a fly, (3) a matter of taste, (4) Origin of Species. In addition to attending lectures, each student participates in discussion sections that focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. {N} Credits: 4

Robert Merritt, Steven Williams

Not Offered This Academic Year

BIO 153 Genetics, Evolution and Molecular Biosciences Laboratory

Laboratory sessions in this course combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). {N} Credits: 1

Instructor: TBA

Not Offered This Academic Year

BIO 154 Biodiversity, Ecology and Conservation

Students in this course investigate the origin, nature and importance of the diversity of life on Earth; key ecological processes and interactions that create and maintain communities and ecosystems; principle threats to the 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 155) is recommended but not required. {N} Credits: 4

Virginia Hayssen, Fall 2015

Jesse Bellemare, Spring 2016

Offered Fall 2015, Spring 2016

BIO 155 Biodiversity, Ecology and Conservation Laboratory

Laboratory sessions in this course combine observational and experimental protocols both in the lab and in the field. Students gain familiarity with the diverse lineages of life and design and conduct research to address specific hypotheses about a subset of lineages. There are also field trips to local sites where students engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 154 (normally taken concurrently). {N} Credits: 1

Judith Wopereis, Marney Pratt, Fall 2015

Judith Wopereis, Marney Pratt, Spring 2016

Offered Fall 2015, Spring 2016

BIO 159Y Modeling Human Disease: A Research Course in the Life Sciences

This yearlong research-based lecture-laboratory course exposes students to fundamental concepts across the life sciences through interdisciplinary research. Cannot be repeated for credit. Course only open to first-year students. Enrollment limit of 18 students. Fall: 2 credit; spring: 3 credits; 5 credits total. (E)

Modeling Neurological Diseases for a Cure

What is the cause of a disease? How do the cells and tissues of an organism respond to the disease state? In order to address these questions scientists need accurate animal models to investigate the pathology and potential treatments associated with a particular disease. This course focuses on neurological based diseases and attempt to generate gene specific disease models in the zebrafish. Students research neurological diseases and understand all facets influencing its causes and pathology. We employ the latest in gene mutagenesis to manipulate disease targets, and grow up these potential zebrafish models of Alzheimers, Parkinsons, ALS, Autism and others. The goal is to study these models to better understand disease and identify solutions for their treatment. Students generate tangible products of their experimental design and novel results are publicly disseminated. {N} Credits: 5

Michael Barresi

Offered Fall 2015, Spring 2016

200- and 300-Level Courses

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. {N} Credits: 4

Lisa Mangiamele

Offered Fall 2015

BIO 201 Animal Physiology Laboratory

Experiments demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. {N} Credits: 1

Lisa Mangiamele, Marney Pratt, Fall 2015

Offered Fall 2015

BIO 202 Cell Biology

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

Stylianios Scordilis

Offered Fall 2015

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} Credits: 1

Graham Kent

Offered Fall 2015

BIO 204 Microbiology

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

Christine White-Ziegler

Offered Spring 2016

BIO 205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. {N} Credits: 2

Christine White-Ziegler, Jan Vriezen, Spring 2016

Offered Spring 2016

BIO 206 Plant Physiology

The course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions and gas exchange from the leaves to ecosystems. General principles in these topics are used to develop an understanding of how interactions between plants impact plant communities and ecosystem processes. Prerequisites: BIO 150, and CHM 111 or CHM 118. {N} Credits: 4

Danielle Ignace

Offered Spring 2017

BIO 207 Plant Physiology Laboratory

The laboratory explores concepts discussed in lecture by using current approaches in plant physiology. Students gain hands-on experience with instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate), nutrient allocation and stable isotope variation. Students are able to critically evaluate the current literature and concepts in plant physiology and carry out independent projects. {N} Credits: 1

Danielle Ignace

Offered Spring 2017

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics include DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 150, 152 or 154 or permission of the instructor. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4

Robert Dorit, Steven Williams

Offered Spring 2016

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary

bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1

Lori Saunders

Offered Spring 2016

BIO 232 Evolution

Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to: understanding transitions in biodiversity across time and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 152 or BIO 154 or permission of the instructor. {N} Credits: 4

Laura Katz

Offered Fall 2015

BIO 260 Invertebrate Diversity

Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. This course surveys the extraordinary diversity and importance of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. BIO 261 must be taken concurrently. Enrollment limit of 20. {N} Credits: 3

L. David Smith

Offered Spring 2016

BIO 261 Invertebrate Diversity Laboratory

This laboratory examines relationships between invertebrate form and function and compares diversity within and among major body plans using live and preserved material. Students observe and document invertebrate structure, life cycles, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. Enrollment limit of 20. {N} Credits: 2

L. David Smith

Offered Spring 2016

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 154. BIO 265 must be taken concurrently. {N} Credits: 4

Jesse Bellemare

Offered Spring 2017

BIO 265 Plant Diversity and Evolution Laboratory

This lab introduces students to plant morphology and identification through hands-on work with plant material. In addition, we focus on local native plants and the outstanding botanical collections in the Lyman Plant House. Field trips to other sites of botanical interest in the region are also taken. BIO 264 must be taken concurrently. {N} Credits: 1

Jesse Bellemare

Offered Spring 2017

BIO 268 Marine Ecology

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

Paulette Peckol

Offered Fall 2015

BIO 269 Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students learn to design and analyze experiments, and to write in the scientific style. Field trips to Maine and Cape Cod, Mass. provide hands-on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. {N} Credits: 2

Graham Kent, Paulette Peckol, Fall 2015

Offered Fall 2015

BIO 272 Vertebrate Biology

A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Laboratory (BIO 273) is recommended but not required. {N} Credits: 4

Virginia Hayssen

Offered Spring 2016

BIO 273 Vertebrate Biology Laboratory

A largely anatomical exploration of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Enrollment limited to 20 students. BIO 272 is normally taken with or prior to BIO 273. {N} Credits: 1

Virginia Hayssen

Offered Spring 2017

BIO 300 Neurophysiology

The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. {N} Credits: 4

Richard Olivo

Offered Spring 2016

BIO 301 Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. {N} Credits: 1

Richard Olivo

Offered Spring 2016

BIO 306 Immunology

An introduction to the immune system covering the molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. {N} Credits: 4

Christine White-Ziegler

Offered Fall 2015

BIO 307 Immunology Laboratory

The use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Prerequisite: BIO 306 (may be taken concurrently). Enrollment limited to 16 students. {N} Credits: 1

Jan Vriezen

Offered Fall 2015

BIO 308 Introduction to Biological Microscopy

The theory, principles and techniques of light (fluorescence, confocal, TIRF) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and image analysis. Particular attention is paid to experimental design and how microscopy-based experiments answer biological questions at the molecular and cellular level. The use of fluorescent proteins in data generation is considered along with discussions of elucidating the relationship between structure and function in biology. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 9. {N} Credits: 3

Nathan Derr

Offered Fall 2015

BIO 309 Introduction to Biological Microscopy Laboratory

Students design experiments to answer current questions in cell biology with an emphasis on the techniques of light (fluorescence, confocal, TIRF) and electron (transmission and scanning) microscopy. The specific advantages and complementary type of data generated by each instrument are emphasized. Laboratory techniques for the introduction of fluorescent proteins into cells and other molecular and cellular details of experimental design are covered. In addition to the formal laboratory period, students need to arrange additional blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. Enrollment limited to 9. {N} Credits: 2

Nathan Derr

Offered Fall 2015

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230 or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Adam Hall

Offered Fall 2015

BIO 311 Research in Cellular and Molecular Neuroscience

This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function by injecting DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20. {N} Credits: 1

Adam Hall

Offered Fall 2015

BIO 320 Colloquium on Molecular Medicine

A study of cells and their diseased states in humans and other animals. The cellular, molecular, metabolic and physiological bases of selected diseases are

analyzed. Topics include cellular pathology, inflammation, tuberculosis, cancer, metabolic disorders such as hemolytic anemias, cystic fibrosis, as well as the clinical symptomatology and therapeutic possibilities. Prerequisite: BIO 202 {N} Credits: 4

Stylianos Scordilis

Offered Spring 2016

BIO 321 Seminar: Topics in Microbiology

Ecology and Genomics of Emerging Infectious Diseases

This course examines the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites BIO 202, or BIO 204. Recommended: BIO 306. {N} Credits: 3

Christine White-Ziegler

Not Offered This Academic Year

BIO 322 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 or permission of the instructor. {N} Credits: 3

Nathan Derr

Offered Spring 2016

BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses (including 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, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from a textbook and the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. {N} Credits: 4

Steven Williams

Offered Spring 2016

BIO 333 Molecular Biology of Eukaryotes Laboratory

A laboratory course designed to complement the lecture material in 332. Advanced techniques used to study the molecular biology of eukaryotes are learned in the context of a semester-long project. These methods include techniques for studying genomics and gene expression including: RNA interference, DNA sequence analysis, microarray analysis, RT-PCR, bioinformatics and others. Enrollment limited to 16. Prerequisite: BIO 332 (should be taken concurrently) and BIO 231. {N} Credits: 1

Instructor: TBA

Offered Spring 2016

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 152, or BIO 230, or BIO 232, or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. {N} Credits: 3

Robert Dorit

Offered Fall 2015

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

Robert Dorit

Offered Fall 2015

BIO 350 Seminar: Topics in Molecular Biology

Human Genetics

An array of technological advances in areas such as DNA sequencing, genetic screening and preimplantation genetic diagnosis are revolutionizing the field of human genetics. Topics covered include the transmission of traits between generations, the molecular basis of common human traits and rare inherited diseases, the relationship between repetitive elements in the human genome and changes in chromosome structure as well as other areas of interest to participants. If it is human, if it is genetic and if there is a sufficient body of primary literature on the topic, here is your chance to delve deeply into an area of human genetics that piques your curiosity. Prerequisite BIO 152 {N} Credits: 3

Robert Merritt

Offered Fall 2015

Application of Molecular Biology to the Study of Infectious Diseases

This seminar focuses on the study of neglected tropical diseases (NTDs) and parasitic and viral diseases that are of great concern in the public health community. The spread of diseases such as Ebola, Chikungunya, Dengue Fever, West Nile, SARS, avian influenza, malaria, river blindness and many other parasitic infections is also a worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21, and others)? How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (genomics, proteomics, RNA interference, next-generation sequencing and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 152 or permission of the instructor. {N} Credits: 3

Steven Williams

Offered Fall 2015

BIO 351 Topics in Evolutionary Biology*Epigenetics*

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

Prerequisite: BIO 152, 230, 232 or permission of the instructor. {N} Credits: 3

Laura Katz

Offered Fall 2015

BIO 362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. {N} Credits: 3

Virginia Hayssen

Offered Fall 2015

BIO 363 Animal Behavior: Methods

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students. {N} Credits: 3

Virginia Hayssen

Offered Fall 2016

BIO 364 Plant Ecology

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

Jesse Bellemare

Offered Fall 2015

BIO 365 Plant Ecology Laboratory

This lab course involves field and laboratory investigations of plant ecology, with an emphasis on Northeastern plant species and plant communities. The labs explore interactions between plants and insects, visit wetland and upland habitats, and investigate plant population dynamics at sites around western Massachusetts. Students gain hands-on experience with descriptive and experimental research approaches used to investigate ecological processes in plant communities. BIO 364 must be taken concurrently. Enrollment limited to 20. {N} Credits: 2

Jesse Bellemare

Offered Fall 2015

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 Peckol

Offered Spring 2017

BIO 370 Microbial Diversity

This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic lineages. The first weeks of lecture cover the basics of evolutionary analysis, and the origin and diversification of bacteria and archaea. From there, we focus on the diversification of eukaryotes, with specific lectures on topics such as microbes and AIDS, and the origins of plants, animals and fungi. Evaluation is based on a combination of tests, discussion and an independent research paper. Prerequisite: BIO 152 or 154. Laboratory (BIO 371) is recommended but not required. {N} Credits: 3

Laura Katz

Offered Spring 2016

BIO 371 Microbial Diversity Laboratory

Students observe the great diversity of microorganisms present in different habitats. As an introduction, students sample microbes associated with specific plants plus microbes present across the gradients of temperature and moisture within the Lyman Plant House. Emphasis is on completion of a research project. As part of this project, students collect samples from a vernal pond and learn about the change in microbial community over time. Microscopy and molecular techniques are used to examine organisms and communities. A one-hour weekly lab meeting is scheduled in addition to the three-hour lab period. BIO 370 must be taken concurrently. {N} Credits: 2

Instructor: TBA

Offered Spring 2016

BIO 390 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. Prerequisite: permission of the instructor. {N} Credits: 3

Paulette Peckol

Offered Spring 2017

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. Prerequisite: permission of the instructor. {N} Credits: 3

L. David Smith

Offered Fall 2015

Independent Research

BIO 400 Special Studies

Credits: 1 to 5

Members of the department

Offered Fall 2015, Spring 2016

Honors

Director: Adam Hall

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

BIO 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Adam Hall

Offered Fall 2015, Spring 2016

BIO 432D Honors Project

Credits: 6 per semester, 12 for yearlong course

Adam Hall

Offered Fall 2015, Spring 2016

Biomathematical Sciences Concentration

Directors: Robert Dorit (BIO), Christophe Golé (MTH) (acting director, 2015–16), Ileana Streinu (CSC)

Coordinator: Denise Lello (BIO)

Advisory committee: Directors, Coordinator, L. David Smith (BIO)

Faculty participants: Michael Barresi (BIO), Benjamin Baumer (Data Sci), Jesse Bellemare (BIO), David Bickar (CHM), Nathan Derr (BIO), Rob Dorit (BIO), Christophe Golé (MTH), Mary Harrington (PSY), Denise Lello (BIO), Lisa Mangiamele (BIO), David Smith (BIO), Gwen Spencer (MTH) Ileana Streinu (CSC), Cristina Suarez (CHM), Nesity Tania (MTH), Susan Voss (ENG)

Purpose

This concentration allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience. In addition to the gateways and capstone (see below), the concentration includes two hands-on research experiences in labs that use the tools of the mathematical and computer sciences to investigate biological phenomena. Students are encouraged to apply by the end of their sophomore year, preferably before the spring advising period. Applications are processed on a rolling basis. For more information, see www.smith.edu/biomath.

Requirements

1. One of the biomath gateway courses: BMX 100 (Frontiers in Biomathematics); CSC/MTH 205 (Modeling in the Sciences)
2. Four electives, in a bio-math related subject (most of them in a discipline complementary to the student's major, e.g., a student majoring in mathematical sciences would emphasize biological science electives while a student majoring in biological sciences would choose math or computer science electives.)
3. Two research experiences (academic year or summer research project, professional internship)
4. A capstone experience, such as BIO 334 Bio-informatics, CSC 334 Computational Biology, MTH 364 Topics in Continuous Applied Mathematics, EGR 373 Skeletal Biomechanics or an honors thesis.

Gateway Courses

BMX 100 or MTH/CSC 205 is required for the concentration.

BMX 100 Frontiers in Biomathematics

This interdisciplinary lecture course explores topics at the intersection of the life and mathematical sciences. The course has an optional laboratory (BMX 101) that meets Mondays and Wednesday evenings during the first four weeks of the course. The laboratory introduces students to writing scripts in a software program that will be used in the two BMX 100 research modules. BMX 100 includes two research modules, offered Monday evenings only during weeks 5 through 13 of the semester. Each module introduces students to a biomath research question. Students work in groups to collect or examine biological data and investigate modeling and analytical tools that address the biological

questions posed. Each module is co-taught by two faculty members, one from the life sciences and one from the quantitative sciences. The emphasis throughout the course is on formulating lines of inquiry and learning to develop and test conceptual models. Students may register for BMX 100 only or BMX 100 and 101. Open to all students. Graded S/U only. {M}{N} Credits: 2

Denise Lello

Offered Fall 2015

BMX 101 Biomathematical Sciences Concentration Lab

BMX 101 is the optional laboratory companion to BMX 100, the gateway course for the Biomathematical Sciences Concentration. The course meets Monday and Wednesday evenings during the first four weeks of the semester. Students practice with a software package (Matlab, Rstudio, etc) that will be used in the BMX 100 modules during weeks 5 through 13. Co-requisite: BMX 100. (E) Credits: 2

Denise Lello

Offered Fall 2015

For possible concentration course plans, a sampling of relevant elective courses, as well as possible research projects, please refer to the concentration Web page: www.smith.edu/biomath

Students interested in the concentration should consult the biomath concentration website and contact the director or coordinator for additional information.

Book Studies Concentration

Advisory Committee

Martin Antonetti, M.S.L.S., *Director*
 Nancy Mason Bradbury, Ph.D.
 Margaret Bruzelius, Ph.D.
 Susan M. Etheredge, Ed.D. †2
 Jocelyne Kolb, Ph.D.
 Elisa Lanzi, MLIS, Director of Digital
 Strategies and Services, Neilson Library

Barry Moser, B.S.
 Douglas Lane Patey, Ph.D.
 Cornelia D.J. Pearsall, Ph.D.
 Charles Eric Reeves, Ph.D.
 Andrea Stephanie Stone, Ph.D.
 Lynne M. Yamamoto, M.A.

ENG/HSC 207 The Technology of Reading and Writing

Charles Reeves

Together these two courses provide an overview of interdisciplinary book studies and an historical context that help students identify their own interests within the concentration and make informed decisions about fieldwork and capstone projects. Students are encouraged to take these two courses soon after entering the concentration.

The concentration in book studies exploits the rich spectrum of book-related courses in the Five College curriculum and connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of book artists and craftspeople of the Pioneer Valley. Through classroom study, field projects and independent research, they learn about the history, art and technology of the “book,” broadly defined to extend from oral literature to papyrus scrolls to manuscripts, printed books and digital media. Book studies concentrators design capstone projects in a wide variety of areas that include medieval manuscripts, early and fine printing, book illustration, children’s picture books, the book trade, artists’ books, censorship, the history of publishing, the secrets of today’s bestsellers, the social history of books and literacy, the history of libraries and book collecting, and the effects of the current digital revolution on the material book. Complete details about the concentration are available at www.smith.edu/bookstudies/

Requirements

The concentration is composed of six courses. In addition to the gateway course and the senior capstone experience, a student must take the two required core courses and two electives, chosen to support her area of focus. In addition, students are required to engage in one or two internships in some field of book studies. The combined coursework will total no fewer than 19 credits; the internships carry no credit.

1. The gateway course (1 credit)

BKX 140 Perspectives on Book Studies

The gateway course presents the major themes of the book studies concentration—the creation, publication, distribution, reception, and survival of books—in a series of interactive workshops exposing students to the variety of subjects relevant to the concentration. These include graphic arts; the production and transmission of texts; literacy; and the sociology of the book. The course features members of the advisory committee on a rotational basis, and may be supplemented on occasion with lectures from the distinguished book studies people in the Valley. Required of all book studies concentrators, who are given enrollment priority. Enrollment limited to 12; permission of the instructor required. Graded S/U only. Credits: 1

Martin Antonetti

Offered Interterm 2016

2. Two required core courses (total of 8 credits)

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

Martin Antonetti

3. Two electives (total of 8 credits)

Two courses—from any Five College department or program—that address the themes and concerns of the book studies concentration, and are approved by the Book Studies Advisory Committee.

4. One or two internships

5. The senior capstone seminar (2 credits)

BKX 300 Senior Capstone Seminar

The culminating experience for the book studies concentration is an independent research project that synthesizes the student’s academic and practical experiences. The student’s concentration adviser will serve as the sponsor for the project; topics for this capstone project is decided in concert with the student’s adviser and vetted by the concentration’s director. The seminar meets once each week to discuss methodology and progress on the independent projects and to discuss general readings in book studies theory and praxis. Enrollment limited to book studies concentrators who are seniors. Graded S/U only. Credits: 2

Martin Antonetti

Offered Fall 2015

Approved Courses

These are courses that have been offered recently in the Five-Colleges that would count as electives for the concentration. Consult the course catalogue for availability. Other courses may be eligible with concentration adviser approval.

Smith College

AMS 302 Seminar: The Material Culture of New England, 1630–1860
 ARX 141 What I Do in the Archives
 ARH 268 The Artist’s Book in the 20th Century (C)
 ARS 275 The Book: Theory and Practice I
 CLT 100 Introduction to Comparative Literature: The Pleasures of Reading
 CLT 220 Colloquium: Imagining Language
 EDC 338 Children Learning to Read
 ENG 238 What Jane Austen Read: The 18th-Century Novel
 ARS 171 Introduction to the Materials of Art

Amherst College

ENGL 01-04 Visuality and Literature
 ENGL 05-01 Reading Historically
 FAMS 485-01 Word/Life/Image

Hampshire College

CS 111	The Emergence of Literacy
HACU 120	The Anatomy of Pictures
HACU 204	Artists' Books
HACU 330	Books, Book Arts, Artists' Books, Bibliophilia
HACU 334	The Collector: Theory and Practice
SS 244	Reading/Writing/Citizenship
SS/HACU 220-1	Dangerous Books: Introduction to Textuality and Culture
HACU 140-1	Comics Underground: Unconventional Comics in the U.S.

Mount Holyoke College

ARTH 271	Arts of Islam: Book, Mosque and Palace
ARTH 301	Illuminated Manuscripts
ARTS 226	Digital Artists Books
ARTS 256	Printmaking
ARTS 264	Word and Image
ARTS 267	Papermaking with Local Plants
ARTS 269	Japanese Papermaking
ENGL 317	Studies in Renaissance Literature: Renaissance Theater and the Early Modern Book

University of Massachusetts, Amherst

COMP LIT 234	Myth, Folktale and Children's Literature
COMP LIT 392b	Comic Art in North America
COMP LIT 393c	The International Graphic Novel
ENG 300	The History of the Book
ENG 491	The Origins of Reading
JUDAIC 392	Jewish Graphic Novel

Buddhist Studies Concentration

Core faculty at Smith

Jay Garfield, Jamie Hubbard, Constance Kassor (*Director 2015–16*),
Andy Rotman

Other faculty members at Smith who teach courses related to Buddhist studies

Nalini Bhushan, Suzanne Gottschang, Leslie Jaffe, Sabina Knight, Kimberly Kono, Sujane Wu

Five College faculty in Buddhist Studies include

Hampshire College: Sue Darlington, Alan Hodder

Amherst College: Maria Heim, Sam Morse

Mount Holyoke: Suzanne Mrozik, Indira Peterson, Ajay Sinha

UMass: Stephen Miller, Reiko Sono

A concentration in Buddhist studies is an excellent adjunct to majors in such fields as religion, philosophy, American studies, anthropology, art history, Asian studies, comparative literature, East Asian languages and literature, East Asian studies, the study of women and gender. It allows for a deeper focus in Buddhism, offering an interdisciplinary complement to one's major as well as an important credential for graduate admissions. It also provides a wonderful opportunity for students to integrate their coursework, Praxis learning and international experiences. Complete details about the concentration are available at www.smith.edu/buddhism/

Requirements

The requirements for the concentration include:

1. two required courses (the gateway course BUX 120 and a capstone course)
2. four elective courses
3. two practical learning experiences.

The entrance to the concentration is through a 1-credit **gateway course** (BUX 120), which is team-taught by members of the faculty and guest speakers from the community. It gives students a broad introduction to the many disciplines and geographic areas of the field, as well as brings together faculty from diverse departments and programs.

The **capstone course** consists of a seminar in which a student works closely with a faculty member to design and implement an independent research project. Since Smith offers at least one seminar in Buddhist studies each year, collaborative research projects can be carried out in the context of existing courses. If the Buddhist studies concentration reaches (or nearly reaches) a total of 15 students each year, we plan to offer a separate capstone seminar.

Elective Courses

The four elective courses support the student's particular area of interest, distributed across three dimensions: geographic, disciplinary and level of study. Electives should address at least two of the following regions: South Asia, Southeast Asia, East Asia, Western Buddhism; courses should be drawn from at least two of the following disciplines: religious studies, philosophy, history, anthropology/sociology, art history, comparative literature, the natural sciences; and no more than two of her courses should be at the 100-level. Courses that do not focus specifically on Buddhism (e.g., courses in East Asian literature, Chinese history,

Korean culture, South Asian anthropology, American studies) can count toward the concentration if a student does a substantial project related to Buddhism in the course. Courses should be chosen in consultation with the concentration adviser in order to ensure a balance between breadth and coherence.

While languages are not part of the concentration, students are encouraged to study languages of Buddhist countries (particularly in connection with international study and Praxis opportunities), and we note that languages are essential for graduate admission.

Practical Learning Experiences

A student is required to take two courses that involve **practical learning experiences**, including international travel, internships and community service learning. Smith students are already involved in numerous study abroad programs in Buddhist countries, many of which involve independent study projects in the local community. Through the extended local contacts of our faculty, we have also identified a host of internship opportunities, including working with nuns in northern Himalayan regions of India (e.g., the Jamyang Foundation or Gaden Relief project) to the "humanistic Buddhism" of Taiwan (involving medical work, education, orphanages, and other social welfare projects), working with Buddhists and government in Japan (the third largest political party in Japan is Buddhist-affiliated), work with socially engaged Buddhists in Thailand dealing with ecological and political issues, participation/observer projects in monasteries, and, of course, academic projects in Buddhist universities throughout the world. Mongolia, Korea, China, Sri Lanka and other parts of the world less represented in our curriculum offer numerous opportunities, many of which are close to the hearts of our faculty—and hence accessible to our students. Interestingly, two of the consistently intertwined themes running through these opportunities are women and women's education. Praxis funding may be available for some internships.

We also encourage students to pursue community service locally in the many Buddhist organizations in the area. These opportunities range from academic (the numerous Buddhist teachers invited to the area), to activist (the Peace Pagoda in Leverett), to ethnographic (working on the SAL project described above), and simply learning while helping (working with the local Khmer community in their local temples, for example).

Courses

BUX 120 The Study of Buddhism

This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the second half of the semester only. Graded S/U only. (E) Credits: 1

Constance Kassor
Offered Fall 2015

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics

This intensive course is taught at the Central University of Tibetan Studies in Sarnath, India, as part of the Hampshire/Five College in India program. Students take daily classes, taught by eminent Tibetan scholars, in Buddhist

philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, and they attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students also visit important Buddhist historical sites and explore Varanasi, one of the oldest continuously inhabited cities in the world. Each student is paired with a Tibetan student “buddy” to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. {H}{M}{S} Credits: 3

Constance Kassor

Offered Interterm 2016

BUX 400 Special Studies in Buddhist Studies Concentration

Admission by permission of the director of the Buddhist studies concentration.

Normally, enrollment limited to Buddhist studies concentrators only. (E)

Credits: 1 to 4

Members of the Department

Offered Fall 2015, Spring 2016

Elective Courses

The following courses offered at Smith College in 2015–16 can be counted as electives in the Buddhist Studies concentration:

REL 266 Colloquium in Buddhist Studies

Introduction to Tibetan Buddhism

Constance Kassor

Offered Spring 2016

Buddhism in America

Constance Kassor

Offered Fall 2015

REL 270 Sites and Sights: A Pilgrim’s Guide to Pre-Modern Japanese Buddhism

Jamie Hubbard

Offered Spring 2016

REL 275 Religious History of South Asia: Ancient to Medieval

Andy Rotman

Offered Fall 2015

REL 276 Religious History of India: Medieval to Modern

Andy Rotman

Offered Spring 2016

REL 360 Seminar: Problems in Buddhist Thought

Topic: Enlightenment

Jamie Hubbard

Offered Spring 2016

There are also many Buddhism-related courses offered at Smith College and throughout the Five Colleges.

Chemistry

Professors

Robert G. Linck, Ph.D.
David Bickar, Ph.D.
Katherine Lynn Queeney, Ph.D.
Kevin Michael Shea, Ph.D. ^{†1}
Cristina Suarez, Ph.D., *Chair*

Associate Professors

Elizabeth Redding Jamieson, Ph.D.

Assistant Professors

David Gorin, Ph.D.
Maren Buck, Ph.D.
Andrew Berke, Ph.D.

Senior Lecturer Emerita

Lâle Aka Burk, Ph.D.

Laboratory Instructors

Maria E. Bickar, M.S.
Mohini S Kulp, Ph.D.
Rebecca Thomas, Ph.D.
Joseph C. Yeager, Ph.D.

Research Associate

Shizuka Hsieh, Ph.D.

The Major

Advisers: Members of the department

Adviser for Study Abroad: Cristina Suarez, Maria Bickar

Required courses: 111, 222 and 224 (or 118 and 222); three of the following four courses: 223, 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.

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, 222 and 224 (or 118 and 222), one additional course with a laboratory component (223, 332, 326, 336 or 346), and enough electives (one or two) to fulfill a total of five chemistry courses. Electives may be a CHM courses at the 300 level, BCH 252 or BCH 352.

Honors

Director: David Bickar

CHM 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

CHM 432D Honors Project

Credits: 6 per semester, 12 for yearlong course
Offered Fall 2015, Spring 2016

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

Lab Fees

There is an additional fee for all chemistry courses with labs. Please see the Fees, Expenses and Financial Aid section in the beginning of the catalog for details.

Students who are considering a major in chemistry should consult with a member of the department early in their college careers. They are advised to take General Chemistry (CHM 111 or 118) as first-year students and to complete MTH 112 or MTH 114 as early as possible.

All intermediate courses require CHM 111 or 118 or an Advanced Placement score of 4 or 5.

Students who begin the chemistry sequence in their second year can still complete the major and should work with a department member to chart an appropriate three-year course of study.

CHM 100 Perspectives in Chemistry

Chemistry of Art Objects

In this museum-based course, chemistry is discussed in the context of art. We focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices are discussed along with examples from the Smithsonian College Museum of Art. Course meetings take place in the museum and consist of three hours of lecture, discussion and demonstration. Enrollment limited to 20. {A}{N} Credits: 4

David Dempsey, Elizabeth Jamieson

Offered Spring 2016

CHM 108 Environmental Chemistry

Same as ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed.

{N} Credits: 4

Andrew Berke

Offered Spring 2016

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. {N} Credits: 5

Andrew Berke, Elizabeth Jamieson, Katherine Queeney, Fall 2015

Offered Fall 2015

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

Robert Linck

Offered Fall 2015

CHM 222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Lecture and lab registration by wait-list only. {N} Credits: 5

David Gorin, Robert Linck, Spring 2016

Offered Spring 2016

CHM 223 Chemistry III: Organic Chemistry

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222 and successful completion of the CHM 222 lab. Enrollment limited to 16 per lab section. {N} Credits: 5

David Gorin, Maren Buck

Offered Fall 2015

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisites: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. {N} Credits: 5

Cristina Suarez

Offered Spring 2016

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

Not Offered This Academic Year

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 15. {N} Credits: 4

Maren Buck

Offered Spring 2016

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: bioorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223. {N} Credits: 4

David Gorin

Offered Spring 2016

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

Robert Linck

Offered Fall 2015

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. {N} Credits: 5

Andrew Berke

Offered Spring 2016

CHM 335 Physical Chemistry of Biochemical Systems

This course emphasizes the physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor, and MTH 112. {N} Credits: 4

David Bickar

Offered Spring 2016

CHM 336 Light and Chemistry

The interaction of light with molecules is central to studies of molecular structure and reactivity. This course builds on students' understanding of molecular structure from the core sequence (CHM 111–224) to show how many types of light can be used to interrogate molecules and to shed some light on their behavior. The combined classroom/laboratory format allows students to explore light-based instruments in short, in-class exercises as well as in longer, more traditional labs. The course culminates with an independent project that allows students to explore some of the ways light is used in cutting-edge chemical research. Prerequisites: 222 or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Katherine Queeney

Offered Spring 2016

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 will be analyzed and discussed. A basic introduction to magnetic resonance imaging (MRI) is also included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. {N} Credits: 4

Cristina Suarez

Offered Fall 2015

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

Cristina Suarez

Offered Fall 2015

CHM 357 Selected Topics in Biochemistry

Pharmacology and Drug Design

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs 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 factors relating to drug design, manufacture and use are also considered. Prerequisite: BCH 352 or permission of the instructor. {N} Credits: 4

David Bickar

Not Offered This Academic Year

CHM 363 Advanced Inorganic Chemistry

Inorganic chemistry

Application of group theory to coordination compounds, molecular orbital theory of main group compounds, and organometallic compounds. Prerequisite: 118 or 224. {N} Credits: 4

Elizabeth Jamieson

Offered Spring 2016

CHM 369 Bioinorganic Chemistry

This course provides an introduction to the field of bioinorganic chemistry. Students learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. {N} Credits: 4

Elizabeth Jamieson

Not Offered This Academic Year

Cross-Listed and Interdepartmental Courses

BCH 352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3

David Bickar

Offered Fall 2015

BCH 353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. {N} Credits: 2

Kalina Dimova

Offered Fall 2015

CHM 400 Special Studies

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Classical Languages and Literature

Professors

Justina W. Gregory, Ph.D. ^{**1,†2}

Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Scott A. Bradbury, Ph.D., *Chair*

Nancy J. Shumate, Ph.D. ^{*2}

Lecturers

Barry Spence, M.A.

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

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

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

Credit is not granted for the first semester of an introductory language course. Courses for the major may not be taken S/U.

The Major in Greek, Latin or Classics

Advisers: Members of the department

Adviser for Study Abroad: Thalia Pandiri

Requirements: In Greek, nine semester courses in the language, of which six must be at or above the intermediate level; in Latin, nine semester courses in the language, of which six must be at or above the intermediate level; in classics, nine semester courses in the languages, 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), comparative literature (CLT), government (GOV), ancient history (HST), philosophy (PHI), or religion (REL), in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek language and at least two must be at or above the intermediate level. Of the remaining courses, at least one must be chosen from Greek history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

The Minor in Latin

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Latin language and at least two must be at or above the intermediate level. Of the remaining courses, at least one must be chosen from Roman history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

The Minor in Classics

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek or Latin languages, including no fewer than two in each language. At least two of these six must be at or above the intermediate level.

Honors in Greek, Latin, Classics or Classical Studies

Director: Nancy Shumate

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

CLS 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Nancy Shumate

Offered Fall 2015, Spring 2016

CST 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

GRK 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

LAT 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

Graduate Courses in Greek, Latin or Classics

Adviser for Graduate Study: Thalia A. Pandiri

CLS 590 Research and Thesis

Credits: 4 per semester, 8 for yearlong course

Thalia Pandiri

Offered Fall 2015, Spring 2016

CLS 590D Research and Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Thalia Pandiri

Offered Fall 2015, Spring 2016

GRK 580 Studies in Greek Literature

This is ordinarily an enriched version of the 300-level courses currently offered.

Credits: 4

Thalia Pandiri

Offered Fall 2015, Spring 2016

GRK 590 Research and Thesis

Credits: 4 per semester, 8 for yearlong course

Thalia Pandiri

Offered Fall 2015, Spring 2016

GRK 590D Research and Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Thalia Pandiri

Offered Fall 2015, Spring 2016

LAT 580 Studies in Latin Literature

This will ordinarily be an enriched version of the 300-level courses currently offered. Credits: 4

Thalia Pandiri

Offered Fall 2015, Spring 2016

LAT 590 Research and Thesis

Credits: 4 per semester, 8 for yearlong course

Thalia Pandiri

Offered Fall 2015, Spring 2016

LAT 590D Research and Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Thalia Pandiri

Offered Fall 2015, Spring 2016

Greek

GRK 100Y Elementary Greek

A yearlong course that includes both the fundamentals of grammar and, in the second semester, selected readings from ancient authors, including the New Testament. Yearlong courses cannot be divided at midyear, with credit for the first semester. {F} Credits: 5 per semester, 10 for yearlong course

Barry Spence

Offered Fall 2015, Spring 2016

GRK 212 Introduction to Greek Prose and Poetry

Grammar review, and practice and improvement of reading skills through the study of Plato, Lysias, Euripides and others. Prerequisite: 100y. {F}{L} Credits: 4

Thalia Pandiri

Offered Fall 2015

GRK 213 Introduction to Homeric Epic

An introduction to Homeric Greek via selections from the *Iliad* and the *Odyssey*. May be repeated for credit, provided the topic is not the same. Prerequisite: 212 or permission of the instructor.

Homer's *Iliad*

Attention to features of oral style and epic diction, the structure of the poem, and the anger and evolution of Achilles, the quintessential Homeric hero. {F}{L}

Credits: 4

Scott Bradbury

Offered Spring 2016

GRK 310 Advanced Readings in Greek Literature I & II

Authors vary from year to year, but they are generally chosen from a list that includes Plato, Homer, Aristophanes, lyric poets, tragedians, historians, and orators, depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: 213 or permission of the instructor.

Aeschylus and Herodotus: Learning Through Suffering

According to the chorus of Aeschylus' *Agamemnon*, Zeus put in place the law that learning comes through suffering (A. Ag. 177–78). We investigate the place of that maxim in the *Oresteia* and in archaic thought more generally through a reading of *Agamemnon* and selected passages from Herodotus. {F}{L} Credits: 4

Justina Gregory

Offered Fall 2015

Sex and War in Attic Comedy: Aristophanes' Lysistrata

An in-depth study of *Lysistrata*, a feminist, pacifist comedy—or is it? We consider the political and intellectual context of the play's first performance; how subversive is Attic comedy, or how conservative? How does comedy “work?”

How has *Lysistrata* been interpreted and adapted in recent decades? We also read short excerpts from other comedies and from Plato's *Symposium*. {F}{L}

Credits: 4

Thalia Pandiri

Offered Spring 2016

GRK 400 Special Studies

For majors and honors students who have had four advanced courses in Greek. Admission by permission of the department. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Latin

LAT 100Y Elementary Latin

Fundamentals of grammar, with selected readings from Latin authors in the second semester. This is a full-year course. Enrollment limited to 30. Yearlong courses cannot be divided at midyear with credit for the first semester. {F}

Credits: 5 per semester, 10 for yearlong course

Nancy Shumate

Offered Fall 2015, Spring 2016

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}

Scott Bradbury

Offered Fall 2015

LAT 213 Introduction to Virgil's *Aeneid*

Selections from the *Aeneid*, with attention to literary, historical and cultural aspects. Prerequisite: 212 or permission of the instructor. {F}{L} Credits: 4
Nancy Shumate

Offered Spring 2016

LAT 330 Advanced Readings in Latin Literature I & II

Authors vary from year to year, but they are generally chosen from a list that includes epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: two courses at the 200-level or permission of the instructor.

Cicero and the Power of Rhetoric at Rome

A study of selected speeches of Cicero, Republican Rome's premier orator and the main model of eloquence for subsequent eras. Focus on style and rhetorical technique, with application to students' own writing and public speaking, as well as on the historical backdrop of Cicero's life and work, the tumultuous late Republic. {F}{L} Credits: 4

Nancy Shumate

Offered Fall 2015

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 after-life of the *Metamorphoses*, particularly in Renaissance art. {F}{L} Credits: 4

Scott Bradbury

Offered Spring 2016

LAT 400 Special Studies

For majors and honors students who have had four advanced courses in Latin.

Admission by permission of the department. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Classics in Translation

CLS 150 Roots: Greek and Latin Elements in English

What does "hypocrisy" have to do with the ancient Greek theater? And what does "delirium" have to do with Roman agriculture? Sixty percent of all English words are derived from Greek and Latin roots, yet the history and effective use of these words is problematical for many speakers of English. This course combines hands-on study of Greek and Latin elements in English with lectures and selected primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine and education. The course is graded S/U only. One evening meeting per week. {L} Credits: 2

Nancy Shumate

Offered Spring 2016

CLS 400 Special Studies

For majors/minors and advanced students who have had three classics or other courses on the ancient world and two intermediate courses in Greek or Latin.

Admission by permission of the department. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

FYS 107 Women of the *Odyssey*

Homer's *Odyssey* presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-

be, the temptress, the adulteress, the murderer. We begin with a careful reading of the *Odyssey*; then study the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Justina Gregory

Offered Fall 2015

Cross-Listed and Interdepartmental Courses

CLT 230 "Unnatural" Women: Mothers Who Kill their Children

ENG 202 Western Classics in Translation, from Homer to Dante

FYS 107 Women of the *Odyssey*

Community Engagement and Social Change Concentration

Director: *TBA*

Advisory Committee

Philip K. Peake, Ph.D. (Psychology) ^{†2}
 Elisabeth Brownell Armstrong, Ph.D. (Study of Women and Gender)
 Ellen Wendy Kaplan, M.F.A. (Theatre)
 Riché J. Daniel Barnes, Ph.D. (Africana Studies) ^{†2}
 Susannah V. Howe, Ph.D. (Engineering)
 Marsha K. Pruett, Ph.D. (School for Social Work)
 James Middlebrook, M.Arch. (Art)
 Ginetta E. B. Candelario, Ph.D. (Sociology) ^{**1}
 Carrie N. Baker, Ph.D. (Study of Women and Gender) ^{†1}

The community engagement and social change (CESC) concentration allows each participating student to connect an interdisciplinary area of interest to practical work in communities. Examples of areas of interest include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism.

Through a combination of carefully selected coursework, practical experiences, independent research projects and guided reflection, students (1) expand and deepen their understanding of local, national and global issues that affect communities, and (2) develop the skills, attitudes and knowledge necessary to collaborate mindfully with these communities as citizens and leaders.

The CESC concentration draws on the rich curricular offerings at Smith College and in the Five Colleges, as well as the resources and expertise available through the Center for Community Collaboration, other centers and offices at Smith, and the Smith College School for Social Work. For more information, see www.smith.edu/ccc/concentration.php

Requirements

The CESC concentration is open to any student by application. The application is available online at www.smith.edu/ccc/concentration.php. Students are strongly encouraged to have taken CCX 120 (required for the Concentration) before they apply.

In addition to the gateway course (CCX 120) and the capstone seminar (CCX 320), CESC concentration students will take four electives, complete two practical experiences, and participate in guided reflection sessions.

Electives

Students take four 4-credit courses that support their area of interest and deepen knowledge in relevant core content, including social justice, systems analysis, diversity, community development and community-based learning/research. Examples of areas of interest for students include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism. Course offerings with this content are available in multiple departments at Smith and in the Five Colleges. Electives must be derived from multiple disciplines, and two of the electives must be Community-Based Learning (CBL) courses. For a list of CBL courses, see www.smith.edu/ccc/courses.php. Electives should be chosen in consultation with the concentration adviser.

Practical Experiences

Students will complete two different practical experiences to fulfill the requirements for the CESC concentration. One experience will consist of at least 100 documented hours of work with an off-campus community organization. The other experience will be at least 200 hours. When possible, experiences of longer duration are strongly encouraged. These may include internships, service-learning, community-based participatory research, and paid or volunteer community service. They may occur at any time in the calendar year: during the academic semester, interterm, spring break or summer. They may be combined with Praxis, off-campus work-study or other stipend programs.

Reflection Sessions

Students will complete at least one semester's worth of reflection sessions, coordinated by the CCC. These sessions facilitate student learning from practical experiences and should be taken concurrently with or immediately following one of the practical experiences.

Submission of Concentration Advising Checklist

Upon completion of the CESC concentration, students are required to submit a completed Concentration Advising Checklist form, signed by their adviser, indicating that the student has completed all requirements. Students will not receive credit for the concentration without submitting this form. The checklist and other relevant forms are available on the CESC concentration website (www.smith.edu/ccc/concentration.php). Completed forms are due in the Office of the Registrar no later than the end of the first week of the student's final semester.

Courses

CCX 120 Community-Based Learning: Ethics and Practice

Service learning, civic engagement, community-based research and community service have become familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how to bring community issues into the classroom and how best to bring students into the neighborhoods surrounding their colleges and universities. This course considers these issues through exposure to both the literature of community engagement and the experiences of those who practice its different forms. CCX 120 serves as a gateway course for the community engagement and social change concentration. As such, one of the primary purposes of the course is to give students exposure to the varied opportunities available at the college for engaging with communities. Specifically, the course focuses on volunteer opportunities, course-based engagement and examples of community-based research. Within and across these different approaches, we identify and explore the ethical issues that characterize community partnerships and the best practices that attempt to address these issues. Students also interact with peers, faculty, guest speakers and community members who provide firsthand perspectives on the local practice of CBL and the critical needs in surrounding communities. S/U only. Credits: 2

Instructor: TBA

Offered Spring 2016

Electives (four courses, total 16 credits)

Electives are available in multiple departments at Smith and in the Five Colleges. Electives should be chosen in consultation with the concentration advisor.

CCX 400 Special Studies

Admission by permission of the director of the Community Engagement and Social Change Concentration. Normally, enrollment limited to CESC concentrators only. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

CCX 320 Capstone Seminar for the CESC Concentration

The CCX 320 seminar provides a forum for community engagement and social change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students focuses on a particular social justice issue, research past and present community-based efforts around the issue, and develop a community action plan in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4

Lucy Mule

Offered Spring 2016

Comparative Literature

Professors

Maria Nemcova Banerjee (Comparative Literature) *2
 Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
 Janie M. Vanpée, Ph.D. (French Studies and Comparative Literature)
 Craig R. Davis, Ph.D. (English Language and Literature and Comparative Literature) *2
 Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)
 Dawn Fulton, Ph.D. (French Studies) **2
 Sabina Knight, Ph.D. (Chinese and Comparative Literature) †1

Associate Professors

Reyes Lázaro, Ph.D. (Spanish and Portuguese)
 Katwiwa Mule, Ph.D., *Director* (Comparative Literature)
 Justin Daniel Cammy, Ph.D. (Jewish Studies and Comparative Literature)
 Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese)
 Joel P. Westerdale, Ph.D. (German Studies) *1,*2

Adjunct Professor

Margaret Bruzelius, Ph.D. (Comparative Literature)

Lecturer

Carolyn Shread, Ph.D. (French Studies and Comparative Literature)

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

The Major

Advisers: Maria Banerjee, Anna Botta, Margaret Bruzelius, Justin Cammy, Craig Davis, Dawn Fulton, Sabina Knight, Reyes Lázaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Janie Vanpee, Joel Westerdale

Director of Study Abroad: Anna Botta

Requirements: 11 semester courses as follows:

1. Basis for the major: Any two from among the following courses as an entry to the major:
 - Any FYS with a comparative literature focus
 - CLT 100 Introduction to Comparative Literature
 - LT 202 Homer to Dante
 - CLT 203 Cervantes to Tolstoy
2. Other Requirements:
 - One additional course with a primary or cross-listing in comparative literature
 - Three courses in a non-English language literature.

For literatures in which Smith offers few or no courses taught in the original language, majors may fulfill this requirement by taking courses in English translation while reading some course texts in the original language.

Three related courses in either an additional literature, which may be in translation, or a literary or artistic theme, genre or interdisciplinary topic in CLT or other departments or programs (film studies, philosophy, art, history), chosen with the adviser's approval.

3. Senior Sequence: Two Seminars
 - CLT 300 Foundations of Contemporary Literary Theory
 - CLT 340 Problems in Literary Theory

Only one course counting toward the major can be taken for an S/U grade.

Honors

Requirements: The same as those for the major, with the addition of a thesis (430), to be written in both semesters of the senior year. Please consult the director of honors or the program website for specific requirements, application procedures, and deadlines.

Director: Margaret Bruzelius

Introductory Courses

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading *Love, Death and Art: Orpheus and Eurydice*

Orpheus's song persuades the powers of Hell to give him back his wife, Eurydice; his glance back at her as they emerge from the underworld condemns her once more to Hell but also transforms Orpheus into the ultimate artist, able to change Nature itself through the power of his song. This course examines uses of the story of Orpheus and Eurydice in literature and film in the work of an extraordinarily diverse group of writers: Sartre and Fanon, Adrienne Rich and H.D. Rilke and Blanchot. We also watch films in which the story is retold by Cocteau, Marcel Camus and Carlos Diegues. Students in the course become familiar with the original account of the Orpheus story in Virgil and Ovid, and follow its modern development as a fable for the idea of the artist as a transformative figure. We examine modern, post-modern, post-colonial and feminist versions of the tale in prose, poetry and film as an introduction to major currents in modern literature and literary theory. {L} Credits: 4

Margaret Bruzelius
 Offered Spring 2016

FYS 120 Writing Home

Are letters home and love letters obsolete? Has skyping replaced letter writing? Is the mail of email the same as letters sent through the post office? What role do letters play in literature, and how have letters influenced the historical record? These are some of the questions we consider in letters from the 17th century to the present, literary and nonliterary, beginning with the letters of Madame de Sévigné. Visit to the Rare Book Room; use of the Smith Archives. This course may be counted towards the German studies major (unless students have also taken GER 238). Enrollment limited to 16 first-year students. (E) {WI} Credits: 4

Jocelyne Kolb
 Offered Fall 2015

CLT 150 The Art of Translation: Poetics, Politics, Practice

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. Can be taken concurrently with FRN 295 for 4 credits. {L} Credits: 2

Carolyn Sbread

Offered Spring 2016

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 Dangaremba's *Nervous Conditions*, Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngũgĩ wa Thiong'o's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. This course counts toward the comparative literature major. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Katwiwa Mule

Offered Fall 2015

FYS 168 Damaged Gods: Myth and Religion of the Vikings

A reading of poems and sagas about the Old Norse gods and their cults during the Viking Age (ca. 800–1100 CE) as these were preserved mainly in Icelandic manuscripts of the 13th century, but also in Arabic, Latin, Old High German and Anglo-Saxon texts and runic inscriptions. We explore the dark world-view and desperate religion of the Vikings from the creation of the world to the end of time, including relations between living and dead, male and female, animals and humans, gods and giants, Æsir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserks, shapeshifters and various kinds of human being. Enrollment limit of 16. {L}{WI} Credits: 4

Craig Davis

Offered Fall 2015

FYS 175 Love Stories

Could a Jane Austen heroine ever marry a servant? What notions about class, decorum or identity dictate what seem to be choices of the heart? How are individual desires shaped or produced by social, historical and cultural forces, by dominant assumptions about race, class, gender or sexuality? How do dominant love stories both reflect these assumptions, and actively create or legislate the boundaries of what may be desired? How may nondominant (queer or interracial) love stories contest those boundaries, creating alternative narratives and possibilities? This course explores how notions of love, romance, marriage or sexual desire are structured by specific cultural and historical formations. We closely analyze literature and film from a range of locations: British, American and postcolonial. Required texts: Jane Austen's *Persuasion*, Shakespeare's *Romeo and Juliet*, Chimamanda Ngozi Adichie's *Americanah*, Shyam Selvadurai's *Funny Boy*. We also read some theoretical essays to provide conceptual tools for our analyses. This course can count towards the major in English, CLT or SWG. Enrollment limited to 16 first-year students.

{L}{WI} Credits: 4

Ambreen Hai

Offered Fall 2015

CLT 177 Journeys in World Literature

From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds—and “newly visible” old worlds. To become “world-forming,” one must realize one's belonging to a given world or worlds, as well as one's finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as “Epic Worlds,” “The Short Story” and “Literature and Medicine,” we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limit of 20. {WI}

Epic Worlds

A comparison of the first literary works to emerge from oral story-telling among several ancient, medieval and modern peoples to express their cultural ideas and sense of collective identity: the Akkadian *Gilgamesh*, the Hebrew *Genesis* and *Exodus*, the Hindu *Mababharata*, the Greek *Odyssey*, the Irish *Táin*, the Anglo-Saxon *Beowulf*, the Welsh *Mabinogi*, the Finnish *Kalevala* and the Nyanja (Congolese) *Mwindo*. We explore these epics as sites of hard political thought and moral contest, especially how they seek to shape their societies' broader world-view, value system and understanding of history through the struggles of vividly imagined heroes and heroines. {WI} {L} Credits: 4

Craig Davis

Offered Spring 2016

CLT 202 Western Classics in Translation, from Homer to Dante

Same as ENG 202. Texts include *The Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. Lecture and discussion. CLT 202/ENG 202, like CLT 203/ENG 203, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. {L}{WI} Credits: 4

Maria Banerjee, Robert Hosmer, Scott Bradbury, Fall 2015

Offered Fall 2015

CLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Same as ENG 203. Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Lecture and discussion. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. {L}{WI} Credits: 4

Maria Banerjee, TBA, Spring 2016

Offered Spring 2016

Intermediate Courses

CLT 204 Writings and Rewritings

Queering Don Quixote

This course is devoted to a slow reading of *Don Quijote de la Mancha* (1605–1615), allegedly the first and most influential modern novel. Our approach to this hilarious masterpiece by Cervantes is through a “queering” focus, i.e., as a text that exposes all sorts of binary oppositions (literary, sexual, social, religious and ethnic), such as: high-low; tradition vs individual creativity; historical vs literary truth; man vs woman; authenticity vs performance; Moor vs Christian; humorous vs tragic. The course also covers the crucial role played by Don Quixote in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism) and examples of its world-

wide impact. With an optional 1-credit course in Spanish (SPN 356) for those who want to perfect their linguistic and literary skills by reading, translating and commenting selected sections of Miguel de Cervantes' masterpiece and additional secondary literature in Spanish. {L} Credits: 4

Reyes Lázaro

Offered Fall 2015

CLT 205 20th-Century Literatures of Africa

A study of the major writers of modern Africa with emphasis on several key 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 independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Texts may include Achebe's *Things Fall Apart*, Ngũgĩ wa Thiong'o's *The River Between*, Tsitsi Dangarembga's *Nervous Conditions*, Chimanda Ngozi Adichie's *Americanah*, Ndebele Njabulo's *The Cry of Winnie Mandela*, and Ama Ata Aidoo's *Our Sister Killjoy*. We also watch films such as *White King*, *Red Rubber*, *Black Death*, *Tsotsi* and *District 9*. {L} Credits: 4

Katwiwa Mule

Offered Fall 2015

ENG 207 The Technology of Reading and Writing

Same as HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication. {L} Credits: 4

Douglas Patey

Offered Spring 2016

CLT 214 Literary Anti-Semitism

How can we tell whether a literary work is anti-Semitically coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today?

A selection of seminal theoretical texts, examples from literature, including the graphic novel, and from cinema. Shakespeare, G.E. Lessing, Walter Scott, Charles Dickens, Heinrich Heine, Edith Wharton, Thomas Mann, Philip Roth, Will Eisner, David Lean, Carol Reed, Roman Polanski, Dani Levy. {L} Credits: 4

Jocelyne Kolb

Offered Fall 2015

CLT 220 Colloquium: Imagining Language

This course explores the ways in which philosophers and artists have imagined the links between language and the world. We read mostly pre-20th century theories of language—Plato's *Cratylus*, St. Augustine's *On the Teacher*, Locke on language from the *Essay*, Herder and Rousseau on *The Origin of Language*, Freud on jokes—and link them to novels, poems and other artwork by (mostly) 20th-century artists such as Louis Zukofsky, May Swenson, Lewis Carroll, Richard Powers, Xu Bing, Russell Hoban and others who focus on the materiality of language, on words as things. Readings are accompanied by weekly exercises such as rebuses, invented etymologies, alphabet poems, portmanteau words, emoticons and so on. {L} Credits: 4

Margaret Bruzelius

Offered Fall 2015

POR 221 Portuguese and Brazilian Literature and Culture

Envisioning "Lusofonia": Transnational Encounters and Imaginaries in Portuguese-Language Film

A focus on film from the Portuguese-speaking world. This course introduces the intertwined histories and diverse cultures of Portuguese-speaking communities spread across three continents through a survey of films from Brazil, Angola, Cape Verde, Guine-Bissau and Portugal. We discuss through these films and a selection of short, critical readings, questions of colonialism and post-colonialism, immigration and diaspora, and the historical and contemporary contours of a Portuguese-language globalization. Course taught in Portuguese. {A}{F} {L} Credits: 4

Malcolm McNeer

Offered Spring 2016

CLT 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, Walker, Morrison and others.

{L} Credits: 4

Thalia Pandiri

Offered Spring 2016

CLT 231 American Jewish Literature

Same as ENG 230. Explores the significant contribution of Jewish writers and critics to the development of American literature, broadly defined. Topics include the American dream and its discontents; ethnic satire and humor; literary multilingualism; crises of the left involving Communism, Black-Jewish relations and '60s radicalism; after-effects of the Holocaust; and the aesthetic engagement with folklore. Authors include Mary Antin, Henry Roth, Isaac Bashevis Singer, Saul Bellow, Philip Roth, E.L. Doctorow, Cynthia Ozick. Yiddish, Canadian and Latin-American writers provide transnational perspectives. Must Jewish writing in the Americas remain on the margins, "too Jewish" for the mainstream yet "too white" to qualify as multicultural? No prerequisites. {L} Credits: 4

Justin Cammy

Offered Fall 2015

ENG 241 The Empire Writes Back: Postcolonial Literature

An introduction to Anglophone fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include: the cultural work of writers as they respond to histories of colonial dominance; their ambivalence towards English linguistic, literary and cultural legacies; the ways literature can (re)construct national identities and histories, and explore assumptions of race, gender, class and sexuality; the distinctiveness of women writers and their modes of contesting cultural and colonial ideologies; global diasporas, migration and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Fanon, Walcott, Cliff, Amitav Ghosh, Rushdie, Jhumpa Lahiri, Mohsin Hamid and some theoretical essays. {L} Credits: 4

Ambreen Hai

Offered Fall 2015

CLT 242 What and Where is Main Street?

Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when

do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4

Ann Leone

Offered Spring 2016

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 will help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. {L} Credits: 4

Andrea Stone

Offered Fall 2015

JUD 260(C) Yiddish Literature and Culture

Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Explores the Yiddish novel as a forum for political engagement and creative expression in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin and immigrant America. How have post-Holocaust writers memorialized not only a lost civilization but also a murdered language? All texts in translation. Enrollment limited to 18. No prerequisites {L} Credits: 4

Justin Cammy

Offered Spring 2016

CLT 264 Dostoevsky

A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. {L} Credits: 4

Maria Bamerjee

Offered Fall 2015

CLT 266 Studies in South African Literature and Film

Adapting Violence to the Screen

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African film makers adapt canonical and contemporaries texts, auto/biographies, and memoirs to the screen? How do these adaptations and modifications help us visualize the banality of evil of the apartheid system and its enduring legacies? How do race, class, gender, sexuality, and ethnicity complicate how we define, conceptualize and critique violence? Texts and films may include Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko (Cry Freedom)* Nelson Mandela's *Long Walk to Freedom*, Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life (Winnie)*, and Athol Fugard's *Isotsi*. We also study film classics such as *The Voortrekkers* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Katwiwa Mule

Offered Spring 2016

CLT 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 Djébar (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

Offered Spring 2016

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 will examine changing cultural perceptions about China and how ideological assumptions manipulate cinematic production and experiences. (E) {A} {L} Credits: 4

Anna Botta

Offered Spring 2016

Critical Theory and Method

CLT 300 Literary Theory and Literary Practice: Conflicts and Consensus

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabha, Butler, Said, Ngũgĩ wa Thiong'o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. {L} Credits: 4

Anna Botta

Offered Fall 2015

CLT 340 Problems in Literary Theory

Comparative Literature in the Age of Cosmopolitanisms

The concept of cosmopolitanism has recently gone through a process of democratization. Dismissing the singular "cosmopolitanism" as a form of Eurocentric universalism, critics today study a plurality of cosmopolitanisms, focusing on transnational experiences, both elite and subaltern, Western and non-Western. How can we study comparative literature within this new framework? If the Western canon is no longer setting the standards, what are the new aesthetic values? How can we avoid the pitfalls of both cultural relativism and Orientalism, that is, reading unfamiliar literatures through an exotic lens? Does "World Literature" promote reading in translation at the expense of original languages? Authors may include Appiah, Apter, Casanova, Chakrabarty, Damrosch, Moretti, Nussbaum, Robbins, Said, Coetzee, Maalouf, Naipaul, Pamuk and Zadie Smith. The seminar is required of senior majors. Prerequisites: CLT 300 or permission of the instructor. {L} Credits: 4

Anna Botta

Offered Spring 2016

Advanced Courses

ENG 309 Seminar: Black Prison Intellectuals

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

Andrea Stone

Offered Spring 2016

CLT 342A Double Vision: Heroine/Victim

We shall examine how the iconic status of woman as moral redeemer and social path breaker is shadowed by a darker view of female self and sexuality in some representative works by male authors of the Russian 19th century. The primary texts are Pushkin's *Eugene Onegin*, Turgenev's *On The Eve*, Chernyshevsky's *What Is To Be Done?*, Dostoevsky's *A Gentle Spirit* and Tolstoy's *Anna Karenina* and the *Kreutzer Sonata*. These novelistic narratives are supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. {F}{L} Credits: 4

Maria Banerjee

Offered Spring 2016

Special Studies

CLT 400 Special Studies

Readings in the original language (or in certain cases translations) of literary texts read in or closely related to a course taken with a faculty member appointed in comparative literature. Admission by permission of the instructor and the program director. Students are encouraged to contact the instructor during the prior semester, and proposals must be submitted in writing to the director by the end of the first week of classes. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

CLT 404 Special Studies

Advanced research, translation work or other scholarly project, normally building on work from a previous course with a faculty member appointed in comparative literature. Offered both semesters, with the permission of the instructor and of the program director. Qualified juniors and seniors should contact the instructor during the prior semester and must submit written proposals; to the director by the end of the first week of classes. Credits: 4

Members of the department

Offered Fall 2015, Spring 2016

CLT 430D Honors Project

Requirements: The same as those for the major, with the addition of a thesis to be written in both semesters of the senior year. A full draft of the thesis is due the first Friday of March. The final draft is due mid-April, to be followed by an oral presentation and discussion of the thesis. For more detailed requirements, see the CLT website, at the end of the list of courses. Credits: 4 per semester, 8 for yearlong course

Margaret Bruzelius

Offered Fall 2015, Spring 2016

Computer Science

Professors

Judith B. Cardell, Ph.D. ^{*1,*2}
 Nicholas Read Howe, Ph.D., *Director*,
 Fall
 Joseph O'Rourke, Ph.D. ^{*1}
 Ileana Streinu, Ph.D. ^{*2}
 Dominique F. Thiebaut, Ph.D., *Chair*,
 Spring ^{*2}

Assistant Professors

Eitan Mendelowitz, Ph.D. ^{†1}
 Sara Sheehan, Ph.D.

Course	Theory	Programming	Systems
CSC 352 (Parallel Prog)		X	X
CSC 353 (Robotics)		X	X
CSC 354 (Music)	X	X	
CSC 364 (Architecture)			X
CSC 370 (Vision)	X	X	

The Major

Advisers: Judith Cardell, Nicholas Howe, Eitan Mendelowitz, Joseph O'Rourke, Ileana Streinu, Dominique Thiébaut

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

- 1. Introductory:** (4 credits) (note, restrictions apply)
 CSC 102, 103, 105, 106 or FYS 164, or a CSC 200-level or above, or a MTH course

Restrictions:
 CSC 102 may not count after taking CSC 249
 CSC 103 may not count after taking CSC 231
 CSC 106 may not count after taking CSC 260
- 2. Core** (16 credits)
 CSC 111, 212, 231, 250
- 3. Mathematics** (8 credits)
 - MTH 153
 - One of MTH 111, MTH 114, MTH 125, MTH 205, MTH 212; or LOG 100
- 4. Intermediate** (12 credits)
 - One CSC Theory
 - One CSC Software
 - One CSC Systems
- 5. Seminar**
 One additional 300-level course, not including CSC 324

Course	Theory	Programming	Systems
CSC 220 (Adv Prog)		X	
CSC 240 (Graphics)		X	
CSC 249 (Networks)			X
CSC 252 (Algorithms)	X		
CSC 262 (Operating Systems)		X	X
CSC 260 (Prog Arts)		X	
CSC 270 (Circuits)			X
CSC 274 (Discrete and Comp Geom)	X	X	
CSC 290 (AI)	X	X	
CSC 249 (Networks)			X
CSC 293 (Compilers)	X	X	
EGR 320 (Signals and Systems)			X
CSC 334 (Comp Bio)	X	X	

The Minor

1. Theory (six courses)

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

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

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- Two distinct 200- or 300-level courses designated as Theory
- One other 200- or 300-level course
- One CSC 300-level course designated Theory (and not among those satisfying the previous requirements).

2. Programming (six courses)

Advisers: Judith Cardell, Eitan Mendelowitz, Nick Howe, Joseph O'Rourke, Ileana Streinu, Dominique Thiébaut

This minor is appropriate for a student with a strong interest programming and software development.

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- Two distinct 200- or 300-level courses designated as Programming
- One other 200- or 300-level course
- One 300-level course designated Programming (and not among those satisfying the previous requirements).

3. Systems (six courses)

Advisers: Judith Cardell, Dominique Thiébaut

This minor is appropriate for a student with a strong interest in computer systems, computer engineering and computing environments.

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- Two distinct 200- or 300-level courses designated as Systems
- One other 200- or 300-level course
- One CSC 300-level course designated Systems (and not among those satisfying the previous requirements).

4. Computer Science and Language (six courses)

Adviser: Eitan Mendelowitz

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 250 Theoretical Foundations of Computer Science

Two of:

- 280 Topics in Programming Languages
- 290 Introduction to Artificial Intelligence
- 293 Introduction to Translators and Compiler Design
- 294 Computational Linguistics

One of:

- 354 Seminar in Digital Sound and Music Processing
- 390 Seminar in Artificial Intelligence

5. Mathematical Foundations of Computer Science (six courses)

Adviser: Joseph O'Rourke, Ileana Streinu

The goal of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist, developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 250 Theoretical Foundations of Computer Science

One of:

- 252 Algorithms
- 274 Discrete and Computational Geometry
- MTH 254 Combinatorics
- MTH 353 Advanced Topics in Discrete Applied Mathematics

6. Digital Art (six courses equally balanced between Computer Science and Art)

Advisers: Eitan Mendelowitz

This minor accommodates students who desire both grounding in studio art and the technical expertise to express their art through digital media requiring mastery of the underlying principles of computer science.

Three computer science courses are required. The CSC 102+105 sequence on the Internet and Web design provide the essentials of employing the Internet and the Web for artistic purposes; CSC 111 Introduction to Computer Science through Programming includes a more systematic introduction to computer science, and the basics of programming; and CSC 240 Computer Graphics gives an introduction to the principles and potential of graphics, 3D modeling and animation. (Students with the equivalent of CSC 111 in high school would be required to substitute CSC 212 instead).

Three art courses are required. ARH 101 will provide the grounding necessary to judge art within the context of visual studies. ARS 162 Introduction to

Digital Media introduces the student to design via the medium of computers, and either ARS 263 Intermediate Digital Media or ARS 361 Digital Multimedia provides more advanced experience with digital art.

#	Dept	Number	Title	Credits	Preq
1	CSC	102	How the Internet Works	2	none
	CSC	105	Interactive Web Documents	2	CSC 102
2	CSC	111	Introduction to Computer Science through Programming	4	none
	CSC	212	Programming with Data Structures	4	CSC 111
3	CSC	240	Computer Graphics	4	CSC 102 or CSC 111
4	ARH	101	Approaches to Visual Representation	4	none
5	ARS	162	Introduction to Digital Media	4	none
6	ARS	263	Intermediate Digital Media	4	ARS 162
	ARS	361	Interactive Digital Media	4	ARS 162

School	Number	Title
Smith	DAN 377	Expressive Technology and Movement
Hampshire	CS 0174	Computer Animation I
Hampshire	CS 0334	Computer Animation II
Mount Holyoke	CS 331	Graphics
UMass	ART 397F	Digital Imaging: Offset Litho
UMass	ART 397F	Digital Imaging: Photo Etchg
UMass	ART 397L	Digital Imaging: Offset Litho
UMass	ART 697F	Digital Imaging: Photo Etchg
UMass	EDUC 591A	3D Animation and Digital Editing
UMass	CMPSCI391F	Graphic Communications
UMass	CMPSCI 397C	Interactive Multimedia Production
UMass	CMPSCI397D	Interactive Web Animation

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five College courses, including those in the partial list below.

7. Digital Music

Advisers: Eitan Mendelowitz

This minor accommodates the increasing number of students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underlying principles of computer science. The minor consists of the equivalent of six courses equally balanced between computer science and music.

Requirements

Three computer science courses:

1. 111 Computer Science I includes a systematic introduction to computer science and programming.
2. 212 Programming with Data Structures includes study of data structures, algorithms, recursion and object-oriented programming.
3. One of 220 or 250:
 - a. 220 Advanced Programming Techniques focuses on several advanced programming environments, and includes graphical user interfaces (GUIs).
 - b. 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
 - a. MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation.
 - b. MUS 312 20th-Century Analysis is the study of major developments in 20th-century music. Writing and analytic work, including nontonal harmonic practice, serial composition and other musical techniques. (Prerequisite: MUS 210 or permission of the instructor.)
3. MUS 345 or CSC 354 (cross-listed in the music department)
 - a. MUS 345 Electro-Acoustic Music is an introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening.
 - b. CSC 354 Seminar on Digital Sound and Music Processing includes areas of sound/music manipulation, such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound and music, and algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below.

#	Dept	Number	Title	Credits	Prerequisites
1	CSC	111	Computer Science I	4	none
2	CSC	212	Programming with Data Structures	4	CSC 111
3	CSC	220	Advanced Programming	4	CSC 212
	CSC	250	Foundations of Computer Science	4	CSC 111, MTH 153
4	MUS	110	Analysis and Repertory	5	see course description
5	MUS	233	Composition	4	MUS 110
	MUS	312	20th-Century Analysis	4	MUS 210
6	MUS	345	Electro-Acoustic Music	4	MUS 110, MUS 233, Permission
	CSC	354	Seminar on Digital Sound and Music Processing	4	CSC 212, CSC 250 or 231, Permission

Substitutions

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five-College courses, including those in the partial list below.

School	Number	Title
Amherst	Mus 65	Electroacoustic Composition
Hampshire	HACU-0290-1	Computer Music
Mount Holyoke	Music 102f	Music and Technology
UMass	Music 585	Fundamentals of Electronic Music
UMass	Music 586	MIDI Studio Techniques

Honors

Director: Ileana Streinu

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

Five computer science courses have no prerequisites. These are 102 How The Internet Works, 103 How Computers Work, 106 Introduction to Computing and the Arts, 111 Introduction to Computer Science Through Programming and FYS 164 Issues in Artificial Intelligence. Students who contemplate a major in computer science should consult with a major adviser early in their college careers.

CSC 111 Introduction to Computer Science Through Programming

Introduction to a block-structured, object-oriented high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. Enrollment limited to 48; 24 per lab section. {M} Credits: 5

Dominique Thiebaut, Judith Cardell, Fall 2015

Joseph O'Rourke, Spring 2016

Offered Fall 2015, Spring 2016

CSC 102 How the Internet Works

An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; packet switching; how email and web browsers work, domain names, mail protocols, encoding and compression, http and HTML, the design of web pages, the operation of search engines, beginning JavaScript; CSS. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 35. The course meets for the first half of the semester only. {M} Credits: 2

Nicholas Howe

Offered Spring 2016

CSC 103 How Computers Work

This introductory course provides students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Enrollment limited to 20. Offered first or second half of the semester. {M} Credits: 2

Instructor: TBA

Offered Spring 2016

CSC 205 Modeling in the Sciences

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, 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

Offered Spring 2016

CSC 212 Programming With Data Structures

Explores elementary data structures (linked lists, stacks, queues, trees, graphs) and algorithms (searching, sorting) in a variety of contexts, including event-driven applications with a graphical user interface. Emphasizes object-oriented programming throughout, using the Java programming language. Prerequisite: CSC 111. Enrollment limited to 35. {M} Credits: 5

Nicholas Howe, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015, Spring 2016

CSC 220 Advanced Programming Techniques

Focuses on several advanced programming environments, with a project for each. Includes object-oriented programming, graphical user interfaces (GUIs), and principles of software engineering. Topics for Fall 2015 will cover the software development cycle, including versioning, code maintenance, cross-platform development, debugging as well as iterative testing and evaluation.

Techniques include asynchronous and event-based programming, server-client development, data exchange via JSON. Prerequisite: 212. {M} Credits: 4

Instructor: TBA

Offered Fall 2015

CSC 231 Microprocessors and Assembly Language

An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts.

Prerequisite: 212 or permission of the instructor: {M} Credits: 4

Dominique Thiebaut

Offered Fall 2015

CSC 240 Computer Graphics

Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, POV-ray, and radiosity. The course will accommodate both CS majors, for whom it will be programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisites for CSC major credit: CSC 111 and MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor.

{M} Credits: 4

Instructor: TBA

Offered Fall 2015

CSC 250 Theoretical Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; linear-bounded automata; computability and Turing machines; nondeterminism and undecidability. Perl is used to illustrate regular language concepts. Prerequisites: 111 and MTH 153.

{M} Credits: 4

Joseph O'Rourke

Offered Spring 2016

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: 212, MTH 111, MTH 153. {M} Credits: 4

Ileana Streinu

Offered Spring 2016

CSC 270 Digital Circuits and Computer Systems

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (AND, OR, NAND, NOR), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12.

{M} Credits: 4

Dominique Thiebaut

Offered Spring 2016

CSC 352 Parallel and Distributed Computing

Same as SDS 352. The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to expose students to the challenges of developing distributed applications. This course deals with the fundamental principles in building distributed applications using

C and C++, and parallel extensions to these languages. Topics include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 212 and 252. Credits: 4

Instructor: TBA

Not Offered This Academic Year

CSC 370 Computer Vision and Image Processing

Seminar: Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar considers techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Topics range from low-level techniques for image enhancement and feature detection to higher-level issues such as stereo vision, image retrieval and segmentation of tracking of objects. Prerequisites: CSC 212, MTH 153 {N} Credits: 4

Nicholas Howe

Offered Spring 2016

CSC 334 Topics in Computational Biology

Topic to be provided at a later date. {M}{N} Credits: 4

Sara Sheehan

Offered Fall 2015

CSC 400 Special Studies

For majors, by arrangement with a computer science faculty member.

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

CSC 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Ileana Streinu, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015, Spring 2016

Cross-Listed and Interdepartmental Courses

CSC 324 Computer Science and American Studies

Same as AMS 324. This seminar, taught by a cultural critic and a computer scientist, offers an interdisciplinary examination of the internet society. We examine the influence of cultural values on the design and use of digital technologies and the influence of these digital technologies on social and economic organization, leisure and consumer culture, politics, and the shaping of our identities. Topics include the open-source movement, surveillance and censorship, netwars, cybercrime, net neutrality, intellectual property rights, peer-to-peer journalism and social networks (Facebook, texting, YouTube, etc.)

Our goal is not simply to describe the digital ecologies that surround us, but to analyze them critically. Permission of the instructors. Enrollment limit of 20 juniors and seniors. {S} Credits: 4

Kevin Rozario, Nicholas Howe

Not Offered This Academic Year

CSC 400 Special Studies

For majors, by arrangement with a computer science faculty member.

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Dance

Professor

Rodger Blum, M.F.A., *Chair*

Assistant Professors

Lester Tomé, Ph.D., Director of M.F.A. in Dance

Chris Aiken, M.F.A. *1

Angie Hauser, M.F.A. *1

Five-College Lecturer in Dance

Marilyn Middleton-Sylla

Musician/Lecturer in Dance Technique and Performance

Michael M. Vargas, B.A.

Lecturers

Joy Davis, M.F.A.

Katie Martin, M.F.A.

Pamela Newell, M.F.A.

Jennifer Nugent

Candice Leigh Salyers, M.F.A., Ph.D.

Daniel Trenner, M.Ed.

Five College Faculty

Paul Arslanian, B.A. (Lecturer in Dance, University of Massachusetts)

Jim Coleman, M.F.A. (Professor, Mount Holyoke College)

Paul Dennis, M.F.A. (Assistant Professor, University of Massachusetts)

Ranjana Devi (Lecturer, University of Massachusetts)

Charles Flachs, M.A. (Professor, Mount Holyoke College)

Rose Flachs (Professor, Mount Holyoke College)

Terese Freedman, B.A. (Professor, Mount Holyoke College)

Deborah Goffe, M.F.A. (Assistant Professor, Hampshire College)

Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)

Peter Jones (Lecturer/Accompanist, Mount Holyoke College)

Daphne Lowell, M.F.A. (Professor, Hampshire College)

Leslie Maietta, M.F.A. (Lecturer in Dance, University of Massachusetts)

Paul Matteson, M.F.A. (Assistant Professor, Amherst College)

Thomas Vacanti, M.F.A. (Assistant Professor, University of Massachusetts)

Susan K. Waltner, M.S., Professor Emerita, Smith College Chair, Five College

Dance Department

Erica Wilson-Perkins, M.F.A. (Visiting Lecturer in Dance)

Wendy Woodson, M.A. (Professor, Amherst College)

Teaching Fellows

Nicole DeWolfe

Barbara May Diewald

Emily Lukasewski

Bronwen MacArthur

Rowen Salem

Kathryn Linda Seethaler

Stephanie Turner

Whitney Wilson

The Major: Bachelor of Arts in Contemporary Dance Studies

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

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It gives students a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and culture, creative and aesthetic studies, scientific aspects of dance, the language of movement, and dance technique and performance. A dancer's instrument is her body and it must be trained consistently; at least five dance technique courses are required for the bachelor's degree. (Ten are allowed for credit toward the g.p.a.) Students should reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (levels V and VI) require a placement exam. A minimum of 48 credit hours are required for the major. Students may substitute no more than one course from another department to fulfill a dance major requirement. Substitute courses must be approved by the dance department faculty.

History: 171 Studies in Dance History: European and North American Concert Dance (1900s–Today) and 272 Dance and Culture serve as the introduction to the major. At the advanced level is 377 Advanced Studies in History and Aesthetics with rotating topics. These courses examine the dance itself and its cultural context.

Creative and Aesthetic Studies: 151, 252, 353, 209 and 309. This sequence of courses begins with the most basic study of dance composition—space, time, energy—and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and accompaniment. The movement materials that a student explores are not limited to any particular style. This sequence also includes 4-credit repertory courses at the intermediate and advanced levels.

Scientific Aspects of Dance: 241 and 342. These courses are designed to develop the student's personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, biomechanics and their relationships to various theories of technical study.

Language of Movement: 285. Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers: 287. Sharpens understanding of music fundamentals and makes these applicable to dance.

Major Course of Study: Students in the bachelor of arts in contemporary dance are urged to pursue a breadth of study in their technique courses and, in consultation with their advisers, make connections to other art departments.

Requirements

Theory: Must take each of the following:

- 151 Elementary Dance Composition
- 171 Studies in Dance History: European and North American Concert Dance (1900s–Today)
- 241 Scientific Foundations of Dance 252 Intermediate Dance Composition
- 272 Dance and Culture
- 287 Analysis of Music From a Dancer's Perspective or
- 285 Laban Movement Analysis I
- 200 Dance Production
- 201 Dance Production (may be taken for performance credit after taking 200)

Five dance technique courses are required for the bachelor's degree (Ten are allowed for credit toward the g.p.a.) Dance majors must take at least two courses in one dance technique and reach intermediate level in it, and take at least one course in a different technique form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (levels V and VI) require a placement exam.

Advanced Theory: Choose at least two of the following:

- 305 Advanced Repertory (taken twice)
- 309 Advanced Repertory
- 353 Advanced Dance Composition
- 377 Advanced Studies
- 400 Special Studies Senior Thesis
- 399 Senior Seminar in Dance (Choreography or Research)

Honors

DAN 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

DAN 431 Honors Project

Credits: 8
Offered Fall 2015

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

The Minor in Contemporary Dance Studies

Advisers: Rodger Blum, Chris Aiken, Angie Hauser and Lester Tomé
A minimum of 27 credit hours are required for the minor.

Requirements

- DAN 151 Elementary Dance Composition
- DAN 171 Studies in Dance History: European and North American Concert Dance (1900s–Today)
- DAN 241 Scientific Foundations of Dance
- DAN 252 Intermediate Dance Composition
- DAN 272 Dance and Culture
- DAN 287 Analysis of Music from a Dancer's Perspective or Laban Movement Analysis I
- DAN 200 Dance Production

Five College Courses

Students should consult the Five College Dance Department course schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/schedule.html.

Graduate: Master of Fine Arts Program

Director: Lester Tomé

71–75 total credits.

12–14 credits: First-Year Technique (six total classes or five classes and one undergraduate theory course)

12–14 credits: Second-Year Technique (six total classes or five classes and one undergraduate theory course).

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/dance/masters.php

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College Dance Department Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/courses.

A. Theory Courses

All dance theory courses: L {A} 4 credits

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors, juniors and Five College Dance Department majors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

DAN 151 Elementary Dance Composition

Introductory study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Limited enrollment. {A} Credits: 4

Candice Salyers

Offered Spring 2016

DAN 171 Studies in Dance History: European and North American Concert Dance (1900s–Today)

The course offers an overarching historical survey of multiple idioms in dance, focusing on the traditions of ballet, modern dance and jazz. The study of major artists, dance works, trends and events from the past illuminates the dance lineages, sociocultural contexts and cross-pollinations between genres that have led to contemporary practices in European and North American concert dance. The acquisition of skills in historical research and writing constitutes a main goal of the course. Particular attention is paid to the location, evaluation

and interpretation of primary sources in dance. Also, the course introduces discussions on the nature of history as a discipline and mode of inquiry. Limited enrollment. {A} Credits: 4

Lester Tomé

Offered Fall 2015

DAN 207 Intermediate Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. May be taken twice for credit. {A} Credits: 2

Rodger Blum

Not Offered This Academic Year

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

Chris Aiken

Offered Spring 2016

DAN 252 Intermediate Dance Composition

Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and using various devices and approaches for example, motif and development, theme and variation, text and spoken language, collage and structured improvisation. Prerequisite: 151. L. {A} Credits: 4

Jennifer Nugent

Offered Fall 2015

DAN 267 Dance in the Community

This course trains students to extend the cultural power of dance to grassroots situations and make it an important part of people's lives. Students learn theories and techniques for using movement as a tool of communication. These skills are taken into various community centers on campus, as well as in surrounding areas. Strong background in dance not required. Enrollment limited to 12. {A} Credits: 4

Marilyn Sylla

Offered Spring 2016

DAN 272 Dance and Culture

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials provide students with a foundation for the interdisciplinary study of dance in society and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. {A} Credits: 4

Candice Salyers

Not Offered This Academic Year

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. Prerequisite: Permission of the instructor. {A} Credits: 2

Pamela Newell, Rodger Blum

Offered Fall 2015

DAN 309 Advanced Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Prerequisite: advanced technique or permission of the instructor. {A} Credits: 4

Instructor: TBA

Not Offered This Academic Year

DAN 377 Advanced Studies in History and Aesthetics

This course explores a specific idea, concept, period, person or event important in the history and/or aesthetics of dance. Topics vary depending on the instructor's research and expertise.

New Millennium Choreography

This course looks at the vast and diverse cultural and aesthetic landscape of dance performance in the millennium and the new breed of choreographers making cutting-edge work that pursue radically different methods, materials and strategies for provoking new ideas about dance, body and the corporeal aesthetics. Taking in the vast spectrum of new-age performance (live and virtualized), we will ask such questions as: How does non-narrative dance focus on the body as an instrument with unlimited possibilities, without the impetus of stories, emotions, ideas, specific external images? How do heterosexuality and androgyny constitute a gender spectrum in new works? How do we watch and evaluate dances from culturally specific traditions? How, in improvisational performance, do we watch people moving with each other and in space when there is no clear beginning, middle, or end; and how is the viewer challenged to see the point of people balancing, lifting, falling and rolling? How do community-based performance constitute a distinct socio-political theme in dance works? How do site-specific works illuminate the thematic content of a work and various spaces for the viewer? How do choreographers utilize technology, text, sets and lighting in developing multidisciplinary performance art works? How have millennial dance artists instigated new frames and viewing positions from which to understand how dance communicates? In essence, we are looking at a fresh new group of self-and-socially conscious artists/activists who insist on speaking directly to their own generation. {A} Credits: 4

Constance Hill

Offered Fall 2015

Comparative Studies in Latin American Dance

From a comparative perspective, this seminar discusses the history and current state of Brazilian capoeira, Argentinean tango, Cuban ballet and Panamerican salsa, seeking to explore how these dance forms embody concepts of race, gender and social class. The course also analyzes how nationalism, transnationalism and globalization shape the practice of these dance forms in Latin America, as well as in areas beyond the region where these expressions are flourishing, such as Europe, Asia and the United States. Three dance lessons on salsa, tango and capoeira will complement the course's theoretical discussions. Prerequisite: DAN 171 and/or DAN 172 or permission of the instructor. {A} Credits: 4

Lester Tomé

Offered Spring 2016

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

Katie Martin

Offered Spring 2016

DAN 400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. May be substituted for DAN 399 with permission of the department. May be taken twice for credit. Credits: 1 to 4

Members of the Department

Offered Fall 2015, Spring 2016

B. Production Courses

DAN 200 Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including stage crew. It may not be used for performance or choreography. May be taken four times for credit, with a maximum of two credits per semester. {A} Credits: 1

Rodger Blum

Offered Fall 2015, Spring 2016

DAN 201 Dance Production

Same description as above (DAN 200). May be taken four times for credit, with maximum of two credits per semester. {A} Credits: 1

Rodger Blum

Offered Fall 2015, Spring 2016

C. Technique Courses

Technique Course Registration Policies

Registration is mandatory: auditing is not allowed. Students may register for the same technique course up to three times for credit. Nonmajors are allowed 12 credits of technique (six courses) for credit. After 12 credits, courses will appear on transcripts, but grades will not average into your g.p.a. Students must continue to register for all technique courses. Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses will appear on transcripts, but grades will not average into your g.p.a. Students must continue to register for all technique courses. If a student wishes to receive credit for technique courses beyond the limit, she should speak to a faculty member about designing a special studies course. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department course schedule available online at www.fivecolleges.edu/sites/dance

Technique courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors, juniors and Five College Dance Department majors. Normally, students must take these two-credit courses in addition to a full course load. Technique courses will also require outside reading, video and film viewings, and/or concert attendance. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement exams for advanced levels will be held the first weeks of classes.

DAN 119 Beginning Contact Improvisation

A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation and touch, to develop

spontaneous fluidity of movement in relation to a partner. Enrollment limited to 10. May be repeated once for credit. {A} Credits: 2

Stephanie Turner

Offered Fall 2015

DAN 137 Tap I

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. {A} Credits: 2

Instructor: TBA

Not Offered this Academic Year

DAN 219 Intermediate Contact Improvisation

A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 10. (E) {A} Credits: 2

Instructor: TBA

Offered Spring 2016

DAN 237 Tap II: Percussive

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: Tap I or permission of the instructor. Enrollment limited to 15. {A} Credits: 2

Instructor: TBA

Not Offered This Academic Year

Techniques

Contemporary: Introductory through advanced study of contemporary dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

DAN 113 Contemporary Dance I

Limited enrollment.

Fundamentals of Dance

{A} Credits: 2

Katbryn Seethaler

Offered Fall 2015

Introduction to Modern Dance

{A} Credits: 2

Emily Lukasewski, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015, Spring 2016

DAN 114 Contemporary Dance II

For students who have taken Contemporary Dance I or the equivalent. L. {A} 2 credits

Instructor: TBA

Offered Spring 2016

DAN 215 Contemporary Dance III

Prerequisite: 113 and a minimum of one year of Contemporary Dance study. L. {A} Credits: 2

Bronwen MacArthur

Offered Fall 2015

DAN 216 Contemporary IV/Improvisation

Prerequisite: 215. L. {A} Credits: 2

Instructor: TBA

Offered Spring 2016

DAN 300 Study in Dance Technique and Performance

These one-credit topics are designed to give students a weekly study of a specific dance technique to augment their on-going training. Students registered for a topic in this course must have completed or be concurrently registered for a related two-credit technique class and are required to be at the high intermediate or advanced level in that technique. Dance faculty should be consulted concerning questions about level placement. The independent investigation section of this course requires permission of the department chair for registration and the mentorship of a member of the dance faculty. As with regular technique courses, students may repeat any Study in Dance Technique and Performance course topic two times for credit. 1 credit per topic. Credits: 1

Instructor: TBA

Offered Spring 2016

DAN 317 Contemporary Dance V

By audition/permission only. Prerequisite: 216. L and P. {A} Credits: 2

Joy Davis

Offered Fall 2015

DAN 318 Contemporary Dance VI

Audition required. Prerequisite: 317. L and P. {A} Credits: 2

Jennifer Nugent

Offered Spring 2016

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

DAN 120 Ballet I

Limited enrollment. Offered both semesters each year at Smith and in the Five Colleges. {A} Credits: 2

*Emily Lukasewski, Rowen Salem, Fall 2015**Instructor: TBA, Spring 2016*

Offered Fall 2015, Spring 2016

DAN 121 Ballet II

For students who have taken Ballet I or the equivalent. Limited enrollment.

{A} Credits: 2

Barbara Diwald

Offered Fall 2015, Spring 2016

DAN 222 Ballet III

Prerequisite: 121 or permission of the instructor. Limited enrollment.

{A} Credits: 2

Rodger Blum

Offered Fall 2015

DAN 223 Ballet IV

Limited enrollment. {A} Credits: 2

Rodger Blum

Offered Spring 2016

DAN 324 Ballet V

By audition/permission only. Limited enrollment. {A} Credits: 2

Rodger Blum

Offered Fall 2015

DAN 325 Ballet VI

By audition/permission only. Limited enrollment. {A} Credits: 2

Rodger Blum

Offered Spring 2016

Jazz: Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations and the refinement of performance style.

DAN 130 Jazz I/Hip-Hop

Combined enrollment 130/131 limited to 30. {A} Credits: 2

Nicole DeWolfe

Offered Fall 2015

DAN 131 Jazz II/Hip-Hop

For students who have taken Jazz I or the equivalent. Combined enrollment

130/131 (Fall) and 131/232 (Spring) limited to 30. {A} Credits: 2

*Nicole DeWolfe, Fall 2015**Instructor: TBA, Spring 2016*

Offered Fall 2015, Spring 2016

DAN 232 Jazz III/Hip-Hop

Combined enrollment 131/232. Further examination of jazz dance principles.

Limited enrollment. {A} Credits: 2

Instructor: TBA

Offered Spring 2016

Cultural Dance Forms I and II: Cultural Dance Forms presents differing dance traditions from specific geographical regions or distinct movement forms based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique—beginning and intermediate (I), and intermediate and advanced (II)—and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style and ensemble and solo performance when applicable.

DAN 142 West African Dance I

Combined enrollment Spring 2016 142/242. This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. {A} Credits: 2

Marilyn Sylla

Offered Fall 2015, Spring 2016

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. Enrollment limited. {A} Credits: 2

Daniel Trenner

Offered Fall 2015

DAN 148 Beginning Social Dance I

This course for beginners introduces students to ballroom dance, focusing on technique, alignment, styling, rhythm and musicality. The course covers Latin (Rhythm) and Smooth dances, Salsa, Cha-Cha, Waltz, Tango, Rumba and others, as well as other popular current forms. Enrollment limited to 30. (E) Credits: 2

Instructor: TBA

Not Offered This Academic Year

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. {A} Credits: 2

Lester Tomé

Offered Fall 2015

DAN 242 West African II

Combined enrollment 142/242. This course is an exploration of the various dance styles, forms and symbols attributed to the classical societies of Western Africa. The course focuses on those dances whose origins are (historically) found in the Old Mali Empire, (i.e., Mali, Senegal, the Gambia, Guinea) as well as Nigeria and Ghana. It specifically examines the dance styles of the Serer, Lebou, Djiolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 12. {A} Credits: 2

Marilyn Sylla

Offered Spring 2016

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 is limited to 20. {A} Credits: 2

Daniel Trenner

Offered Spring 2016

DAN 291 Yoga for Dancers

Rather than working from a singular movement approach, emphasis in this course is placed on understanding the dynamic relationship of both dance and yoga from multiple perspectives. We explore how these two practices reflect, inform and enhance each other through their anatomical/energetic organization and alignment strategies, movement logic and sequencing, and embodied awareness in motion and stillness. Investigating a variety of yogic structuring principles that address the technical, restorative and performance-related issues of the dancer, we work to refine standing, sitting, reclining and arm-supported postures, and then incorporate this information into the creation and performance of dancing phrases. (E) {A} Credits: 2

Whitney Wilson, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015, Spring 2016

M.F.A. Graduate Courses

DAN 500 Graduate Seminar: Topics in Dance Theory

One topic offered each semester. Graduate students are required to take a different topic each semester. Four different topics are required for the degree. Description of topics and expectations can be found in the dance department graduate book.

Topic: Contemporary Trends in Dance

Credits: 3

Lester Tomé

Offered Fall 2015

Topic: The Pedagogy of Dance Technique

Credits: 3

Rodger Blum

Offered Spring 2016

DAN 505 First Year Performance

Description of course and expectations can be found in the dance department graduate book. Credits: 2

Lester Tomé

Offered Fall 2015, Spring 2016

DAN 507 Production and Management

Description of course and expectations can be found in the dance department graduate book. Credits: 2

Lester Tomé

Offered Fall 2015, Spring 2016

DAN 515 Creative Process and Choreography I

Description of course and expectations can be found in the dance department graduate book. (E) Credits: 3

Lester Tomé

Offered Fall 2015, Spring 2016

DAN 525 Creative Process and Choreography II

Description of course and expectations can be found in the dance department graduate book. (E) Credits: 3

Chris Aiken

Not Offered This Academic Year

DAN 521 Choreography as a Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. Credits: 5

Angie Hauser

Offered Spring 2016

DAN 540 History and Literature of Dance

Emphasis includes in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. Credits: 4

Instructor: TBA

Not Offered This Academic Year

DAN 553 Choreography by Design

This class examines and engages the choreographic process through a study of the interaction of expressive movement with concrete and abstract design

ideas. Choreographic ideas developed in this class 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. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, coursework in theatrical production (or equivalent). Credits: 5

Chris Aiken

Not Offered This Academic Year

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

Instructor: Andrea Olson

Offered Fall 2015

DAN 590 Second-Year Thesis: Process and Design

Description of course and expectations can be found in the dance department graduate book. (E) 4 credits or credit with another instructor. Credits: 4

Rodger Blum

Offered Fall 2015

DAN 591 Second-Year Thesis: Production and Analysis

Description of course and expectations can be found in the dance department graduate book. (E) Credits: 4

Lester Tomé

Offered Spring 2016

DAN 570 Second-Year Summer Research

Description of course and expectations can be found in the dance department graduate book. (E) Credits: 2

Lester Tomé

Offered Summer 2014

East Asian Languages and Literatures

Professors

Maki Hirano Hubbard, Ph.D.

Associate Professors

Kimberly Kono, Ph.D. ^{†2}
Sujane Wu, Ph.D., *Chair*

Assistant Professor

Jessica D. Moyer, Ph.D.

Senior Lecturers

Yuri Kumagai, Ed.D.
Atsuko Takahashi, M.S. Ed.

Lecturers

Yalin Chen, M.A. ^{*1}
Suk Massey, C.A.G.S.
Lu Yu-Cameron, M.A.
Ling Zhao, M.A.

Participating Faculty

Sabina Knight, Ph.D. (Professor,
Comparative Literature) ^{†1}

Teaching Associate

Hyunsook Shin, M.S. Ed.

Teaching Assistants

Shinji Kawamitsu, M.A., M.S. Ed.
Marsha Jing-ji Liaw, M.S. Ed.

The Department of East Asian languages and literatures offers a major in East Asian languages and cultures with concentrations in China or Japan, and a minor in East Asian languages and literatures with concentrations in China, Japan or Korea. Students planning on studying abroad should consult the department concerning the list of courses to be credited toward the major or minor and must seek final approval for the courses upon their return.

The Major in East Asian Languages and Cultures

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

Advisers: Members of the department

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

1. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses).
2. Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses). In consultation with her adviser, a student whose proficiency places her beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL courses (12 credits) in the literature or culture of the student's concentration, including a departmental seminar. Students concentrating on China are strongly encouraged to take both EAL 231 and 232, but they must take at least one of the two. Students focusing 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 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.

Advanced Language Courses

CHI 350 Advanced Readings in Chinese: Modern Literary Texts
CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 350 Contemporary Texts
JPN 351 Contemporary Texts II

Courses Taught in English

131 Writing and Power in China
231 The Culture of the Lyric in Traditional China
232 Modern Chinese Literature
233 Chinese Travel Writing
234 Self and Society in Chinese Fiction and Drama
235 Class, Gender, and Material Culture in Late Imperial China
237 Chinese Poetry and the Other Arts
238 Literature From Taiwan
239 Intimacy in Contemporary Chinese Women's Fiction
240 Japanese Language and Culture
241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
242 Modern Japanese Literature
243 Japanese Poetry in Cultural Context
244 Japanese Women's Writing
245 Writing, Japan and Otherness
246 Modern Japanese Poetry
247 Gender and Sexuality in Japanese Literature, Film, Anime and Manga
248 *The Tale of the Genji* and *The Pillow Book*
249 Natural and Unnatural Disasters in Modern Japanese Literature and Film
271 Crafting the Self in Japan
360 Seminar: Topics in East Asian Languages and Literatures
400 Special Studies
FYS 116 Kyoto Through the Ages
FYS 123 From Edo to Tokyo: Images of Japan's Modern Capital
EAL 281 Revising the Past in Chinese Literature and Film

Honors

Director: TBA

EAL 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Offered Spring 2016

EAL 431 Honors Project

Credits: 8
Offered Fall 2015

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

The Minor in East Asian Languages and Literatures

Advisers: Members of the department

Course requirements are designed so that a student concentrates on one of the East Asian languages but has the option of being exposed to the other courses in the department.

Prerequisites: The first year of Chinese (CHI 110 and 111), Japanese (JPN 110 and 111) or Korean (KOR 101 and 102) is a prerequisite for admission 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), Japanese II (JPN 220 and 221) (10 credits) or Korean II (KOR 201 and 202) (8 credits).
2. Four courses, at least two of which must be EAL courses, chosen from the following:

131	Writing and Power in China
231	The Culture of the Lyric in Traditional China
233	Chinese Travel Writing
232	Modern Chinese Literature
234	Self and Society in Chinese Fiction and Drama
235	Class, Gender, and Material Culture in Late Imperial China
236	Modernity: East and West
237	Chinese Poetry and the Other Arts
238	Literature From Taiwan
239	Contemporary Chinese Women's Fiction
240	Japanese Language and Culture
241	Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
242	Modern Japanese Literature
243	Japanese Poetry in Cultural Context
244	Japanese Women's Writing
245	Writing, Japan and Otherness
246	Modern Japanese Poetry
247	Gender and Sexuality in Japanese Literature, Film, Anime and Manga
248	<i>The Tale of Genji</i> and <i>The Pillow Book</i>
249	Natural and Unnatural Disasters in Modern Japanese Literature and Film
261	Major Themes in Literature: East–West Perspectives
271	Crafting the Self in Japan
360	Seminar: Topics in East Asian Languages and Literatures
400	Special Studies
FYS 116	Kyoto Through the Ages
FYS 123	From Edo to Tokyo: Images of Japan's Modern Capital
FYS 145	Eighteen in Two Cultures: Entering Adulthood in Japan and America
EAL 281	Revising the Past in Chinese Literature and Film
CHI 301	Chinese III
CHI 302	Chinese III
CHI 350	Advanced Readings in Chinese: Modern Literary Texts
CHI 351	Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 301	Japanese III
JPN 302	Japanese III
JPN 350	Contemporary Texts
JPN 351	Contemporary Texts II
KOR 301	Korean III
KOR 302	Korean III

Courses in English

EAL 131 Writing and Power in China

This class explores how writing has been used to gain, maintain and overturn power in China from antiquity through the present, functioning as an expression of individual agency, a force for social change, and an instrument of state power. Drawing on primary sources in a wide range of genres and media, from oracle bones and classical philosophy to poetry, propaganda and social media, we examine how different kinds of writing have shaped history and how different forms of textual transmission contain and disseminate power. All readings are in English translation. {L} Credits: 4

Jessica Moyer

Offered Fall 2015

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

Sujane Wu

Offered Fall 2015

EAL 232 Modern Chinese Literature

Same as CLT 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the diversity of the cultures of China, Taiwan, Tibet and overseas Chinese communities. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L} Credits: 4

Sabina Knight

Not Offered This Academic Year

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

Sujane Wu

Not Offered This Academic Year

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

Jessica Moyer

Offered Spring 2016

EAL 235 Class, Gender and Material Culture in Late Imperial China

This class examines the continuum between subject and object in Chinese fiction, drama, art and material culture 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, art and the stage. We think about historical constructions of class and gender and reflect on how individuals constructed gendered social identities vis-à-vis objects and consumption. All readings in English translation. {L} Credits: 4

Jessica Moyer

Offered Spring 2016

EAL 239 Intimacy in Contemporary Chinese Women's Fiction

Same as CLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, Tibet and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L} Credits: 4

Sabina Knight

Not Offered This Academic Year

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, as well as contemporary trends in popular media. This course is suitable for students with little knowledge about the language as well as those in Japanese language courses. All readings are in English translation. Enrollment limited to 30. {S} Credits: 4

Maki Hubbard

Offered Spring 2016

EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes

A study of Japanese literature and its cultural roots from the eighth to the 19th century. The course focuses on enduring works of the Japanese literary tradition, along with the social and cultural conditions that gave birth to the literature. All readings are in English translation. {L} Credits: 4

Not Offered This Academic Year

EAL 242 Modern Japanese Literature

A survey of Japanese literature from the late 19th century to the present. Over the last century and a half, Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. {L} Credits: 4

Kimberly Kono

Offered Fall 2015

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

Kimberly Kono

Offered Spring 2016

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. {L} Credits: 4

Kimberly Kono

Not Offered This Academic Year

EAL 247 Gender and Sexuality in Japan: Literature, Film, Anime, Manga

This course explores how writers have dealt with issues of gender and sexuality from the Heian Period through the modern era. Drawing on literary sources as well as film, anime and manga, we analyze how gender and sexuality have been represented over 1,000 years in Japan. Examination of different media and texts from different historical moments illuminates how the notions of gender and sexuality have transformed over time as well as how the intersection of gender and sexuality manifests in these stories. All readings, lecture, discussion and writing are in English. {L} Credits: 4

Not Offered This Academic Year

EAL 271 Crafting the Self in Japan

This course considers the dynamics, aims and expectations in the act of self-writing. We explore the tradition of writing the self in Japanese literature. Starting with an examination of the poetic diaries of Heian courtiers and moving to the diaries of poets Kamo no Chomei and Matsuo Basho, we then explore the influence of these traditions upon Japanese writing throughout the 20th century and the emergence of the I-novel. What are the motivations behind recording one's life experience? What are the conventions of self-writing? What is the role of memory and notions of the "truth" in self-writing? {L} Credits: 4

Kimberly Kono

Offered Fall 2015

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 18. {L} Credits: 4

Sujane Wu

Offered Spring 2016

EAL 360 Seminar: Topics in East Asian Languages and Literatures

Topics course. Credits: 4

Not Offered This Academic Year

EAL 400 Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. Credits: 2 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

EAL 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Kimberly Kono

Offered Fall 2015, Spring 2016

East Asian Language Courses

A language placement test is required prior to registration for students who have previously studied the language. With the instructor's permission, advanced language courses (CHI 350, CHI 351, JPN 350, JPN 351) may be repeated when the content changes.

A grade of C or higher in the preceding level is required to enter a second-level East Asian language course.

Chinese Language

CHI 110 Chinese I (Intensive)

An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and active mastery of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation, and the acquisition of skills in reading and writing Chinese characters. Credits: 5

Jing-Ji Liaw, Lu Yu-Cameron, Sujane Wu, Fall 2015

Offered Fall 2015

CHI 111 Chinese I (Intensive)

A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. {F} Credits: 5

Lu Yu-Cameron, Yalin Chen, Spring 2016

Offered Spring 2016

CHI 220 Chinese II (Intensive)

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 111 or permission of the instructor. {F} Credits: 5

Jessica Moyer, Ling Zhao, Fall 2015

Offered Fall 2015

CHI 221 Chinese II (Intensive)

A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} Credits: 5

Jing-Ji Liaw, Lu Yu-Cameron, Spring 2016

Offered Spring 2016

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

Lu Yu-Cameron

Offered Fall 2015

CHI 302 Chinese III

Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations complement daily practice in reading and listening comprehension.

Prerequisite: 301 or permission of the instructor. {F} Credits: 4

Ling Zhao

Offered Spring 2016

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

Ling Zhao

Offered Fall 2015

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts

This course mainly focuses on readings of cultural, political and social import. Through the in-depth study and discussion of modern and contemporary texts and essays drawn from a variety of sources, students develop advanced reading, writing and discussion skills in Chinese and increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} Credits: 4

Ling Zhao

Offered Spring 2016

Japanese Language

JPN 110 Japanese I (Intensive)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 90 Kanji. Designed for students with no background in Japanese. {F} Credits: 5

Atsuko Takahashi, Maki Hubbard, Shinji Kawamitsu, Fall 2015

Offered Fall 2015

JPN 111 Japanese I (Intensive)

A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji are introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. {F} Credits: 5

Atsuko Takahashi, Maki Hubbard

Offered Spring 2016

JPN 220 Japanese II (Intensive)

Course focuses on further development of oral proficiency, along with reading and writing skills. Students attain intermediate proficiency while deepening their understanding of the social and cultural context of the language.

Prerequisite: 111 or permission of the instructor. {F} Credits: 5

Maki Hubbard, Yuri Kumagai, Fall 2015

Offered Fall 2015

JPN 221 Japanese II (Intensive)

A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} Credits: 5

Maki Hubbard, Yuri Kumagai, Spring 2016

Offered Spring 2016

JPN 301 Japanese III

Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 221 or permission of the instructor. {F} Credits: 4

Atsuko Takabashi

Offered Fall 2015

JPN 302 Japanese III

A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} Credits: 4

Atsuko Takabashi, Yuri Kumagai

Offered Spring 2016

JPN 350 Contemporary Texts

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 comparative 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

Yuri Kumagai

Offered Fall 2015

JPN 351 Contemporary Texts II

Continued study of selected contemporary texts including fiction and short essays from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students' understanding of various aspects of contemporary Japanese society. Students are encouraged, but not required, to take EAL 244, which deals with related materials in English. Prerequisite: JPN 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} Credits: 4

Yuri Kumagai

Offered Spring 2016

Korean Language**KOR 101 Korean I**

Beginning Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course improves students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Credits: 4

Suk Massey

Offered Fall 2015

KOR 102 Korean I

Beginning Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course improves students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and

pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Prerequisite: KOR 101 or permission of the instructor. {F} Credits: 4

Suk Massey

Offered Spring 2016

KOR 201 Korean II

Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course reinforces and increases students' facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through such activities as expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, students mini-presentations, various types of writing, Korean film reviews, skits and Korean film making. Prerequisite: KOR 102 or permission of the instructor. {F} Credits: 4

Suk Massey

Offered Fall 2015

KOR 202 Korean II

Intermediate Korean II is the second part of a one-year intensive course for students who have already completed the intermediate-level Korean course, Intermediate Korean I, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, conversing in authentic contexts (conversation cafe), studying grammar intensively, reading stories and news articles, reviewing Korean films and Korean film making. Prerequisite: KOR 201 or permission of the instructor. {F} Credits: 4

Suk Massey

Offered Spring 2016

KOR 301 Korean III

This course helps students become proficient in reading, writing and speaking at an advanced level of Korean. This course is particularly appropriate for Korean heritage language learners, that is, those who have some listening and speaking proficiency but lack solid reading and writing skills in Korean. In addition, this course would fortify and greatly expand the skills of those who have studied Korean through the intermediate level or who have equivalent language competence in Korean. Class activities include (1) reading of Korean literature and current news sources; (2) writing assignments such as Korean-film responses, journal entries and letters; (3) expanding vocabulary knowledge; (4) practicing translation skills; (5) understanding Korean idioms; (6) learning basic Chinese characters. Prerequisite: KOR 202 or permission of the instructor. {F} Credits: 4

Hyunsook Shin

Offered Fall 2015

KOR 302 Korean III

Advanced Korean 302 is the second part of a one-year intensive course for students who have already completed the advanced-level Korean course, Korean 301, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, learning basic Chinese characters, conversing in authentic contexts, studying grammar intensively, reading stories and news articles, reviewing Korean soap operas and debating contemporary social issues. {F} Credits: 4

Hyunsook Shin

Offered Spring 2016

East Asian Studies

East Asian Studies Advisory Committee

Marnie S. Anderson, Ph.D., Associate Professor of History
 Ernest Benz, Ph.D., Associate Professor of History
 Ellie Yunjung Choi, Ph.D., Lecturer in Korean Studies
 Suzanne K. Gottschang, Ph.D., Associate Professor of Anthropology and of East Asian Studies **¹
 Marylin Martin Rhie, Ph.D., J.W. Post Professor of Art and of East Asian Studies *¹
 Dennis Yasutomo, Ph.D., Esther Cloudman Dunn Professor of Government †²

Participating Faculty

Daniel K. Gardner, Ph.D., D.W. Morrow Professor of History
 Steven M. Goldstein, Ph.D., Sophia Smith Professor of Government *¹
 Daniel Greenberg, M.Phil., Lecturer in Art History
 Jamie Hubbard, Ph.D., Professor of Religion, Yehan Numata Professor of Buddhist Studies, and Jill Ker Conway Chair in Religion and East Asian Studies *¹
 Maki Hirano Hubbard, Ph.D., Professor of East Asian Languages and Literatures
 Sabina Knight, Ph.D., Professor of Comparative Literature †¹
 Kimberly Kono, Ph.D., Associate Professor of East Asian Languages and Literatures †²
 Sujane Wu, Ph.D., Associate Professor of East Asian Languages and Literatures

The Major

The major in East Asian studies reflects the emergence of East Asia politically, economically, and culturally onto the world scene, especially during the last century, and anticipates the continued importance of the region in the future. It also offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region.

The program in East Asian studies is an interdisciplinary major that combines language study with courses in anthropology, history, religion, art and government. Majors graduate from the program with a firm grasp on the culture and history of the region, as well as a command of at least one language. 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 220 and 221, 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 or EAS 215
- EAS 100 Introduction to 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 course, approved by the adviser, offering a broader comparative framework for East Asian Studies.
- No more than one 100-level course shall count as an elective.
- Courses in the major may not be taken pass/fail.
- Students with double majors may count a maximum of three courses toward both majors.

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

- Study abroad programs are encouraged at college-approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China, and Ewha Womans University for Korea, among others (please consult EAS website for most current list of EAS recommended programs). Courses taken at study abroad programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions: The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion.
- The courses must not total more than half of the credits counted toward the major.

Study Abroad Adviser: Dennis Yasutomo

The Minor

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding of and basic competence in the civilizations and societies of China, Japan and Korea. It may be undertaken 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.

Requirements: The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions. Courses taken away from Smith require the approval of the East Asian Studies Advisory Committee.

1. EAS 100 Introduction to Modern East Asia (normally by the second year)
2. Five elective courses, which shall be determined in consultation with the adviser.
 - 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.)
 - At least three elective courses may be at the 200- or 300-level.
 - Courses may not be taken pass/fail.

Advisers: Marnie Anderson, Suzanne Z. Gottschang, Marylin Rhie, Dennis Yasutomo

Courses

EAS 100 Introduction to Modern East Asia

This course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. 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

Ernest Benz, Marnie Anderson

Offered Fall 2015, Fall 2016

EAS 200 Colloquium: Topics in East Asian Studies

Focusing on a theme of significance to the region, this course introduces students to a variety of methods of inquiry used for research in the interdisciplinary field of East Asian studies. Students are introduced to methods of locating and analyzing information sources, developing research questions and writing during the course of the semester. Normally taken in the sophomore or junior year. Also open to non-EAS majors. Enrollment limited to 18.

Topic: Beauty and Violence in Korean Film

Imagining, constructing, and criticizing national identity and cultural tradition in film and literature from the two Koreas. Modern and contemporary Korean filmic texts juxtapose two tropes: the beautiful, tranquil Orient and a violent, frenetic hyper-modernity. This arises from Koreans identifying themselves and their experiences differently from how outsiders see them, as the exotic East. Furthermore, since the 1990s, Koreans have struggled to overcome the national in the face of overwhelming globalization. No prerequisites. All films subtitled in English. {A} Credits: 4

Ellie Choi

Offered Fall 2015

EAS 210 Colloquium: Culture and Diplomacy in Asia

The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of Southeast Asian Nations. Case studies are based on current and on-going regional and global issues. Enrollment limited to 20. {S} Credits: 4

Dennis Yasutomo

Offered Spring 2016

EAS 216 Gangnam Style: Seoul and Its Layered Histories

An interdisciplinary, dynamic and experimental approach to the city of Seoul from a royal/imperial capital (1392–1910) to a colonial one (1910–45) and since 1945 the economic hub of a divided peninsula. Underneath the glitter of modernity and globalization visible in contemporary Gangnam Style lie forgotten stories, stratified claims and a tumultuous history including Japanese rule, civil war and the ongoing presence of United States troops. Special attention to the entrance of technologies, the transformation of architectural spaces and the emergence of new subjectivities. Enrollment limited to 18.

{H} Credits: 4

Ellie Choi

Offered Spring 2016

EAS 217 Modernity and Contested Traditions in Korea

Re-inventing tradition for political and cultural legitimacy is an integral part of the forward thrust of modernity itself. In the case of colonial Korea (1910–45), historical writings built the modern state of the Japanese empire at the same time as they formed the spiritual ethnic nation of the colonized. State institutions, royal pageantry, archaeology, literature, mass culture, film, food

and tourism reveal how tradition was represented in historical texts, popular memory and nationalist politics. The class reflects critically on nationalism and on the producing and co-opting of historical discourse. {H} Credits: 4

Ellie Choi

Offered Spring 2016

EAS 219 Modern Korean History

This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We examine major events, such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis, and the 2000 inter-Korea summit. We also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. {H} Credits: 4

Ellie Choi

Offered Fall 2015

EAS 220 Colloquium: Environment and Society in Contemporary China

China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course considers these environmental issues, examining how they have come about; the Chinese response to them; their global impact; and the measures being proposed—and taken—to address them. Environmental issues are placed in the context of the social, economic and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion.

Finally, the course considers China's traditional attitudes toward nature and the environment, and asks what role those attitudes play today. Enrollment limited to 18. {H}{N}{S} Credits: 4

Daniel Gardner

Offered Fall 2015, Spring 2017

EAS 228 Government and Politics of Japan

Same as GOV 228. An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups, and electoral and factional politics. {S} Credits: 4

Dennis Yasutomo

Offered Fall 2015

EAS 270 Colloquium in East Asian Studies

Topic: The Art of Chinese and Japanese Gardens

The close relations between East Asian traditions of garden design, pictorial representations of gardens, and landscape painting. Focus on historic gardens in China and Japan, from the third century to the present. Key topics include nature vs. artifice in landscape; gardens as social, political and religious sites; and the experience of landscape in painting, poetry and other artistic forms. Readings from landscape and garden texts in translation, as well as selections from the secondary literature dealing with these themes. Prerequisite: one course in Art History or East Asian Studies. Enrollment limited to 18. (E) {A}{H} Credits: 4

Daniel Greenberg

Offered Spring 2016

EAS 404 Special Studies

Credits: 4

Instructor: TBA

Offered Fall 2015, Spring 2016

EAS 408D Special Studies

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

EAS 430D Honors Project

Special requirements. Credits: 4 per semester, 8 for yearlong course

Ernest Benz

Offered Fall 2015, Spring 2016

Approved Cross-Listed Courses in the Humanities

ARH 224 Art of Japan (L)*Daniel Greenberg*

Not Offered This Academic Year

ARH 280 Art Historical Studies (C)*Mountains and Rivers Without End: An Introduction to Chinese Landscape**Painting**Daniel Greenberg*

Offered Fall 2015

EAL 131 Writing and Power in China*Jessica Moyer*

Offered Fall 2015

EAL 231 The Culture of the Lyric in Traditional China*Sujane Wu*

Offered Fall 2015

EAL 234 Self and Society in Chinese Fiction and Drama*Jessica Moyer*

Offered Spring 2016

EAL 235 Class, Gender and Material Culture in Late Imperial China*Jessica Moyer*

Offered Spring 2016

EAL 240 Japanese Language and Culture*Maki Hubbard*

Offered Spring 2016

EAL 242 Modern Japanese Literature*Kimberly Kono*

Offered Fall 2015

EAL 244 Japanese Women's Writing*Kimberly Kono*

Offered Spring 2016

EAL 271 Crafting the Self in Japan*Kimberly Kono*

Offered Fall 2015

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film*Sujane Wu*

Offered Spring 2016

REL 360 Seminar: Problems in Buddhist Thought*Topic: Enlightenment**Jamie Hubbard*

Offered Spring 2016

Approved Cross-Listed Courses in the Social Sciences

ANT 251 Women and Modernity in China and Vietnam*Suzanne Gottschang*

Offered Fall 2015

ANT 253 Introduction to East Asian Societies and Cultures*Suzanne Gottschang*

Offered Fall 2016

GOV 228 Government and Politics of Japan*Dennis Yasutomo*

Offered Fall 2015

GOV 251 Foreign Policy of Japan*Dennis Yasutomo*

Offered Spring 2016

GOV 348 Seminar in International Politics*Conflict and Cooperation in Asia**Dennis Yasutomo*

Offered Fall 2015

HST 211 (L) The Emergence of China*Daniel Gardner*

Offered Fall 2015, Fall 2016

HST 212 (L) China in Transformation, A.D. 750–1900*Daniel Gardner*

Offered Spring 2017

HST 214 (C) Aspects of Chinese History*Elite Culture in China**Daniel Gardner*

Offered Fall 2016

HST 217 (L) World War Two in East Asia: History and Memory*Marnie Anderson*

Offered Spring 2016

HST 221 (L) Samurai to Sony: The Rise of Modern Japan*Marnie Anderson*

Offered Spring 2016

HST 222 (C) Aspects of Japanese History*The Place of Protest in Modern Japan**Marnie Anderson*

Offered Spring 2017

HST 223 (C) Women and Gender in Japanese History*Women in Japanese History From Ancient Times to the 19th Century**Marnie Anderson*

Offered Fall 2015, Spring 2017

HST 313 Seminar: Problems in East Asian History*Women and Gender in Early Modern East Asia**Marnie Anderson*

Offered Fall 2016

Economics

Professors

Andrew Zimbalist, Ph.D.
 Randall K. Bartlett, Ph.D.
 Roger T. Kaufman, Ph.D. ^{†2}
 Elizabeth Savoca, Ph.D.
 Deborah Haas-Wilson, Ph.D. ^{†1}
 Charles P. Staelin, Ph.D., *Chair* ^{†2}
 Mahnaz Mahdavi, Ph.D.

Associate Professors

James Miller, Ph.D., J.D.
 Roisin Ellen O'Sullivan, Ph.D. ^{*1}

Assistant Professors

Susan Stratton Sayre, Ph.D.
 Vis Taraz, Ph.D. ^{†2}
 Simon Halliday, Ph.D. ^{*2}
 Mariyana Zapryanova, Ph.D.

Research Associates

Mohammed Alshagawi, Ph.D.
 Lucy Schmidt, Ph.D.

Lecturer and Professor Emeritus

Karen A. Pfeifer

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.

The Major

Advisers: Randall Bartlett, Deborah Haas-Wilson, Simon Halliday, Roger Kaufman, Mahnaz Mahdavi, James Miller, Roisin O'Sullivan, Elizabeth Savoca, Susan Stratton Sayre, Charles Staelin, Vis Taraz and Andrew Zimbalist

Adviser for Study Abroad: Mahnaz Mahdavi

Basis for the major: 150 and 153.

Requirements: The five courses in the core—150 and 153 or their equivalent, 220, 250 and 253—plus five other courses in economics. One of these latter five must be a 300-level course (or honors thesis) taken at Smith (or with prior permission at one of the other colleges in the Five College system) that includes an economics research paper and an oral presentation. 220 may be replaced in the core with either MTH 220 or MTH 291. In the case of MTH 220, the students will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 190, SOC 201, SDS/MTH 201, PSY 201 or MTH 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 economics placement exam for 150 or 153, or who passes 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 with course credit toward the major in economics. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.

With prior permission of the instructor, economics credit will be given for public policy and for environmental science and policy 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.

Honors

Director: Susan Sayre.

Please consult the director of honors and the departmental website for specific requirements and application procedures at www.smith.edu/economics/honors.php

A. General Courses

ECO 125 Economic Game Theory

An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies are examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. {S} Credits: 4

James Miller

Offered Spring 2016

ECO 150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {S} Credits: 4

James Miller, Roger Kaufman, Vis Taraz, Fall 2015

Instructor: TBA, James Miller, Mariyana Zapryanova, Spring 2016

Offered Fall 2015, Spring 2016

ECO 153 Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course focuses on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. {S} Credits: 4

Instructor: TBA, Randall Bartlett, Fall 2015

Andrew Zimbalist, Mahnaz Mahdavi, Randall Bartlett, Spring 2016

Offered Fall 2015, Spring 2016

ECO 220 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and

regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 190, SOC 201, MTH 201, PSY 201 MTH 220. Course limited to 55 students. {M}{S} Credits: 5

Mariyana Zapryanova, Fall 2015; Vis Taraz, Spring 2016

Offered Fall 2015, Spring 2016

B. Economic Theory

ECO 240 Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications and cross-section data analysis. Prerequisites: ECO 150, ECO 153, MTH 111 and either ECO 220, MTH 220 or MTH 291. {M}{S} Credits: 4

Elizabeth Savoca

Offered Spring 2016

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

Charles Staelin, Fall 2015

Simon Halliday, Spring 2016

Offered Fall 2015, Spring 2016

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

Elizabeth Savoca, Fall 2015; Roger Kaufman, Spring 2016

Offered Fall 2015, Spring 2016

ECO 254 Behavioral Economics

An examination of the combination of economists' models and psychologists' understanding of human behavior. This combination fosters new understanding of consumers' and firms' decision-making. Topics include decisions motivated by issues of fairness or revenge (rather than self-interest); decisions based on the discounting of future happiness; decisions based on individuals' incorrect beliefs about themselves (such as underestimating the power of bad habits or cravings). This new understanding has implications for economic, political, legal and ethical issues. Prerequisites: ECO 220 and ECO 250. (E) Credits: 4

Simon Halliday

Offered Fall 2015

ECO 256 Topics in Applied Microeconomic Theory

This course prepares students to understand and construct mathematical models for applied microeconomic analysis. The course covers both mathematical techniques and their economic applications. Emphasis particularly on the use of constrained optimization and comparative statics to undertake positive and normative analysis of selected government policies. Prerequisites: MTH 111, 112, 211, 212 and ECO 250 or permission of instructor. {M}{S} Credits: 4

Susan Sayre

Offered Spring 2016

ECO 272 Law and Economics

An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation.

Prerequisite: ECO 250. {S} Credits: 4

Charles Staelin

Offered Spring 2016

C. The American Economy

ECO 204 American Economic History: 1860–present

Major topics include the economic results of Civil War; the emergence of the United States as the leading industrial power; the rise of giant industry; beginnings of economic and social regulation; internationalization of the economy; the Great Depression and New Reaganomics; the information revolution and the Great Recession. Prerequisites: ECO 150 and ECO 153. {H}{S} Credits: 4

Instructor: TBA

Not Offered This Academic Year

PPL 220 Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. {S} Credits: 4

Randall Bartlett

Not Offered This Academic Year

ECO 224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods and common property resources. Prerequisite: ECO 150. {S} Credits: 4

Susan Sayre

Offered Fall 2015

ECO 230 Urban Economics

Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them include housing, transportation, concentrations of poverty, financing local government.

Prerequisite: ECO 150. {S} Credits: 4

Randall Bartlett

Offered Spring 2016

ECO 231 The Sports Economy

The evolution and operation of the sports industry in the United States and internationally. The course explores the special legal and economic circumstances of sports leagues, owner incentives, labor markets, governance, public subsidies and other issues. Prerequisite: ECO 150; Recommended: ECO 220. {S} Credits: 4

Andrew Zimbalist

Offered Spring 2016

PPL 250 Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220 or a course in American government. {S} Credits: 4

Randall Bartlett

Offered Fall 2015

ECO 260 Public Economics

What is the role of government? This course examines theoretical arguments for government intervention in the market and analyzes government expenditure programs and tax policy. Topics to be discussed include welfare reform, education, health care, social security and tax reform. Prerequisite: 250. Credits: 4

Mariyana Zapryanova

Offered Spring 2016

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 220 or permission of the instructor. {S} Credits: 4

Deborah Haas-Wilson

Not Offered This Academic Year

ECO 263 Labor Economics

This course applies economic principles and elementary statistics to the study of labor markets. Topics include labor force participation, unemployment, immigration, wage determination, income distribution and labor market discrimination. Students examine the rationale for and consequences of many economic policies such as a statutory minimum wage, unemployment compensation, child care policies and public pension programs. The class investigates these issues through readings of recent economic research and by analyzing labor market data. Prerequisites: ECO 153, 220 and 250. {S} Credits: 4

Elizabeth Savoca

Offered Spring 2016

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

Mabnaz Mabclavi

Offered Fall 2015

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

Samantha Sterba

Offered Fall 2015

ECO 324 Seminar

Economics of the Environment and Natural Resources

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-

benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. {S} Credits: 4

Susan Sayre

Offered Spring 2016

ECO 351 Seminar: The Economics of Higher Education

An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of the *U.S. News* rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. The course emphasizes empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and ECO 220. {S} Credits: 4

Roger Kaufman

Offered Fall 2015

ECO 363 Seminar: Inequality

The causes and consequences of income and wealth inequality. Social class and social mobility in the U.S. The role of IQ and education. The distributional impact of technical change and globalization. Is there a "trade-off" between equality and economic growth? The benefits of competition and cooperation. Behavioral and experimental economics: selfishness, altruism and reciprocity. Fairness and the dogma of economic rationality. Does having more stuff make us happier? Prerequisites: ECO 220 and 250. Credits: 4

Robert Buchele

Offered Fall 2015

ECO 364 Seminar: The Economics of Future Technology

Brain implants, embryo selection, self-driving cars, nanotechnology, robot nurses, virtual teachers, cognitive enhancing drugs and artificial general intelligences are among the technologies that might have a large impact on our economy over the next few decades. This seminar uses the tools of microeconomics to explore the potential effects of these and other possible technologies and to explain how economic incentives shape the types of technologies businesses develop. Prerequisite: ECO 250. {S} Credits: 4

James Miller

Offered Fall 2015

D. International and Comparative Economics

ECO 211 Economic Development

An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: ECO 150 and ECO 153. {S} Credits: 4

Simon Halliday

Offered Fall 2015

ECO 214 Economies of the Middle East and North Africa

An economic survey of the MENA region, applying development concepts such as the rentier state, the watchmaker economy, export-led growth and import-

substitution industrialization. Examples from countries across the region illustrate the themes of interaction with Western capitalism and the global economy and variations among patterns of economic transformation and growth. Topics include the importance of oil and capital flows, industrial and agrarian trends, the economic role of government, employment and the export of labor, human development, the Euro-Mediterranean and Gulf Cooperation Council initiatives, and the impact of Islamism. Prerequisite: either ECO 150 or 153. {S} Credits: 4

Karen Pfeifer
Offered Fall 2015

ECO 226 Economics of European Integration

Why would countries give up their own currencies to adopt a common new one? Why can citizens of Belgium simply move to France without any special formalities? This course investigates such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus is on the economics of integration, account is taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union, the integration of markets for labor, capital and goods and monetary integration. Prerequisites: ECO 150 and 153. {S} Credits: 4

Roisin O'Sullivan
Offered Spring 2016

ECO 295 International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration, and trade and economic development. Prerequisite: ECO 250. {S} Credits: 4

Charles Staelin
Offered Spring 2016

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

Mabnaz Mahdavi
Offered Fall 2015

ECO 311 Seminar: Topics in Economic Development

The Economic Development of India

This seminar applies and extends microeconomic theory to analyze selected topics related to the India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Topics and assignments may be changed in response to the class's particular interests. Credits: 4

Instructor: TBA

Not Offered This Academic Year

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 253. {S} Credits: 4

Roisin O'Sullivan
Offered Spring 2016

ECO 396 Seminar: International Financial Markets

This seminar focuses on four aspects of international financial markets: (1) International Portfolio Diversification with an emphasis on the role of the emerging economies; (2) Global Financial Crises and their impact on the economy; (3) Global Economic Imbalances provides an analysis of comparison of saver economies such as China, Germany and Japan with that of the borrowing economies such as the United States; (4) The Foreign Exchange Market focuses on currency crises and international disputes about China's exchange rate policy. In studying each topic, both theoretical frameworks and empirical analyses are considered. Prerequisites: ECO 265 and ECO 296; Recommended: ECO 240. {S} Credits: 4

Mabnaz Mahdavi
Offered Spring 2016

E. Special Studies

Admission to Special Studies is by permission of the department, normally for majors who have had at least four semester courses in economics above the introductory level. Students contemplating a Special Studies should read the guidelines for Special Studies on the department's Web page at www.smith.edu/economics.

ECO 400 Special Studies

Credits: 1
Offered Fall 2015, Spring 2016

ECO 404 Special Studies

Credits: 4
Offered Fall 2015, Spring 2016

ECO 408D Special Studies

Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

F. Honors

Please consult the director of honors and the departmental website for specific requirements and application procedures at www.smith.edu/economics/honors.php.

ECO 430 Honors Project

Honors project. Credits: 4
Susan Sayre
Offered Fall 2015

ECO 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Susan Sayre
Offered Fall 2015, Spring 2016

Education and Child Study

Professors

Alan N. Rudnitsky, Ph.D.
 Rosetta Marantz Cohen, Ed.D.
 Susan M. Etheredge, Ed.D., *Chair* *2
 Samuel M. Intrator, Ph.D.

Associate Professor

Lucy W. Mule, Ph.D.

Assistant Professor

Shannon Audley-Piotrowski, Ph.D. *1

Coordinator of Teacher Education

Gina B. Wyman, Ed.M.

Lecturers

Janice C. Gatty, Ed.D.
 Carol Berner, M.S.Ed.
 Kathleen A. Casale, C.A.G.S., M.Ed.
 Renata Pienkawa, M.A.

Advisory Committee

Gwen Agna, M.Ed.
 Sal J. Canata, III, M.Ed.
 Beth N. Choquette, C.A.G.S.
 Bryan N. Lombardi, M.S.W.
 Sarah J.B. Madden, M.Ed.
 Lesley D. Wilson, M.A.

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

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. Programs of study include the following fields and levels:

Elementary 1–6 Baccalaureate and Postbaccalaureate
 Biology 8–12 Baccalaureate and Postbaccalaureate
 English 8–12 Baccalaureate and Postbaccalaureate
 History 8–12 Baccalaureate
 Mathematics 8–12 Baccalaureate
 Middle School Humanities 5–8 Baccalaureate
 Middle School Math/Science 5–8 Baccalaureate
 Physics 8–12 Baccalaureate
 Variety of Fields 5–8 Postbaccalaureate (includes Biology, Chemistry, Earth Science, English, General Science, History, Mathematics, Middle School Humanities, Middle School Math/Science, Physics, Political Science)
 Variety of Fields 8–12 Postbaccalaureate (includes Biology, Chemistry, Earth Science, English, History, Mathematics, Physics, Political Science)
 Visual Arts PK–8 Postbaccalaureate

All students seeking educator licensure must have a major in the liberal arts and sciences. Students must also meet specific requirements, including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork and a practicum experience. Students who are anticipating licensure at the elementary level should take nine credits of math. All students seeking educator licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL).

Students interested in obtaining educator licensure and in preparing to teach should contact a member of the Department of Education and Child Study as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall.

Students who, irrespective of major, desire to comply with the varying requirements of different states for licensure to teach in public schools are urged to consult the department as early as possible during their college career.

EDC 340 Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum.

Open only to Smith senior majors. {S} Credits: 4

Susan Etheredge

Offered Spring 2016

The Major

Requirements: 10 semester courses selected in consultation with the major adviser; these will usually consist of:

- one course in historical and philosophical foundations
- one course in sociological and cultural foundations
- two courses in learners and the learning process
- one course in curriculum and instruction
- EDC 345d (yearlong course)
- two additional courses, one of which must be an advanced course
- EDC 340, taken during the senior year

Courses taken S/U will not count toward the major or minor in education and child study. Students may major without preparing to teach by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the department

Adviser for Study Abroad: Susan Etheredge

Teacher/Lecturers-Elementary Program

Tiphareth Ananda, Ed.M.	Roberta E. Murphy, M.Ed.
Margot R. Bittell, M.S.Ed.	Marlene Musante, Ed.M.
Gina Bordoni-Cowley, M.Ed.	Lara Ramsey, Ed.D.
Emily A. Endris, M.Ed.	Janice Marie Szymaszek, Ed.M.
Janice Henderson, Ed.M.	Thomas M. Weiner, M.Ed.
Paul Matylas, Ed.M.	

The Minor

The education and child study minor requires six courses. Minors are student initiated and decided with counsel from a departmental adviser. All minors must be approved by a department vote. Students interested in pursuing a minor should contact a faculty member in the department as soon as possible.

Honors

Director: Alan Rudnitsky

Historical and Philosophical Foundations

EDC 110 Introduction to American Education

This course is an introduction to educational foundations. It is designed to introduce students to the basic structure, function and history of American education, and to give them perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35. Credits: 4

Lucy Mule

Offered Fall 2015

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

Carol Berner

Offered Spring 2016

EDC 552 Perspectives on American Education

Required of all candidates for the M.A., and the M.A.T. degrees. Credits: 4

Rosetta Cohen

Offered Spring 2016

MUX 118 The History and Critical Issues of Museums

Through readings and lectures by Smith faculty and guests, we examine institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of material culture. We look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Gardens as case studies. The final lecture considers the future of museums and how they are evolving to meet society's needs. Graded S/U only.

Jessica Nicoll

Offered Fall 2015

SOC 317 Seminar: Inequality in Higher Education

This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S} Credits: 4

Tina Wildbagen

Offered Fall 2015

Sociological and Cultural Foundations

EDC 200 Education in the City

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. {S} Credits: 4

Samuel Intrator

Offered Fall 2015

EDC 211 Rethinking Equity and Teaching for English Language Learners

Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as 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. Credits: 4

Renata Pienkawa

Offered Spring 2016

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. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. {S} Credits: 4

Carol Berner

Offered Fall 2015

EDC 237 Comparative Education

In this course, students are introduced to the field of comparative and international education. Students survey general features of educational systems and examine key contemporary issues affecting educational policies, practices, and reforms in select countries. They also explore a variety of theoretical approaches and research methods for understanding educational issues. Issues examined in this course include culture; educational access, quality, and equity; teacher professionalism; educational reform; and globalization. Enrollment limited to 35. {S} Credits: 4

Lucy Mule

Offered Spring 2016

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

Janice Gatty

Offered Fall 2015, Spring 2016

EDC 343 Multicultural Education

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. This course has a community-based learning requirement. Enrollment limited to 35. {S} Credits: 4

Lucy Mule

Offered Fall 2015

CCX 120 Community-Based Learning: Ethics and Practice

Service learning, civic engagement, community-based research and community service have become familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how to bring community issues into the classroom and how best to bring students into the neighborhoods surrounding their colleges and universities. This course considers these issues through exposure to both the literature of community engagement and the experiences of those who practice its different forms. CCX 120 serves as a gateway course for the community engagement and social change concentration. As such, one of the primary purposes of the course is to give students exposure to the varied opportunities available at the college for engaging with communities. Specifically, the course focuses on volunteer opportunities, course-based engagement and examples of community-based research. Within and across these different approaches, we identify and explore the ethical issues that characterize community partnerships and the best practices that attempt to address these issues. Students also interact with peers, faculty, guest speakers, and community members who provide firsthand perspectives on the local practice of CBL and the critical needs in surrounding communities. S/U only. Credits: 2

Instructor: TBA

Offered Spring 2016

CCX 320 Capstone Seminar for the CESC Concentration

The CCX 320 seminar provides a forum for community engagement and social change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students will focus on a particular social justice issue, research past and present community-based efforts around the issue, and develop a community action plan in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring, and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4

Lucy Mule

Offered Spring 2016

WEX 100 Educating Women: An Introduction

This lecture course explores a range of issues that have an impact on girls and women's education. In a series of six sessions, faculty members discuss topics that span Smith's own history, the broader historical development of educational opportunities for American women, girls' education in the contemporary United States, and problems and possibilities related to women's education in the developing world. S/U Only. Credits: 1

Rosetta Cohen, Susan Etheredge

Offered Fall 2015

WEX 200 The History and Politics of Women's Education

In the United States and abroad, in the past as well as today, the nature and scope of women's education is deeply connected to religious, economic and social norms and beliefs. Why and how we educate women are interdisciplinary

questions that draw on issues of national identity and culture. In this course, students explore the politics, history, and sociology of this subject, beginning in the United States and ending with a global perspective. Students consider the challenges of educating women in countries where female literacy is still deeply contested, and examine the political processes likely to address this situation. Students also have an opportunity to pursue research projects using the College Archives and the Sophia Smith Collection. (E){S} Credits: 4

Not Offered This Academic Year

Learners and the Learning Process

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 observations in a variety of child-care and educational settings.

Enrollment limited to 55. {S} Credits: 4

Shannon Audley-Piotrowski

Offered Spring 2016

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 55. {N}{S} Credits: 4

Alan Rudnitsky

Offered Fall 2015

EDC 240 How Do We Know What Students Are Learning

This course serves as an introduction to the theories, strategies and techniques that form the bases for assessing learning in classrooms. The focus is on the assumptions, strengths and weaknesses associated with various approaches. Students encounter a variety of instruments and methods used for collecting educational data, including classroom tests, norm-referenced and criterion-referenced standardized achievement tests, portfolios, attitude and self-report scales, observational systems and interview protocols. Students also develop authentic assessment tools as they work through evaluation problems associated with particular curriculum programs and instructional techniques. Enrollment limited to 20. {S} Credits: 4

Alan Rudnitsky

Offered Spring 2016

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

Kathleen Casale

Offered Fall 2015

EDC 554 Knowing, Thinking and the Design of Learning Environments

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. Credits: 4

Alan Rudnitsky

Offered Fall 2015

EDC 572 The Deaf Child: 0–5 Years

The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented.

Credits: 4

Janice Gatty

Offered Spring 2016

Curriculum and Instruction

EDC 206 Statistical Literacy in Educational Research and Policy

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. Prerequisites: MTH 107, MTH 201 or equivalent.

(E) Credits: 4

Shannon Audley-Piotrowski

Offered Spring 2016

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. {S} Credits: 4

Susan Eltheredge

Offered Spring 2016

HST 289 (C) Aspects of Women's History

Women and Higher Education: Smith College in Historical Context

What did a college education mean to the first generations of Smithies? How did students' experiences vary according to their race, religion and class? How did college alter their ideas about what it meant to be a woman (in terms of work, sports, dress, politics, sexuality and social life)? This course explores the history of Smith College in a broader American and European context, with a focus on the changing identity and experiences of the first three generations of Smith students, from 1875 to 1930. Sources include students' letters, diaries and scrapbooks from the College Archives. Fulfills requirements for the archives concentration and women's education concentration. Enrollment limited to 18. {H} Credits: 4

Instructor: TBA

Not Offered This Academic Year

EDC 338 Children Learning to Read

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an

additional hour each week engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: 238. Open to seniors and graduate students only, with permission. {S} Credits: 4

Susan Eltheredge

Offered Fall 2015

EDC 345D Elementary Curriculum and Methods

A study of the elementary school curriculum, and the application of the principles of teaching in the elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235 and 238; grade of B- or better in education courses. Admission by permission of the department. {S} Credits: 6 per semester, 12 for yearlong course

Susan Eltheredge, Fall 2015

Alan Rudnitsky, Spring 2016

Offered Fall 2015, Spring 2016

EDC 346 Clinical Internship in Teaching

Fulltime practicum in middle and high schools. Open to seniors only and to those students who completed the prerequisite courses (238, 232, 342 and 347). Admission by permission of the department. Preregistration meeting scheduled in April. {S} Credits: 8

Carol Berner

Offered Spring 2016

EDC 347 Individual Differences Among Learners

Examination of individual differences and their consideration in the teaching-learning process. Research and prepracticum required. Prerequisites: EDC 238. {S} Credits: 4

Kathleen Casale

Offered Fall 2015

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. Designed as a companion seminar for students doing a full-time practicum at the middle or high school level. Admission by permission of the department. Preregistration meeting scheduled in April. Credits: 4

Carol Berner

Offered Spring 2016

HST 390 Seminar: Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major. {H} Credits: 4

Peter Gunn

Offered Fall 2015

ENG 399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. {L} Credits: 4

Samuel Scheer

Offered Fall 2015

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: 3

Renata Pienkawa

Offered Summer 2015

EDC 559 Clinical Internship in Teaching

Offered both semesters each year for students pursuing educator licensure at the elementary level. Offered spring semester 2016 for students pursuing educator licensure at the middle and secondary school levels. Credits: 4

Susan Etheredge, Fall 2015

Alan Rudnitsky, Carol Berner, Spring 2016

Offered Fall 2015, Spring 2016

EDC 400 Special Studies

Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

EDC 580 Advanced Studies

Open to seniors by permission of the department. Credits: 4

Members of the department

Offered Fall 2015, Spring 2016

Engineering

Director, Picker Engineering Program

Susan Elizabeth Voss, Ph.D. ^{**2}

Professors

Judith B. Cardell, Ph.D. ^{*1,*2}

Glenn William Ellis, Ph.D.

Andrew John Guswa, Ph.D. ^{†1}

Borjana Mikic, Ph.D.

Associate Professors

Denise Annette McKahn, Ph.D. ^{*1}

Paul B. Voss, Ph.D. ^{**2}

Assistant Professors

Kristen Dorsey, Ph.D.

Niveen Ismail

Sarah Jean Moore, Ph.D. ^{**1}

Professor of the Practice

Paramjeet Pati

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 well achieved in a liberal arts setting.

At Smith, the engineering degrees offered are based on rigorous plans of study integrated with the liberal arts and sciences. There are two possible paths for the study of engineering at Smith College. The first is the ABET accredited bachelor of science (S.B.) in engineering science and the second is the bachelor of arts (A.B.) in engineering arts. More detailed information about both degree options can be found below.

The Picker Engineering Program's educational objective is to produce graduates who will

- incorporate their knowledge and understanding of the natural sciences, humanities and social sciences in the application of their engineering education;
- apply their engineering education in service to humanity;
- be prepared to enter an engineering profession or graduate school;
- consider the impact of their professional actions on society;
- demonstrate leadership in their personal and professional endeavors;
- engage in continuous learning.

Prior to graduation, all students majoring in engineering science are strongly encouraged to take the Fundamentals of Engineering Exam (the FE), administered by the National Council of Examiners for Engineering and Surveying.

The Majors

Engineering Arts, Bachelor of Arts

Advisors: Members of the Picker Engineering Program

The Purpose of the Major. The bachelor of arts in engineering arts is offered for those students who recognize the increasing importance of science and technology in today's world and want to better understand the engineer's role in service to humanity. Note that the bachelor of science in engineering science is the only ABET accredited degree; the bachelor of arts is offered for those students who do not intend to pursue professional practice as engineers.

The Importance of the Liberal Arts. The possibilities of coupling the bachelor of arts in engineering arts with other disciplines are boundless. The bachelor of arts coupled with a focused set of studies in the liberal arts is a particularly well-suited course of study for preparing students to address the complexities of the world in which we live.

A Statement of Focus. Each student intending to major in engineering arts must prepare a short statement of academic focus that identifies the student's educational objectives and accompanies the declaration of the major at the end of the student's sophomore year. The statement details the student's choice of approximately six courses outside of engineering that provide a coherent context for the major in engineering arts, in terms of both the understanding of engineering and the student's educational objectives.

Examples of potential focus areas outside of engineering include architecture or landscape studies, education, public policy, economics, energy policy, ethics or global development. With respect to engineering and education, students pursuing the bachelor of arts in engineering arts could work toward a teaching certificate. Smith has a licensure program for technology/engineering for grades 5–12 through the Department of Education and Child Study that is transferable to other states.

Requirements for the Major in Engineering Arts

Science: PHY 117

Math: MTH 111, MTH 112, MTH 212, PHY 210

Engineering Core: EGR 100, 110, 220, 270, and 290

Engineering Electives: Two 300-level or higher engineering courses. Course substitutions require approval of the student's adviser and the director of the engineering department.

Statement of Focus: A statement of focus is required for the major. Advisers will assist the student in selecting a coherent course sequence.

The major requires a total of 12 courses (or the equivalent).

Engineering Science, Bachelor of Science

Advisors: Members of the department

Smith offers an undergraduate curriculum leading to an ABET-accredited degree in engineering science, the broad study of the foundational scientific and engineering principles that govern the practice of all engineering disciplines. The bachelor of science degree program is accredited by the Engineering Accreditation Commission of ABET. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should "recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets." An integral component of the program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final capstone design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to supplement their classroom instruction. Engineers must be able to communicate effectively and work in team settings. Smith's highly-regarded writing intensive first-year curriculum ensures that engineering students begin their engineering curriculum with appropriate communication skills that will

be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of team work and oral/written communication.

Math/Basic Science:

- 8 credits from: MTH 111, MTH 112, MTH 114, MTH 211, MTH 222
- MTH 212
- MTH 219 or 220
- PHY 210
- PHY 117
- CHM 111
- 5 credits (must be lab-based) from: PHY 118, CHM 118, CHM 222, CHM 224, BIO 150 and 151, BIO 152 and 153, BIO 154 and 155.

Computer Science:

CSC 111

Engineering Core:

100, 110, 220, 270, 290, 374 and 410D; one of 421D, 422D or 431D.

Engineering Electives:

Five additional EGR courses (normally at the 300 level), only one of which may be at the 200-level (A maximum of four credits of Special Studies or honors credits can only be counted toward this category by petitioning the department).

It is strongly recommended that students complete all math, science, and 100- and 200-level EGR core requirements before the end of the first semester junior year.

Liberal Arts Breadth:

Students are required to demonstrate breadth in their curriculum by completing one of the following:

- Fulfilling the Latin honors distribution requirements.
- Fulfilling the requirements for another major or minor within Division I (humanities) or Division II (social sciences and history).
- Submitting a cogent proposal describing an alternative approach including all courses the student will take to acquire curricular breadth, for consideration and approval by the engineering faculty.

Mathematical Skills:

Students indicating an interest in the engineering major will be assessed during the first semester for their mathematical skills and comprehension. An interterm math skills studio (MTH 103), as well as math skills workshops offered by the Spinelli Center for Quantitative Learning, will be strongly recommended for students whose math assessment scores are low.

The Engineering Minor

Some students may wish to minor in engineering to complement their major and supplement their education.

Major advisers also serve as advisers for the minor. The requirements for the minor in engineering comprise a total of five courses. These courses must include the following:

- EGR 100
- PHY 117
- One course from 110, 220, 270, 290, PHY 210, MTH 211, MTH 212, MTH 222, MTH 219, MTH 220
- One course from 110, 220, 270, 290, 320, 326, 363, 374, 375
- One course from 312, 315, 320, 325, 326, 330, 333, 340, 346, 363, 372, 373, 374, 375, 377, 388, 389, 390, 410D and 421D or 422D and other 300-level courses as they are added.

Note: MTH 111 and MTH 112 are prerequisites for certain courses listed above. No more than one course designed primarily for nonmajors may be included.

Princeton–Smith Exchange

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

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic adviser. Applications must be submitted to the engineering program during the sophomore year on the same schedule as applications for junior year abroad.

Faculty Adviser to the Princeton–Smith Exchange: Susannah Howe

Honors

Director: Susannah Howe

EGR 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

EGR 431D Honors Capstone Design with Faculty

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

EGR 432 Honors Design Clinic

Credits: 1

Offered Spring 2016

There are three distinct pathways to honors within engineering. A student may earn honors through one and not multiple pathways. Both 430D and 431D are completed as independent work with a faculty member for a total of 8 credits. The third pathway is in conjunction with the 6-credit design clinic 422D.

Students in 422D who meet department requirements may seek honors through 422D. These students take a 1-credit Special Studies course during the fall semester; submit a thesis proposal to the engineering department by December 1; and, if approved, are enrolled in 432 for the spring semester, concurrent with 422D.

EGR 100 Engineering for Everyone

EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take this course for the major. Those students considering majoring in engineering are strongly encouraged to take EGR 100 during their first year. Students develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development, and proof of concept testing. Working in teams, students present their ideas through oral and written reports. Reading assignments and in-class discussions challenge students to critically analyze contemporary issues related to the interaction of technology and society. Organized around different themes, multiple sections. Enrollment limited to 20. {N} Credits: 4

Borjana Mikic, Paramjeet Pati, Fall 2015

Paramjeet Pati, Paul Voss, Spring 2016

Offered Fall 2015, Spring 2016

EGR 110 Fundamental Engineering Principles

The design and analysis of engineered or natural systems and processes relies on a command of fundamental scientific and engineering principles. This course provides an introduction to these fundamental underpinnings through a study of the conservation of mass, energy and charge in both steady and transient conditions with non-reactive systems. Specific topics covered include a review of process variables and their relationships, open and closed systems, differential and integral balances, and basic thermodynamics. Corequisite: MTH 112.

Enrollment limited to 20. {N} Credits: 4

Michael Kinsinger, Fall 2015

Instructor: TBA, Michael Kinsinger, Spring 2016

Offered Fall 2015, Spring 2016

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. Corequisites: PHY 210. Enrollment limited to 20. {N} Credits: 5

Kristen Dorsey, Fall 2015

Judith Cardell, Spring 2016

Offered Fall 2015, Spring 2016

EGR 270 Engineering Mechanics

This is the first course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include conservation laws, static and dynamic behavior of rigid bodies, analysis of machines and frames, internal forces, centroids, moment of inertia, vibrations and an introduction to stress and strain. Prerequisites: PHY 117 and MTH 112 (or the equivalent). Required laboratory taken once a week. Enrollment limited to 20. {N} Credits: 5

Enrollment limited to 20. {N} Credits: 5

Glenn Ellis, Fall 2015

Borjana Mikic, Spring 2016

Offered Fall 2015, Spring 2016

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; corequisite MTH 212. Enrollment limited to 20. {N} Credits: 4

Niveen Ismail, Fall 2015

Denise McKahn, Spring 2016

Offered Fall 2015, Spring 2016

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. Required concurrent laboratory. Prerequisites: EGR 220 and PHY 210. Enrollment limited to 20. {M} Credits: 4

Susan Voss

Offered Fall 2015

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. Enrollment limited to 12. {M}{N} Credits: 4

Enrollment limited to 12. {M}{N} Credits: 4

Susan Voss

Offered Spring 2016

EGR 340 Seminar: Geotechnology Engineering

What is quicksand and can you really drown in it? Why is Venice sinking? In this seminar students will be introduced to the engineering behavior of soil within the context of a variety of real-world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of the instructor. Enrollment limited to 12. {N} Credits: 4

Glenn Ellis

Offered Spring 2016

EGR 351 Seminar: Introduction to Biomedical Engineering

There are countless challenges in medicine that engineering can help to address, from the molecular scale to the level of the entire human body. This course introduces students to engineering problem solving approaches to explore important biomedical questions. We integrate our learning of underlying biological systems with developing engineering thinking to examine those systems. We use mathematical tools to interpret and model the behavior of various biological phenomena. Upon completion of this course, students are able to identify open medical needs and propose ways in which engineering can contribute to understanding and meeting those needs. Prerequisites: PHY210 or permission of instructor. Enrollment limited to 12. Credits: 4

Sarah Moore

Offered Fall 2015

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 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

Paul Voss, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015, Spring 2016

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

Borjana Mikic

Offered Fall 2015

EGR 377 Seminar: Aerial Vehicle Design

Remotely piloted and autonomous aircraft are increasingly being used in scientific research, agriculture, disaster mitigation and national defense. These small and efficient aircraft offer major environmental benefits while, at the same time, raise complex ethical and policy issues. This seminar introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111, and either EGR 220 or CSC 270. Enrollment limited to 12. Credits: 4

Paul Voss

Offered Spring 2016

EGR 390 Advanced Topics in Engineering*Water Quality Engineering*

Clean freshwater is an essential resource for both ecosystem and societal health. Increasing chemical and microbiological contamination of this limited resource is a growing concern around the world. Engineering principles can be employed to remove contaminants from water to make it safe for use. This course is designed to introduce students to the principles of water quality engineering such as rate processes, reactor design and chemical/physical removal mechanisms. Students learn about priority and emerging contaminants in water, conventional methods of water treatment, and alternatives to conventional methods using advanced or emerging treatment technologies. Prerequisites CHM 111 and EGR 290 or permission of the instructor. {N} Credits: 4

Instructor: TBA

Offered Fall 2015

Structural Engineering I

Structural engineering is a discipline that is common to both the civil and mechanical engineering fields. In the civil engineering realm the focus is traditionally on the design and construction of infrastructure such as buildings and bridges. In the mechanical engineering realm, structural engineering often entails the design and manufacture of systems such as airframes and vehicle chassis. The behavior of common structural elements and forms to include trusses, beams and frames, cables and arches are explored. We develop estimates of the loads structures must carry and determine how the load flows through the structure and the corresponding demand placed on each element of the structure by employing modeling and simulation tools. We then use mechanics of materials concepts to estimate the capacity of the structure. Iterating through structural geometry and material selection, a design is reached in which capacity exceeds demand by an acceptable margin. A project is developed in which a basic structural system is designed, analyzed, redesigned and constructed. Prerequisite EGR 270 and prerequisite or co-requisite EGR 375 or permission of the instructor. {N} Credits: 4

Instructor: Christopher Conley

Offered Fall 2015

EGR 400 Special Studies

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

EGR 410D Engineering Design and Professional Practice

This two-semester course focuses on the engineering design process and associated professional skills required for careers in engineering. Topics include the engineering design process, project definition, design requirements, project management, concept generation, concept selection, engineering economics, design for sustainability, design for safety and risk reduction, design case studies, teamwork, effective presentations, professional ethics, networking, negotiation and intellectual property. This course is required of all senior engineering students pursuing the S.B. in engineering science and must be taken in conjunction with EGR 421D, EGR 422D, or EGR 431D. Credits: 1 per semester, 4 for yearlong course

Susannah Howe

Offered Fall 2015, Spring 2016

EGR 421D Capstone Design with Faculty

This two-semester course leverages students' previous coursework to address an engineering design problem. Students work on a design project sponsored by an individual member of the engineering faculty. Regular design meetings, progress reports, interim and final reports, and presentations are required.

Prerequisites: EGR 220, 270, 290 and at least one 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Corequisite EGR 410D. Credits: 3 per semester, 6 for yearlong course

Members of the department

Offered Fall 2015, Spring 2016

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: EGR 220, 270, 290 and at least one 300-level engineering course, or permission of instructor. Corequisite EGR 410D. Credits: 3 per semester, 6 for yearlong course

Susannah Howe

Offered Fall 2015, Spring 2016

EGR 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Members of the department

Offered Fall 2015, Spring 2016

EGR 431D Honors Capstone Design with Faculty

Honors version of EGR 421D. Corequisite EGR 410D.

Credits: 4 per semester, 8 for yearlong course

Members of the department

Offered Fall 2015, Spring 2016

EGR 432 Honors Design Clinic

Honors version of EGR 422D. Co-requisite: EGR410D. Credits: 1

Susannah Howe

Offered Spring 2016

English Language and Literature

Professors

Dean Scott Flower, Ph.D.
 William Allan Oram, Ph.D.
 Douglas Lane Patey, Ph.D.
 Charles Eric Reeves, Ph.D.
 Michael E. Gorra, Ph.D. ^{†2}
 Richard H. Millington, Ph.D. ^{†1}
 Craig R. Davis, Ph.D. ^{*2}
 Nancy Mason Bradbury, Ph.D.
 Naomi J. Miller, Ph.D. ^{†2}
 Cornelia D.J. Pearsall, Ph.D., *Chair*
 Michael T. Thurston, Ph.D. ^{*1}
 Gillian Murray Kendall, Ph.D.
 Ambreen Hai, Ph.D.

Elizabeth Drew Professor

Ruth Ozeki

Kennedy Professor in Renaissance Studies

Lynn Staley, Ph.D.

Grace Hazard Conkling Writer-in-Residence

Marilyn Chin, M.F.A.
 Arda Collins, Ph.D.

Joan Leiman Jacobson Visiting Non-fiction Writer

Dava Sobel

Associate Professor

Floyd D. Cheung, Ph.D.

Assistant Professors

Andrea Stephanie Stone, Ph.D.
 Juliana Hu Pegues, Ph.D.

Adjunct Professors

William Hagen, Ph.D.
 Katherine Rowe, Ph.D.

Senior Lecturer

Robert Ellis Hosmer, Jr., Ph.D. ^{**1}

Lecturers

Julio Alves, Ph.D.
 Daniel Block, Ph.D.
 Luke J. Bloomfield, M.F.A.
 Alejandro Cuellar, M.F.A.
 Holly B. Davis, M.A.
 Patrick Donnelly, M.F.A.
 Sara A. Eddy, Ph.D.
 Brooke Hauser, B.A.
 Maya Smith Janson, M.F.A.
 Neil Lake, M.A.
 David Maine, M.F.A.
 Naila F. Moreira, Ph.D.
 Ethan Myers, M.A.
 Pamela Petro, M.F.A.
 Roger Pinches, M.F.A.
 Peter Sapira, M.F.A.
 Samuel Scheer, M.Phil.
 Pamela K. Thompson, M.F.A.
 Ellen K. Watson, M.F.A.

Major Requirements

1. The English major requires 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. Majors take two gateway courses: 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.
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 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, such as postcolonial, African American, Asian American, Native American, or U.S. Latino/a literatures.
4. To encourage our students to move toward independence and sophistication as they pursue their studies, we require, as capstone experiences, one seminar in literature and either a four-credit special studies course, a second seminar, an honors thesis, a long-term Kahn Institute project, or a relevant four-credit Concentration capstone course.

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.

Note on major requirements:

Because they entered under an earlier set of requirements, students in the classes of 2016, 2017 and 2018 may also fulfill requirement number 1 with ENG 201 or 231, and they may also fulfill requirement number 3 with a course that focuses explicitly on gender and sexuality or literary theory. Students in these three classes may complete the major in 10 courses; they may fulfill requirements 2 and 4 as specified above. Beginning with the class of 2019, only the requirements above will be in effect.

Courses that fulfill requirement number 2 above include but are not limited to ENG 250, 256, 257, 260; courses that fulfill requirement number 3 include but are not limited to ENG 230, 236, 239, 241, 246, 248, 249, 267, 278, 282, 309, 319, 334, 387, AAS 209, 360, CLT 205, 266.

One course in film, a foreign or comparative literature, or dramatic literature offered through the theatre department may count toward the major; courses in any of these categories that are cross-listed in English do not count against this limit. While only one course in creative writing may count toward the ten required courses, we encourage majors with interests in creative writing to choose additional courses in this area. Only one colloquium (ENG 120) or one FYS 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.

The purpose of the English major is to develop a critical and historical understanding of the English language and of the literary traditions it has shaped in Britain, in the Americas and throughout the world. During their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, film and theatre. Fuller descriptions of each term's courses, faculty profiles, and other important information for majors and those interested in literary study can be found on the department's Web page, accessible via the Smith College home page.

Most students begin their study of literature at Smith with English 120 or a first-year seminar before proceeding to one of the courses—199 or 200—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 Major

Advisers: Members of the department

Students interested in graduate school in English literature would be well advised to take a course in literary theory and should be aware that most doctoral programs in English require a reading knowledge of two foreign languages. Students interested in high school 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.

The Minor

The minor in English consists of six courses to be distributed as follows: at least two of our four gateway courses (ENG 199, 200, 201, 231); three additional English courses chosen in consultation with the minor adviser; one seminar. Only one elective course may be at the 100 level (ENG 120 or a FYS in literature). No course counting toward the minor may be taken for an S/U grade.

Honors

Director:

Naomi Miller (2015-16)

ENG 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

In exceptional circumstances the department will permit a student to submit a work of fiction, poetry or creative nonfiction for honors.

Graduate

ENG 580 Graduate Special Studies

Independent study for graduate students. Admission by permission of the chair.

Credits: 4

Offered Fall 2015, Spring 2016

ENG 580D Graduate Special Studies

This is a yearlong course. Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

To assist students in selecting appropriate courses, the department's offerings are arranged in levels I–V, as indicated and explained below.

Level I

Courses numbered 100–170: Introductory Courses, open to all students. In English 118 and 120, incoming students have priority in the fall semester, and other students are welcome as space permits.

First-Level Courses in Writing

ENG 118 may be repeated, but only with a different instructor and with the permission of the director.

ENG 118 Colloquia in Writing

In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and nonnative speakers are especially encouraged to register for sections taught by Holly Davis and Ethan Myers. Priority is given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor.

The Documentary Impulse

We rely on dominant media culture to formulate objective representations of our social reality. Yet surely the truths we learn from newspaper, magazine, radio and television journalism are not all the truths, nor is the traditional way information gets presented always the most representative of the story being told. In this class, students respond to alternative modes and structures of documentary writing, investigate the range of subjects oftentimes overlooked by conventional journalism and explore the creative possibilities of expressing the world around us in their own writing. Can be repeated for credit with a different topic. Enrollment limited to 15. (E) {WI} Credits: 4

Luke Bloomfield

Offered Fall 2015, Spring 2016

The Space in Our Identity: Writing About Home

Home is more than the physical structure where we reside. Home is where we live in every sense: the physical sense, yes, but also the spiritual, romantic, ideal and maybe even mythical. All of these aspects of home, hometown, home country, or adopted home serve to shape our identities. In this course, we explore the importance of these spaces, be they physical or metaphysical, to the construction of “home” and how these terms, whether we accept them wholly, shun them entirely or experience them via travel, dictate to us and others a sense of self and identity. Can be repeated for credit with a different topic. Enrollment limited to 15. (E) {WI} Credits: 4

Alejandro Cuellar

Offered Fall 2015, Spring 2016

The Politics of Language

Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays focus on issues such as political correctness, obscenity, gender bias in language and censorship. Bilingual students and non-native speakers are especially encouraged to register for this section. Enrollment limited to 15. {WI} Credits: 4

Holly Davis

Offered Fall 2015, Spring 2016

All the World's a Stage

We live in a world where everybody seems to be performing. We see this in the political arena and on reality TV shows. We see it on websites like YouTube and on social media platforms like Facebook and Twitter. In this class, we look at how our lives have grown more performative in the advent of new concepts like “reality,” “sincerity,” “self” and “friend,” and what that means for us as individuals and as a society. Enrollment limited to 15. {WI} Credits: 4

Roger Pinches

Offered Fall 2015, Spring 2016

Water: Science and Politics

The management of global water resources presents a major challenge for the 21st century. Water defines the boundaries of the livable world. It's crucial for drinking, energy, travel, irrigation and food. But water can also transmit disease, flood homes and spread contamination. Students in this course hone their

science-writing skills while exploring contemporary problems related to water. They focus on presenting scientific data, reasoning and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources include scientific research papers, government reports, newspaper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. (E) {WI} Credits: 4

Naila Moreira

Offered Fall 2015

No, Seriously... What's so Funny? Writing About Humor

Nietzsche called maturity the rediscovered seriousness of a child at play. What is the meaning of comedy, in light of this “seriousness of the child at play?” Why do we laugh, at what and in what way? How do we distinguish silly comedy from serious comedy? This course examines such questions on comic platforms including film, music, videos, short stories and cartoons. We explore the “structure” of the comic moment as viewer or listener encounters surprise, transgression or enchantment, especially in 20th-century comedy, and the affectivity of the comic encounter from pure “clowning” to savage social commentary. Enrollment limited to 15. {WI} Credits: 4

Peter Sapira

Offered Fall 2015, Spring 2016

Consumer Culture

Reading and writing analytical essays about the pervasive effects of consumerism in American culture. Topics include analysis of advertisements, consideration of the impoverished in a consumer society, the use of advertising in schools, the marketing of fast food in American culture, and the meaning of consumer goods in our daily lives. Enrollment limited to 15. {WI} Credits: 4

Sara Eddy

Offered Fall 2015

Worth a Thousand Words

This course explores and analyzes the popular saying, “a picture is worth a thousand words.” The saying is generally interpreted to suggest that a complex idea can be expressed in just one picture. But it also raises questions about the complex meanings of pictures and the complex process of interpreting them. We analyze images and discuss essays about the politics of interpretation. There may be opportunities to bring some of your own pictures into the course. Bilingual students and nonnative English speakers are especially invited to register for this section. Enrollment limited to 15. {WI} Credits: 4

Ethan Myers

Offered Fall 2015

How to Live

Through wide-ranging readings from ancient philosophy to contemporary memoirs, we engage this most essential question: How are we to live our lives? Philosophers and artists, farmers and writers, religious leaders and political activists have given us a rich variety of approaches to this question, envisioning utopias both large and farm-small, proposing maxims to live by, conducting private and public experiments, condensing hard-won knowledge into prose. The range of forms of these provocative writings leads to this class's second question: How are we to write about matters? Can be repeated for credit with a different topic. (E) {WI} Credits: 4

Pamela Thompson

Offered Fall 2015

ENG 119 Writing Roundtable

Students hone their writing skills (defined broadly to include critical thinking, research and documentation, argument development and mastery of written English) as they enhance their understanding of an issue of current import and consequence. They read and write in a variety of genres (ranging from experience narratives to academic essays) and supplement their required

reading with excursions to scholarly and cultural venues at Smith. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15.

What's for Dinner? Writing About Food

Michael Pollan writes in *Omnivore's Dilemma* that the U.S. suffers from a “national eating disorder”—that essentially, we don't know what to eat. This course examines that confusion, considering which of the many diets available to us—vegan, slow food, locavore—is truly healthy; what roles ethnicity, gender and class play in our choices; and how pervasive hunger is in the United States. Students read from the spectrum of food writing and hone their own writing in a variety of genres ranging from academic essays to restaurant reviews. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. {WI} Credits: 4

Sara Eddy

Offered Spring 2016

This Overheating World

This writing-intensive course examines how both the scientific and literary world are responding to changing temperatures and weather now observed globally. Students hone their science writing skills in the context of examining climate change. Through scientific, engineering and literary perspectives, we examine how our future world is likely to be shaped and how people are responding or can respond to global warming and its related challenges. Our sources will include literary essays and nature/science writing, scientific papers, newspaper articles and government/nonprofit publications. Prerequisite: One WI course or permission of instructor. Enrollment limited to 15. {WI} Credits: 4

Naila Moreira

Offered Spring 2016

ENG 135 Introduction to Writing Creative Nonfiction

Students learn to use literary techniques to write factual, engaging narratives that read like fiction. Based on research, interviews and personal experience, creative nonfiction encompasses a wide range of genres, including memoir, travel writing, nature writing, science writing, food writing and biography. Prerequisites: one WI course. Enrollment in each section limited to 16. Course may be repeated once on a different topic. (E)

Writing About Health and Healthcare in the U.S.

This course teaches students how to use the tools of narrative nonfiction to write compelling, engaging, informative pieces about issues and ideas surrounding health and healthcare. We read and discuss works that illuminate the experiences of health and illness, and that examine how American society and the medical establishment respond to these. Each student develops her voice, her sense of purpose, and her authority as a writer, while strengthening her relationship with her reader. Students practice revising for style, structure and accuracy. Enrollment limited to 16. Credits: 4

Nell Lake

Offered Spring 2016

Writing About the Arts

Students write true stories about art, music, theater, film and dance that read like a novel. Writing assignments include a profile of an artist or performer, a review of a performance or an exhibit, and a personal essay exploring how a work of art, theater or music influenced the author. The essays read like fiction, relying on character, pacing, scenes, structure and sensory details. Unlike fiction, these stories are based on facts gathered through research, observation and interviews. The course offers tools and an approach to writing to help students develop a writing process that works for them. Enrollment limited to 16. (E) Credits: 4

Brooke Hauser

Offered Spring 2016

First-Year Seminars

For course descriptions, see First-Year Seminars section.

FYS 106 Growing Up Asian American

Floyd Cheung
Offered Fall 2015

FYS 126 Literature of the Fantastic: Dystopian Worlds

Gillian Kendall
Offered Fall 2015

FYS 131 Opera: The Book and the Music (Saints and Spitfires)

Robert Hosmer
Offered Fall 2015

FYS 134 Bookmarks: Reading and Writing from Plato to the Digital Age

Katherine Rowe, Nancy Bradbury
Offered Fall 2015

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

Michael Gorra
Offered Fall 2015

FYS 168 Damaged Gods: Myth and Religion of the Vikings

Craig Davis
Offered Fall 2015

FYS 175 Love Stories

Ambreen Hai
Offered Fall 2015

First-Level Courses in Literature

ENG 112 Reading Contemporary Poetry

This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, which meet from 4–5 p.m. Students with class, lab or required work conflicts are excused from Q&As. Graded Satisfactory/Unsatisfactory only. Course may be repeated. {L} Credits: 2

Patrick Donnelly
Offered Fall 2015, Spring 2016

ENG 120 Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority is given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. Enrollment in each section limited to 20.

Reading and Writing Short Poems

A course in the nuts and bolts of poetry. We look at poems and study their techniques (e.g., sound patterns, image development, form). We write and revise our own poems, using these techniques. Poets include Matsuo, Christopher Smart, Walt Whitman, Gwendolyn Brooks, Eavan Boland, Li-Young Lee. {L}{WI} Credits: 4

Maya Janson
Offered Fall 2015, Spring 2016

Reading and Writing Short Stories

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and

style. Writing includes analysis and original stories. {L}{WI} Credits: 4
David Maine, Fall 2015
Gillian Kendall, Spring 2016
Offered Fall 2015, Spring 2016

ENG 170 History of the English Language

An introductory exploration of the English language, its history, current areas of change and future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students learn about editing, proofreading and page layout; the course also entails a comprehensive review of grammar and punctuation. {L}{WI} Credits: 4

Douglas Patey
Offered Spring 2016

Level II

Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students.

Gateway Courses

These courses serve as entry points to the major, introductions to the critical, historical and methodological issues and questions that underlie the study of literatures in English. Beginning with the class of 2019, English majors must take ENG 199 and ENG 200. Fall gateway courses are open to first-year students with the English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT, or by permission of the instructor.

ENG 199 Methods of Literary Study

This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students learn how poetry, prose fiction and drama work, how to interpret them and how to make use of interpretations by others. English 199 seeks to produce perceptive readers well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections vary, but all involve active discussion and frequent writing. Enrollment limited to 20 per section. {L}{WI} Credits: 4

Andrea Stone, Naomi Miller, Fall 2015
Ambreen Hai, Juliana Hu Pegues, Spring 2016
Offered Fall 2015, Spring 2016

ENG 200 The English Literary Tradition I

A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. Enrollment limited to 20 per section.

{L}{WI} Credits: 4
Douglas Patey, William Oram, Fall 2015; Nancy Bradbury, Spring 2016
Offered Fall 2015, Spring 2016

ENG 201 The English Literary Tradition II

A study of the English literary tradition from the 19th century to modern times. {L}{WI} Credits: 4

Andrea Stone, Cornelia Pearsall, Spring 2016
Offered Spring 2016

Level II Electives

ENG 202 Western Classics in Translation, from Homer to Dante

Same as CLT 202. Texts include *The Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. Lecture and discussion. {L}{WI} Credits: 4

Maria Banerjee, Robert Hosmer, Scott Bradbury, Fall 2015
Offered Fall 2015

ENG 203 Western Classics in Translation, from Chretien de Troyes to Tolstoy

Same as CLT 203. Chrétien de Troyes's *Yvain; Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Lecture and discussion. {L}{WI} Credits: 4
Maria Banerjee, TBA, Spring 2016
 Offered Spring 2016

ENG 205 Old Norse

An introduction to the language and literature of medieval Iceland, including the mythological texts and the family sagas. {F}{L} Credits: 4
Craig Davis
 Offered Fall 2015

ENG 207 The Technology of Reading and Writing

Same as HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication. {L} Credits: 4
Douglas Patey
 Offered Spring 2016

ENG 227 Modern British Fiction

Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, E.M. Ford, D.H. Lawrence, Virginia Woolf, Elizabeth Bowen, Doris Lessing, Shirley Hazzard, V.S. Naipaul. {L} Credits: 4
Michael Gorra
 Offered Spring 2016

ENG 230 American Jewish Literature

Same as CLT 231. Explores the significant contribution of Jewish writers and critics to the development of American literature, broadly defined. Topics include the American dream and its discontents; ethnic satire and humor; literary multilingualism; crises of the left involving Communism, Black-Jewish relations, and '60s radicalism; after-effects of the Holocaust; and the aesthetic engagement with folklore. Authors include Mary Antin, Henry Roth, Isaac Bashevis Singer, Saul Bellow, Philip Roth, E.L. Doctorow, Cynthia Ozick. Yiddish, Canadian and Latin-American writers provide transnational perspective. Must Jewish writing in the Americas remain on the margins, "too Jewish" for the mainstream yet "too white" to qualify as multicultural? No prerequisites. {L} Credits: 4
Justin Cammy
 Offered Fall 2015

ENG 231 American Literature Before 1865

A study of American writers as they respond to a newly formed nation, its unique landscape and problematic ambitions. Emphasis on the extraordinary burst of creativity that took place between 1820 and the Civil War. Works by Cooper, Hawthorne, Poe, Emerson, Melville, Thoreau, Douglass, Whitman, Dickinson and others. {L} Credits: 4
Dean Flower
 Offered Fall 2015

ENG 233 American Literature from 1865 to 1914

A survey of American writing after the Civil War, with an emphasis on writers who criticize or stand apart from their rapidly changing society. Fiction by Twain, James, Howells, Dreiser, Crane, Chopin, Chesnutt, Jewett and Sui Sin Far, along with a selection of the poetry of the era. {L} Credits: 4
Floyd Cheung
 Offered Spring 2016

ENG 236 African-American Literature 1900 to the Present

Same as AAS 175. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AAS 170, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L} Credits: 4
Kevin Quashie
 Offered Spring 2016

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
Douglas Patey
 Offered Fall 2015

ENG 239 American Journeys

This course is a study of American narratives, from a variety of ethnic traditions and historical eras, that explore forms of movement—immigration, migration, relocation, and border crossing—that are deeply imbedded in understandings of American life. We look at how citizenship as a social category and American national belonging is constructed in relation to and, sometimes, in opposition to indigeneity, race, gender and sexuality. We focus on each author's treatment of the complex encounter between new or marginalized communities and an established culture, and on definitions or interrogations of what it might mean to be, to become, or to refuse "American." Texts include novels, memoirs, films, and graphic novels written by American Indian, African American, Asian American and Chicano@/Latin@ authors. {L} Credits: 4
Juliana Hu Pegues
 Offered Fall 2015

ENG 241 The Empire Writes Back: Postcolonial Literature

An introduction to Anglophone fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include: the cultural work of writers as they respond to histories of colonial dominance; their ambivalence towards English linguistic, literary and cultural legacies; the ways literature can (re)construct national identities and histories, and explore assumptions of race, gender, class and sexuality; the distinctiveness of women writers and their modes of contesting cultural and colonial ideologies; global diasporas, migration and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Fanon, Walcott, Cliff, Amitav Ghosh, Rushdie, Jhumpa Lahiri, Mohsin Hamid and some theoretical essays. {L} Credits: 4
Ambreen Hai
 Offered Fall 2015

ENG 242 A History of Mystery

A study of detective fiction in English, starting with gothic mysteries in the late 18th century and the investigatory puzzles of Edgar Allan Poe in the 1830s. Exploration of how the mystery genre's newly formed conventions reflect issues of class, gender, race and social change, and how in the 20th century those conventions were reinvented, stylized, parodied and transformed—including its extension into the medium of film. Writers discussed include Poe, Wilkie Collins, A. Conan Doyle, G.K. Chesterton, E.C. Bentley, Dorothy Sayers and

Agatha Christie. Films include such works as *The Third Man*, *Rear Window*, *Chinatown*, *Deathtrap* and *Gosford Park*. Open to non-majors. {L} Credits: 4
Dean Flower
 Offered Spring 2016

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 and the representation of consciousness. Readings in Dickens, Charlotte Brontë, Gaskell, Collins, Eliot and Hardy. {L} Credits: 4
Michael Gorra
 Offered Fall 2015

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
Andrea Stone
 Offered Fall 2015

Level III

Courses numbered 250–299. Open to sophomores, juniors and seniors; first-year students admitted only with the permission of the instructor. Recommended background: at least one English course above the 100 level, or as specified in the course description.

ENG 250 Chaucer

A contextualized close reading of Geoffrey Chaucer's ambitious and enduring literary project, *The Canterbury Tales*, with attention to language change, narrative technique, the representation of varied and distinctive medieval voices, and the poem as vivid introduction to life and thought in the later Middle Ages. Not open to first year-students. {L} Credits: 4
Nancy Bradbury
 Offered Fall 2015

ENG 252 16th Century Literature

Writing About Love in the 16th Century
 Renaissance writers thought in different, incompatible ways about love. Is it a pastime to be outgrown or a means of self-transcendence? How is it affected by notions of gender? How does sexual desire relate to the love of God? The course investigates various literary/philosophical "models" for loving that Renaissance writers inherit, from Petrarch, Ovid, Plato and the mixture of attitudes inherited from romance tradition. We consider how English Renaissance writers revise these traditions to create particular visions of love and sexuality. Sonnet sequences by Sidney, Spenser, Shakespeare and Lady Mary Wroth; narratives by Marlowe, Shakespeare, Spenser and others. {L} Credits: 4
William Oram
 Offered Fall 2015

ENG 254 From Revenge to Romance: Blood and Mirth in English Renaissance Drama

This course focuses on the evolution and subtle interplay of structure, theme and character in plays by Renaissance dramatists other than Shakespeare. We examine the tragedy of blood, revenge tragedy and other plays grotesque in their

violence. We look at city comedies as well as comedies containing sophistication and slapstick, elegance and excrement. Some authors we may be looking at: Kyd, Marlowe, Jonson, Webster, Middleton, Dekker, Ford. Credits: 4
Gillian Kendall
 Offered Spring 2016

ENG 256 Shakespeare

A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. {L} Credits: 4
Gillian Kendall, Naomi Miller, Fall 2015
 Offered Fall 2015

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
William Oram
 Offered Spring 2016

ENG 260 Milton

A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for patriarchy and advocate of human dignity, the last great Renaissance humanist, a poet of enormous creative power and influence. Not open to first-year students. {L} Credits: 4
Eric Reeves
 Offered Spring 2016

ENG 263 Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats) as well as their lesser-known contemporaries, with prose writings by the poets themselves and by Austen and Wollstonecraft. {L} Credits: 4
Daniel Block
 Offered Spring 2016

ENG 275 Witches, Witchcraft and Witch Hunts

This course has two central ambitions. First, it introduces themes of magic and witchcraft in (mostly) American literature and film. We work together to figure out how the figure of the witch functions in stories, novels and movies, what witches and witchcraft mean or how they participate in the texts' ways of making meaning. At the same time, we try to figure out how witches and witchcraft function as loci or displacements of social anxiety—about power, science, gender, class, race and politics. Since the identification of witches and the fear of witchcraft often lead to witch panics, we finally examine the historical and cultural phenomenon of the witch hunt, including both the persecution of persons literally marked as witches and the analogous persecution of persons (Communists, sexual outsiders, etc.) figuratively "hunted" as witches have been. Open to students at all levels, regardless of major. (E) {L} Credits: 4
Michael Thurston
 Offered Spring 2016

ENG 282 The Harlem Renaissance

Same as AAS 245. A study of one of the first cohesive cultural movement in African-American history. This class focuses on developments in politics and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects include: Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes, and Nella Larsen among others. Enrollment limited to 40. {L} Credits: 4
Daphne Lamothe
 Offered Fall 2015

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
Cornelia Pearsall, Nancy Bradbury
 Offered Spring 2016

ENG 293 The Art and History of the Book

Same as ARH 247. A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the Middle Ages to contemporary artists' books. The course examines the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there are labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. {A}{H}{L} Credits: 4
Martin Antonetti
 Offered Spring 2016

Intermediate/Advanced Creative Writing Courses

Only one course in writing may be taken in any one semester except by permission of the chair. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has submitted appropriate examples of her work and received permission of the instructor. Deadlines will be posted.

ENG 206 Intermediate Fiction Writing

A writer's workshop that focuses on sharpening and expanding each student's fiction writing skills, as well as broadening and deepening her understanding of the short story form. In addition to analyzing and discussing one another's work, students hone their craft by examining the work of established writers. Writing sample and permission of the instructor are required. {A}{L} Credits: 4
David Maine
 Offered Fall 2015

ENG 216 Intermediate Poetry Writing

In this course we read as writers and write as readers, analyzing the poetic devices and strategies employed in a diverse range of contemporary poetry; gaining practical use of these elements to create a portfolio of original work; and developing the skills of critique and revision. In addition, students read and write on craft issues, and attend Poetry Center readings/Q&As. Enrollment is by permission of the instructor. {A}{L} Credits: 4
Instructor: TBA
 Offered Spring 2016

ENG 290 Crafting Creative Nonfiction

A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor.

Topic: 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 work shopping 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. {A}{L} Credits: 4

Dava Sobel

Offered Fall 2015

ENG 291 Lakes Writing Workshop

An intermediate-level workshop in which writers develop their skills through intensive reading, writing, revising, and critique. Emphasis on narrative writing, broadly defined to include a variety of genres, depending on the interests of the current holder of the Lakes writing residency.

Picturing the Text: A Word and Image Workshop

Every day we receive information from words and pictures working in tandem: on road signs, storefronts, Facebook and Instagram, on cereal boxes and in films. In this course, students regularly produce original writing that invites images into the text, drawing from our study of graphic novels, artist's books, medieval manuscripts, comic strips, literary texts with images, illustrated children's books and playscripts that invite visualization on stage. You don't have to draw or have "artistic talent" to take this workshop-style course—photos and digital images are welcome. Enrollment is by permission of the instructor. {A}{L} Credits: 4

Pamela Petro

Offered Spring 2016

ENG 295 Advanced Poetry Writing

Taught by the Grace Hazard Conkling Poet in Residence, this advanced poetry workshop is for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who will read at Smith during the semester, and students gain expertise in reading, writing and critiquing poems. Writing sample and permission of the instructor are required. {A}{L} Credits: 4

Arda Collins, Fall 2015

Marilyn Chin, Spring 2016

Offered Fall 2015, Spring 2016

ENG 296 Advanced Fiction Writing Workshop

In this workshop, more advanced fiction-writing students pursue two chief aims: to become stronger, more sophisticated writers in ways that feel natural to them, and to broaden their horizons by pursuing experimentation in new styles and subjects. At the same time, students continue to work on honing their observational and revision skills through attention to their own work and work of their peers. Coursework includes emphasis on becoming a skillful and sophisticated critic, readings from diverse contemporary writers and occasional ad hoc exercises. Writing sample and permission of the instructor are required. {A}{L} Credits: 4

Ruth Ozeki

Offered Fall 2015, Spring 2016

ENG 384 Writing About American Society*The Climate of the Country*

Same as AMS 351. In this class, students develop their skills in narrative, long-form nonfiction writing as they explore the ways that science and technology are transforming American culture. This course focuses on writing about the country's weather and climate—past, present and future. As the United States confronts the consequences of global climate change, some sectors of the population continue to deny that any human-induced crisis looms. What is the scientific evidence to support the prediction of impending climate catastrophe? And why isn't everyone swayed by that evidence? Course readings include current reports in science news sources as well as poems, plays and historical and literary accounts by authors such as John McPhee, Andrea Barrett, Bill McKibben and Elizabeth Kolbert. Writing assignments range from short descriptions

of weather phenomena to longer essays and reported pieces. Writing sample and permission of the instructor are required. {A}{L}{S} Credits: 4

Dava Sobel

Offered Spring 2016

Level IV

300-level courses, but not seminars. These courses are intended primarily for juniors and seniors who have taken at least two literature courses above the 100-level. Other interested students need the permission of the instructor.

ENG 399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. {L} Credits: 4

Samuel Scheer

Offered Fall 2015

Level V

Seminars. Seminars are open only to juniors and seniors, and admission is by permission of the instructor.

Seminars in the English department stand as the capstone experience in the major. They bring students into the public aspects of intellectual life, and the papers they require are not only longer but also different in kind from those in 200-level classes. These papers require a research component in which students engage the published arguments of others, or at least demonstrate an awareness of the ongoing critical conversation their work is entering. But such work proves most useful when most available, and so we also require that students present their thinking in some way to the semi-public sphere of the seminar itself.

All students who wish to take a seminar must contact the instructor by the last day of the preregistration period. The instructor will select the students admitted from these applicants. Enrollment limited to 12.

ENG 305 Seminar: Poets, Pageantry and Monarchs

We explore the ways in which medieval and early modern poets addressed their monarchs using the language of gender and how those texts conveyed carefully constructed and sometimes concealed messages. We begin with Chaucer's *Troilus and Criseyde*, a courtly poem that displays Chaucer's talents as poet, translator and dramatist, a poem as dazzling as his *Canterbury Tales*, and like the *Tales*, informed by the political tensions of Ricardian England. We move from the late 14th century to the 16th, considering medieval advice to royal women as refracted through the pageantry created for Elizabeth I. We read three Elizabethan dramatic texts and end with a masque created for Anne of Denmark, queen of James I. Enrollment limit of 12. (E) {L} Credits: 4

Lynn Staley

Offered Fall 2015

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 will trace the role of black prison writings in the development of American political and legal theory. From 18th-century black captivity narratives and gallows literature through to the work of 20th and 21st century thinkers like Malcolm X, Eldridge Cleaver and Angela Davis, this course asks how the incarcerated black intellectual has informed and

challenged ideas about nationalism, community and self-formation from the early republic to the present. {L} Credits: 4

Andrea Stone

Offered Spring 2016

ENG 333 Seminar: A Major British or American Writer

Alice Munro

Alice Munro has won extraordinary and steadily growing recognition as one of the very finest and canniest writers of our time. The subtlety of her narrative skills and the subdued brilliance of her moral insights mark her as a major figure. And yet this has not translated into the kind of attention one might expect in college and university curricula, although this is likely to change with the recognition following on her winning of the Nobel Prize for Literature (2013). Certainly there are challenges for both student and teacher in tracing out the arc of her achievement, beginning with the early "Dance of the Happy Shades" to her most recent work. But this tracing provides an opportunity to follow Munro "writing her lives"—in all their narrative sublimity. Prerequisites: Three literature courses, including one American literature course and one upper-level course in fiction. {L} Credits: 4

Eric Reeves

Offered Fall 2015

Ursula K. LeGuin

Ursula K. LeGuin is arguably the most important writer of science fiction and fantasy in the second half of the 20th century and certainly one of the best. Although the course stresses her experiments with the novel form, we also consider other genres in which she writes—short story, "suites" of longer stories, essays, poetry. We study the formal experiments of her fiction and its accompanying thought-experiments with gender, identity, the good society, and the promise and fear of the other. {L} Credits: 4

William Oram

Offered Spring 2016

Henry James

"It's a complex fate, being an American, and one of the responsibilities it entails is fighting against a superstitious valuation of Europe." So Henry James wrote in 1872, and for the rest of his life he would explore that complexity and that superstition alike. A reading of his stories, criticism and travel writing, along with three major novels: *The Portrait of a Lady*, *The Bostonians* and *The Ambassadors*. {L} Credits: 4

Michael Gorra

Offered Spring 2016

Thomas Malory

Sir Thomas Malory was a Warwickshire knight with a bad conscience, charged with rape, attempted murder and other violent crimes during the Wars of the Roses. He completed his prose compilation of Arthurian lore in Newgate Prison in 1469, which William Caxton published in 1485 as *Le Morte Darthur*. It became the definitive account of the rise and fall of Arthurian Britain. We explore the Celtic roots and Christian resonances of Malory's epic saga, its commentary on the politics of his own day, the human passions in which he embroils his male and female characters in the legendary past. {L} Credits: 4

Craig Davis

Offered Spring 2016

ENG 353 Seminar: Advanced Studies in Shakespeare

Shakespeare's Women, Women's Shakespeares

This seminar explores the significance of women's voices in *Othello*, *King Lear* and *The Tempest*, viewed in conjunction with reimaginings of these plays and their female protagonists by women playwrights, producers and directors, as well as women poets and novelists. The course considers how women artists have engaged with, reinterpreted and transformed Shakespeare's women at different

cultural moments, exploring questions of adaptive appropriation across global and temporal boundaries as well as race and gender. The course contextualizes Shakespeare's women characters in relation to the voices of women of the early modern period, as well as modern women authors including Toni Morrison, Suniti Namjoshi, Elizabeth Nunez and Jane Smiley. Graduating senior English majors are given priority in enrollment. {L} Credits: 4

Naomi Miller

Offered Spring 2016

ENG 365 Seminar: Studies in 19th-Century Literature

Victorian Mourning and Memorialization

Victorians mourned and marked their dead with elegies and stone angels, novels and black ostrich plumes. This course studies the representation and commemoration of the dead in literature, art and social practice. Readings from poetry, fiction, theory and etiquette books, in the context of mourning attire from Smith's Historic Clothing Collection and a range of objects from other archives. Particular attention to ways in which grief intersected with Victorian discourses of gender, sexuality, race and class. {A}{L} Credits: 4

Cornelia Pearsall

Offered Fall 2015

Special Studies

ENG 400 Special Studies

Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

ENG 408D Special Studies

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Members of the department

Offered Fall 2015, Spring 2016

Cross-Listed and Interdepartmental Courses

CLT 177 Journeys in World Literature

From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds, and "newly visible" old worlds. To become "world-forming," one must realize one's belonging to a given world or worlds, as well as one's finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as "Epic Worlds," "The Short Story" and "Literature and Medicine," we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limit of 20. {WI}

Epic Worlds

A comparison of the first literary works to emerge from oral story-telling among several ancient, medieval and modern peoples to express their cultural ideas and sense of collective identity: the Akkadian *Gilgamesh*, the Hebrew *Genesis* and *Exodus*, the Hindu *Mababharata*, the Greek *Odyssey*, the Irish *Táin*, the Anglo-Saxon *Beowulf*, the Welsh *Mabinogi*, the Finnish *Kalevala* and the Nyanja (Congolese) *Mwindo*. We explore these epics as sites of hard political thought and moral contest, especially how they seek to shape their societies' broader world-view, value system and understanding of history through the struggles of vividly imagined heroes and heroines. {WI} {L} Credits: 4

Craig Davis

Offered Spring 2016

SWG 204 This Bridge Called My Back: Women of Color Cultural Production

This course examines personal narrative, literature, visual art and performance created by women of color in North America to understand ideas of identity, belonging and difference. We study the formation of women of color feminism from the 1970's to the present through an interpretation of cultural forms, looking specifically at categories of race, indigeneity, gender, sexuality and class. We analyze how women of color authors and artists articulate frameworks of intersectionality, hybridity, coalition and liberation. Students write both a personal narrative essay and an analytical essay and have the option of completing a creative project. {A}{L} Credits: 4

Juliana Hu Pegues

Offered Fall 2015

CLT 205 20th-Century Literatures of Africa

A study of the major writers of modern Africa with emphasis on several key 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 independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Texts may include Achebe's *Things Fall Apart*, Ngũgĩ wa Thiong'o's *The River Between*, Tsitsi Dangarembga's *Nervous Conditions*, Chimanda Ngozi Adichie's *Americanah*, Ndebele Njabulo's *The Cry of Winnie Mandela*, and Ama Ata Aidoo's *Our Sister Killjoy*. We also watch films such as *White King*, *Red Rubber*, *Black Death*, *Tsotsi* and *District 9*. {L} Credits: 4

Katwiwa Mule

Offered Fall 2015

THE 261 Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students are considered for staging. L and P with writing sample required, best submitted weeks prior to registration. {A} Credits: 4

Andrea Hairston, Leonard Berkman, Fall 2015

Leonard Berkman, Spring 2016

Offered Fall 2015, Spring 2016

THE 262 Writing for the Theatre

Intermediate and advanced script projects. Prerequisite: 261. L and P.

{A} Credits: 4

Andrea Hairston, Leonard Berkman, Fall 2015

Leonard Berkman, Spring 2016

Offered Fall 2015, Spring 2016

CLT 266 Studies in South African Literature and Film

Adapting Violence to the Screen

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We will pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African film makers adapt canonical and contemporaries texts, auto/biographies and memoirs to the screen? How do these adaptations and modifications help us visualize the banality of evil of the apartheid system and its enduring legacies? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique violence? Texts and films may include Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko (Cry Freedom)*, Nelson Mandela's *Long Walk to Freedom*, Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life (Winnie)*, and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers*

as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Katwiwa Mule

Offered Spring 2016

CLT 300 Literary Theory and Literary Practice: Conflicts and Consensus

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabba, Butler, Said, Ngũgĩ wa Thiong'o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25.

{L} Credits: 4

Anna Botta

Offered Fall 2015

Environmental Concentration: Climate Change

Directors: Andrew Guswa, James Lowenthal

Coordinator: Joanne Benkley

Advisory Committee

Jesse Bellemare (Biological Sciences)

Nathanael Alexander Fortune (Physics)

Elliot Fratkin (Anthropology)

Daniel K. Gardner (History)

Andrew John Guswa (Engineering) ^{†1}

Alice L. Hearst (Government) ^{**2}

Danielle Denise Ignace (Biological Sciences) ^{†1}

James Daniel Lowenthal (Astronomy) ^{†1}

Denise Annette McKahn (Engineering) ^{*1}

Robert Morgan Newton (Geosciences)

Amy Larson Rhodes (Geosciences)

Susan Stratton Sayre (Economics)

Elizabeth V. Spelman (Philosophy) ^{**2}

Gregory Wayne White (Government)

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, which links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS offers two environmental concentrations with topics that change every four years.

Many world leaders, scientists and analysts of all types agree that global climate change is perhaps the most significant challenge confronting human life and well-being and the stability of life on Earth. The climate change concentration builds on strong student and faculty interest, pulling together the many diverse fields and disciplines that bear on this complex subject.

Students and faculty participating in the climate change concentration can explore connections among such themes as:

- socioeconomic and historical factors affecting climate change including the Industrial Revolution, the environmental movement, global fossil fuels industries, national and global financial institutions, world economic models, and the military-industrial complex;
- political and governmental aspects of climate change such as the Kyoto Protocol, the relative balance between developing and developed nations of responsibility for causing and for responding to climate change, the ongoing debate in the United States over “cap and trade” and carbon tax systems, and the IPCC;
- psychological factors affecting personal behavior including political affiliation, education and perceived normative decisions among peer groups; and
- cultural reflections of and influences on global climate change including literature, film, theater, and visual arts;
- the science of global climate change including atmospheric physics and radiative transfer, sources of greenhouse gases, biological system responses to climate change, and the prehistoric geologic climate record

For more information see www.smith.edu/climate.

Requirements

The environmental concentration in climate change has four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

ENV 100 Environment and Sustainability: Notes from the Field

Credits: 1

Offered Fall 2015

LSS 100 Landscape, Environment and Design

Credits: 2

Offered Spring 2016

2. Academic Core (four courses)

In consultation with their advisers, students choose four courses from among the many climate-related courses offered within the Five Colleges. (See examples listed in the courses section.) The four courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences

The concentration requires students to pursue two practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course (required)

This course (below) will be offered in the fall 2015, 2016, 2017 and 2018. Students wishing to pursue the environmental concentration must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone

Climate Change

This capstone course for the environmental concentration in climate change brings together students to work on team-based projects related to climate change. Project work is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E) Credits: 4

Paul Wetzel

Offered Fall 2015

Example Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges follow. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.

Amherst College

ARCH 375	Sustainable Architecture
BIOL 230	Ecology
BIOL 440	Conservation Biology
ECON 210	Environmental/Natural Resource Economics
ENST 120	Introduction to Environmental Studies
ENST 220	Environmental Issues of the 19th Century
ENST 250	Politics and Policies
ENST 310	Conservation Social Science
ENST 320	Knowing Nature
ENST 432	Environmental Risks and Choices
ENST 490	Energy and Sustainability
ENST 490	Greening Cities
GEO 109	Climate Change, Global Warming
GEO 341	Environment/Solid Earth Geophysics
HIST 265	Environmental History: Latin America
HIST 411	Commodities, Nature and Society
LJST 235	Law's Nature
SOCI 226	Footprints on the Earth
SOCI 341	Making Peace w/ the Planet
PHIL 225	Ethics and the Environment
PHYS 109	Energy

Hampshire College

CS 0194	Environmental Education
CSI 0122	The Political Economy of Food
CSI 0232	Rivers of Life and Death
CSI 0265	Environmental Human Rights
CSI 0268	U.S. Climate Law/Policy
IA 0142	Innovations for Change
NS 0150	Agriculture, Ecology and Society
NS 0195	Pollution and Our Environment
NS 0207	Ecology
NS 0217	History of Food
NS 0273	Solar Energy/Technology

Mount Holyoke College

BIOL 223	Ecology
BIOL 321	Marine Conservation Biology
ECON 203	Environmental Economics
ENVST 104	Renewable Energy
ENVST 200	Environmental Science
ENVST 210	Political Ecology
ENVST 240	The Value of Nature
ENVST 241	Environmental Issues
ENVST 257	History/EnvironmentalChange/Public Health
ENVST 317	American Environmental History
ENVST 341	Science/Power in Environmental Governance
FYSEM 110	Solar Energy: Technology, Policy and Impact
GEO 101	Environmental Geology
GEO 203	Surface Processes
HIST 301	Colloquium: History of Energy
HIST 244	European Public Policy; West and East
POLIT 242	Geopolitics, Energy and the Environment

Smith College

BIO 390	Seminar: Topics in Environmental Biology
CHM 108	Environmental Chemistry
EAS 220	Colloquium: Environment and Society in China
ECO 224	Environmental Economics
ECO 324	Seminar: Economics of the Environment and Natural Resources
EGR 312	Seminar: Atmospheric Processes
ENV 101	Environmental Integration I: Perspectives
ENV/GEO 150	Modeling Our World: An Introduction to Geographic Information Systems
ENV 201	Environmental Integration II: Collecting and Analyzing Information
ENV 311	Environmental Integration III: Interpreting and Communicating Information
ENV 312	Environmental Integration IV: Sustainable Solutions
ENV 320	Environmental Justice
GEO 101	Introduction to Earth Processes and History
GEO 102	Exploring the Local Geologic Landscape
GEO 106	Extraordinary Events in the History of Earth, Life and Climate
GEO 108	Oceanography
GOV 347	Seminar: International Politics: Environmental Security
LSS 100	Landscape, Environment and Design
PHI 304	Colloquium: Applied Ethics
SOC 232	World Population
SOC 233	Environment and Society
SOC 333	Seminar: Social Justice, the Environment and the Corporation

University of Massachusetts

ANTHRO 208	Human Ecology
CE-ENGIN 671	Environmental Biological Processes
ECON 308	Political Econ. of the Environment
ENVIRSCI 101	Introduction to Environmental Science
ENVIRSCI 390A	Environmental Soil Science
ENVIRSCI 445	Sustainability and Problem Solving
GEO-SCI 100	Global Environmental Change
GEO-SCI 101	The Earth
GEO-SCI 150	The Earth Transformed
MANAGMNT 366	Sustainable Enterprise
NATSCI 397A	CNS Junior Writing
NRC 100	Environment and Society
RES-ECON 121	Hunger in Global Economy
SOCIOL 392	Environmental Sociology
STOCKSCH 115	Environmental Biology

Environmental Concentration: Sustainable Food

Directors: Andrew Guswa, Paul Wetzel

Coordinator: Joanne Benkley

Advisory Committee:

Elisabeth Brownell Armstrong (Study of Women and Gender)

Barbara Brehm-Curtis (Exercise and Sport Studies)

Andrew John Guswa (Engineering) ^{†1}

Michelle Joffroy (Spanish and Portuguese)

Ann Leone (French and Landscape Studies)

Nancy Saporta Sternbach (Spanish and Portuguese)

Paul Robert Wetzel (Environmental Concentration)

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, which links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS offers two environmental concentrations with topics that change every four years.

Through 2018, one environmental concentration topic will be sustainable food, building on current student and faculty interest in this subject and capitalizing on Smith's location in the heart of the Pioneer Valley. This concentration enables students and faculty to engage in interdisciplinary explorations of food and the many issues involved in sustainability, such as food production, food distribution systems, the economics of agriculture, food cultures around the world, agricultural policy, and various questions pertaining to gender and food. For more information see www.smith.edu/food/

Requirements

The environmental concentration in sustainable food has four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

ENV 100 Environment and Sustainability: Notes from the Field

Credits: 1

Offered Fall 2015

LSS 100 Landscape, Environment and Design

Credits: 2

Offered Spring 2016

2. Academic Core (four courses)

In consultation with their advisers, students choose four courses from among the many food-related courses offered by the Five Colleges (see examples listed in the Courses section). The four courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences

The concentration requires students to pursue two practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course

This course (below) will be offered through the fall of 2020. Students wishing to pursue the environmental concentration in sustainable food must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone

Sustainable Food

This capstone course for the environmental concentration in sustainable food brings together students to work on team-based projects related to sustainable food. Project work is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. Credits: 4

Paul Wetzel

Offered Fall 2015

Example Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges are listed below. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.

Amherst College

ANTH 339	The Anthropology of Food
ENST 390-02	Global Food Systems
ENST 401	Wine, History and the Environment
ENST 490	Organic farming
ENST 490	Hunting: A Social History
SOC 341	Making Peace with the Planet: Environmental Movements and Ideas
PSYC 217	Psychology of Food and Eating Disorders

Hampshire College

CS 146	The Future of Food
IA 208	Creativity, Innovation/Social Entrepreneurship in Sust. Agriculture and Energy
NS 107	Controversies in Agriculture
NS 114	Chemicals in Your Food
NS 217	History of Food
NS 230	Agroecology
S 233	Anthropology of Food and Nutrition
NS 294	Sustainable Agriculture and Organic Farming
NS 320	Agriculture, Food, Health

Mount Holyoke College

ANTHR 212	Culture of Consumption/Exchange
ANTHR 216	Special Topics in Anthropology: The Archaeology of Food
ECON 213	Economic Development
ECON 249	Political Economics of Food/Agriculture
ENVST 267f	Reading and Writing in the World

FYSEM 110	Food, Eating and the Sacred
HIST 296	Topic: African Women Food/Power
LATAM 389	Agrarian America
RELIG 265	Holy Feast/Holy Fast

Smith College

ANT 200	Colloquium in Anthropology: Food
ANT 248	Medical Anthropology
BIO 103	Economic Botany Plants and Human Affairs
ECO 213	The World Food System
ENG 119	Writing Roundtable
ESS 250	Nutrition and Health
FYS 108	Curry: Gender, Race, Sexuality and Empire
FYS 198	The Global Coffee Trail
ITL 205	Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture
LSS 220	Activism by Design
SPN 245	Buen Provencho: Food and the Spanish-Speaking World
SWG 230	Gender, Land and Food Movements

University of Massachusetts

ANTHRO 256	Bizarre Foods
ANTHRO 297	Native American Foodways and Plant Medicine
FD SCI 101	The Science of Food
FD SCI 150	Special Topics: Food and Culture
FD SCI 102	World Food Habits
FD SCI 160	The Nature of Food
FD SCI 270	Biology of Food in Human Health
FD SCI 541	Food Chemistry (FD SCI 544 Lab)
FD SCI 567	Food Microbiology (FD SCI 566 Lab)
FD SCI 575	Elements of Food Process Engineering
FD SCI 580	Food Borne Diseases
KIN 110	Human Performance and Nutrition
NUTR 230	Basic Nutrition
NUTR 572	Community Nutrition
NUTR 577	Nutritional Problems in the U.S.
STOCKSCH 280	Herbs, Spices and Medicinal Plants
STOCKSCH 300	Deciduous Orchard Science
STOCKSCH 315	Greenhouse Management
STOCKSCH 325	Vegetable Crop Production
STOCKSCH 350	Soil and Crop Management
STOCKSCH 370	Tropical Agriculture

Environmental Science and Policy

Director

L. David Smith, Professor of Biological Sciences

Program Coordinator

Anne Wibiralske

Spatial Analysis Lab Director

Jon Caris

Members of the Program Committee

Alexander Barron, Assistant Professor of Environmental Science and Policy

Donald C. Baumer, Professor of Government ^{**2}

Jesse Bellemare, Assistant Professor of Biological Sciences

Andrew Berke, Assistant Professor of Chemistry

Elliot Fratkin, Professor of Anthropology

Danielle Denise Ignace, Assistant Professor of Biological Sciences ^{*1}

Leslie L. King, Associate Professor of Sociology

Robert Morgan Newton, Professor of Geosciences

Paulette M. Peckol, Professor of Biological Sciences ^{**1}

Jeffrey Lee Ramsey, Associate Professor of Philosophy

Amy Larson Rhodes, Associate Professor of Geosciences

Susan Stratton Sayre, Assistant Professor of Economics

L. David Smith, Professor of Biological Sciences

Camille Washington-Ottobre, Assistant Professor of Environmental Science and Policy

Gregory Wayne White, Professor of Government

The Major

Advisers: Alexander Barron, Donald Baumer, Jesse Bellemare, Andrew Berke, Elliot Fratkin, Danielle Ignace, Leslie King, Robert Newton, Paulette Peckol, Jeffrey Ramsey, Amy Larson Rhodes, Susan Stratton Sayre, L. David Smith, Camille Washington-Ottobre and Gregory White

The environmental science and policy (ES&P) major is designed for students with interests in the environment and sustainability and a commitment to scientifically based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries, combine analytical and communication skills with a well-rounded understanding of the environment, and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national and global levels. Additional introductory courses provide breadth in the natural and social sciences, humanities, and statistics, and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. Students are strongly encouraged to engage in environmentally oriented internships, independent research or study-away opportunities.

Prospective majors should consult with an ES&P faculty adviser in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (see list) and an appropriate integration course (101), as well as statistics.

Requirements: The ES&P major requires 14 courses. These include the following:

- Four environmental integration courses (101, 201/202, 311, 312)
- Three introductory courses in the natural sciences from different areas (BIO, CHM, GEO, PHY/EGR), two of which must include labs (see list)
- Two introductory courses in the category of social sciences, humanities and policy from different departments (see list)
- 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; 100 may not be used as an elective. One semester of independent study (400) or credit toward an honor's 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; 201/202, 311, and 312 may not be taken S/U.

Environmental Integration Courses

All majors must complete the four environmental integration courses:

- ENV 101 Environmental Integration I: Perspectives
- ENV 201 Environmental Integration II: Collecting and Analyzing Information
- ENV 202 Environmental Integration II: Collecting and Analyzing Information Laboratory
- ENV 311 Environmental Integration III: Interpreting and Communicating Information
- ENV 312 Environmental Integration IV: Sustainable Solutions

Introductory Courses

Natural Sciences

All majors must take one course in three of the following four natural science areas: biological sciences, chemistry, geosciences, or physics and engineering. Two of these courses must include a laboratory or field component. BIO 180Y/GEO 180Y is a yearlong lab course that satisfies both lab requirements for the introductory natural sciences and may be paired with any introductory natural science lecture course. BIO 155 and GEO 102 count only as lab courses. BIO 155 must accompany BIO 154. GEO 102 must accompany an introductory GEO lecture course. 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 155 Biodiversity, Ecology and Conservation Laboratory
- BIO 180Y Biogeochemical Cycling in the Avery Brook Watershed: A Research Course
- 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
 GEO 180Y Biogeochemical Cycling in the Avery Brook Watershed: A Research Course
 PHY 117 Introductory Physics I
 PHY 118 Introductory Physics II

Natural Science Lecture Courses

- BIO 154 Biodiversity, Ecology and Conservation
 CHM 108 Environmental Chemistry
 EGR 100 Engineering for Everyone
 GEO 101 Introduction to Earth Processes and History
 GEO 105 Natural Disasters: Confronting and Coping
 GEO 106 Extraordinary Events in the History of Earth, Life and Climate

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 241 Anthropology of Development
 ECO 150 Introductory Microeconomics
 GOV 200 American Government
 GOV 207 Politics of Public Policy
 GOV 241 International Politics
 PHI 238 Environmental Ethics
 PPL 220 Public Policy Analysis
 SOC 101 Introduction to Sociology
 SWG 150 Introduction to the Study of Women and Gender

Statistics

Majors must take one course in statistics (ECO 220, GOV 190, MTH 201/PSY 201, MTH 219, MTH 220, SDS 201, SDS 220 or SOC 201). Students with Advanced Placement credit (4 or 5) in statistics may substitute an appropriate upper-level statistics course in consultation with an ES&P adviser and in accordance with guidelines 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. 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 honor's 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 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
The Ecological Impacts of Global Change
Coral Reef Ecology and Conservation
Investigations in Conservation Biology

Chemistry

- CHM 346 Environmental Analytical Chemistry

Environmental Science and Policy

- ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
 ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences

Environmental Concentration

- ENX 301 Environmental Concentration Capstone

Geosciences

- GEO 150 Modeling 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 315 Ecohydrology
 EGR 325 Electric Power Systems
 EGR 326 Dynamic Systems and Introduction to Control Theory

- EGR 330 Engineering and Global Development
 EGR 346 Hydrosystems Engineering
 EGR 388 Seminar: Photovoltaic and Fuel Cell System Design
 EGR 390 Advanced Topics in Engineering
Water Quality Engineering

Social Sciences, Humanities and Policy

- ANT 230 Peoples and Cultures of Africa
 ANT 236 Economy, Ecology and Society
 ANT 241 Anthropology of Development
 EAS 220 Colloquium: Environment and Society in Contemporary China
 ECO 213 The World Food System
 ECO 224 Environmental Economics
 ECO 324 Seminar
Economics of the Environment and Natural Resources
 ENG 118 Colloquia in Writing
Water: Science and Politics
 ENG 135 Introduction to Writing Creative Nonfiction
Writing About Place and Travel
Writing About the Environment
 ENV 220 Natural Resource Management and Environmental Justice
 ENV 323 Climate and Energy Policy
 GOV 242 International Political Economy
 GOV 254 Colloquium: Politics of the Global Environment
 GOV 306 Seminar in American Government
Politics and the Environment
 GOV 347 Seminar in International Politics and Comparative Politics
Environmental Security
 LSS 250 Studio: Landscape and Narrative
 PHI 238 Environmental Ethics
 PHI 304 Colloquium in Applied Ethics
Sustainability
 SOC 232 World Population
 SOC 233 Environment and Society
 SOC 333 Seminar: Social Justice, the Environment and the Corporation
 SWG 230 Gender, Land and Food Movement

Special Studies

ENV 400 Special Studies

Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors and, in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take this course. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Honors

Students with a strong academic background who wish to conduct independent and original work on an environmental topic are encouraged to pursue an honors project. Interested students should contact potential honors advisers by the beginning of February in the spring semester of their junior year.

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

Director: L. David Smith

ENV 430D Honors Project

Full-year course, 4 credits each semester. Offered every year.

Credits: 8

Offered Fall 2015, Spring 2016

Study Abroad

Students may elect to take courses for the major outside Smith College by participating in an environmentally oriented, off-campus program. Relevant Smith-approved programs include but are not limited to Arava Institute for Environmental Studies, Danish Institute for Study Abroad, Duke University's Organization for Tropical Studies, the School for Field Studies, the School for International Training, SEA Semester, the Maritime Studies Program of Williams College and Mystic Seaport, and the University of Maine Semester by the Sea. Courses from other study-away programs may also be eligible for credit with approval of the major adviser. Study-away courses will generally count as 200-level electives, but specific courses in specific programs may be authorized to count as 300-level electives with 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 director, coordinator or ES&P adviser early in their academic planning.

Requirements: Six courses: 101; two courses from the natural science category (must not be in the same area); one course from the social science, humanities and policy category; 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 and sustainability. ENV 100 may not be used as an elective; 201/202 and 311 may count as electives toward the minor but do not fulfill either the natural science or the social science, humanities and policy requirements. We recommend taking a course in geographic information systems (ENV 150/ GEO 150) as an elective. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and semester-away programs may be counted toward the minor with preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions. No more than one course may be taken S/U; 101 may not be taken S/U.

Natural Sciences

All minors must take one course in two of the following four natural science areas:

Biological Sciences

- BIO 154 Biodiversity, Ecology and Conservation
 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
The Ecological Impacts of Global Change
Coral Reef Ecology and Conservation
Investigations in Conservation Biology

Chemistry

CHM 108 Environmental Chemistry
 CHM 346 Environmental Analytical Chemistry
 GEO 301 Aqueous Geochemistry

Geosciences

GEO 101 Introduction to Earth Processes and History
 GEO 105 Natural Disasters: Confronting and Coping
 GEO 106 Extraordinary Events in the History of Earth, Life and Climate
 GEO 108 Oceanography: An Introduction to the Marine Environment
 GEO 301 Aqueous Geochemistry
 GEO 309 Groundwater Geology
 EGR 315 Ecohydrology

Physics and Engineering

EGR 100 Engineering for Everyone
 EGR 312 Seminar: Atmospheric Processes
 EGR 315 Ecohydrology

Social Sciences, Humanities and Policy

All minors must take one course in the social sciences, humanities and policy category.

ANT 230 Peoples and Cultures of Africa
 ANT 236 Economy, Ecology and Society
 ANT 241 Anthropology of Development
 ECO 224 Environmental Economics
 ENV 220 Natural Resource Management and Environmental Justice
 ENV 323 Climate and Energy Policy
 GOV 242 International Political Economy
 GOV 254 Colloquium: Politics of the Global Environment
 GOV 306 Seminar in American Government
 GOV 347 Seminar in International Politics and Comparative Politics
 SOC 233 Environment and Society

Electives

All minors must take two elective courses. Electives may include 201/202; 311; courses listed above for the minor in the natural sciences and social sciences, humanities and policy categories; and courses listed under electives for the environmental focus for the major. Other relevant courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the electives requirement of the minor with consultation and approval of the major adviser.

ENV 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 and sustainability. Students gain insight into how their liberal arts education and skills in critical thinking and analysis apply to a variety of environmental issues and sustainability contexts. Speakers, including distinguished alumnae, will be drawn from the five colleges, the Pioneer Valley and beyond. This course can be repeated for credit. This course ends the week before Thanksgiving. Graded S/U only. Credits: 1

Paul Wetzel

Offered Fall 2015

ENV 101 Environmental Integration I: Perspectives

We have entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how we can remodel our social-ecological systems to build a more sustainable and resilient future. Enrollment limited to 60. {H}{N}{S} Credits: 4

Camille Washington-Ottobre

Offered Fall 2015

ENV 150 Modeling Our World: An Introduction to Geographic Information Systems

Same as GEO 150. A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query, and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science, and public policy. Enrollment limited to 20. {N} Credits: 4

John Loveless

Offered Fall 2015

ENV 201 Environmental Integration II: Collecting and Analyzing Information

While focusing on topical environmental issues, students learn how to gather, analyze and present data using methods from the natural and social sciences. Data are drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys and interviews. Emphasis is on quantitative analysis. Environmental topics vary in scale from the local to the global. Note: 202 must be taken concurrently. Prerequisite: one semester of statistics (may be taken concurrently), 101. Enrollment limited to 18. Q {N}{S} Credits: 4

Alexander Barron, Fall 2015

Camille Washington-Ottobre, Spring 2016

Offered Fall 2015, Spring 2016

ENV 202 Environmental Integration II: Collecting and Analyzing Information Laboratory

In this laboratory complement to 201, students use a variety of methods to gather and analyze different types of environmental data (quantitative, qualitative, spatial). Enrollment limited to 18. Q {N}{S} Credits: 1

Alexander Barron, Fall 2015

Camille Washington-Ottobre, Spring 2016

Offered Fall 2015, Spring 2016

ENV 220 Natural Resource Management and Environmental Justice

This course examines the connections between natural resource management and environmental justice in the U.S. and the Global South. We 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 mountaintop removal mining and hydraulic fracturing in West Virginia to the impact of biofuels and GMOs on local populations in Mexico, students question and rethink the management of natural resources. Enrollment limit of 20. {N}{S} Credits: 4

Camille Washington-Ottobre

Offered Fall 2015

ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences

This course is part of the Smith study abroad program in Hamburg, Germany, and limited to students enrolled in the study abroad program. The course includes lectures, field trips to locations in northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction to different landscape types of northern Germany: their geology, characteristic plant and animal life, and development through time; and focus on the effects of humans on landscape development for the last 6,000 years. Discussions explore possibilities and constraints of sustainable development based on the natural resources of the region. Visits to different landscapes of northern Germany over five days of field trips provide a good overview of the landscape types present. {N}{S} Credits: 4

Kai Jensen

Offered Spring 2016

ENV 311 Environmental Integration III: Interpreting and Communicating Information

This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporary environmental topics as a foundation, this course introduces students to written, oral, visual and quantitative communication for a variety of audiences and intents. Students develop the ability to interpret environmental information from multiple sources, to synthesize that information for their own understanding, and to communicate that knowledge in ways appropriate to the particular objective and audience. A series of projects enable students to communicate an environmental issue of their own choosing to a diversity of audiences. 101 and 201/202 are strongly recommended. Enrollment limited to 25. {N}{S} Credits: 4

Leslie King

Offered Fall 2015

ENV 312 Environmental Integration IV: Sustainable Solutions

This course engages the class in a semester-long design or analysis project. Students work in ad hoc teams using a variety of skills and knowledge to address a current issue or question related to environmental sustainability for our local community (specific projects vary from year to year). Students gain direct experience with the range and complexity of activities required to address a real-world environmental problem. Student work is assessed via progress reports, an oral presentation and a final written report. Prerequisites: 101, a statistics course, 201/202 and 311 (311 may be taken concurrently). Enrollment limited to 16. {N}{S} Credits: 4

L. David Smith, Fall 2015

Alexander Barron, Spring 2016

Offered Fall 2015, Spring 2016

ENV 323 Climate and Energy Policy

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and paper. Prerequisite: ENV 101, 201/202 or permission of the instructor. (E) {N}{S} Credits: 4

Alexander Barron

Offered Spring 2016

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 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Cross-Listed Courses

ECO 220 Introduction to Statistics and Econometrics
 PHI 238 Environmental Ethics
 SOC 201 Statistics for Sociology
 GOV 241 International Politics
 ECO 150 Introductory Microeconomics
 PSY 201 Statistical Methods for Undergraduate Research
 BIO 155 Biodiversity, Ecology and Conservation Laboratory
 MTH 220 Introduction to Probability and Statistics

Ethics

Advisers

Elizabeth V. Spelman, Ph.D., Professor of Philosophy, *Director* **2

Albert G. Mosley, Ph.D., Professor of Philosophy

Susan Levin, Ph.D., Professor of Philosophy *1

Jeffrey Lee Ramsey, Ph.D., Associate Professor of Philosophy

This minor offers students the opportunity to draw together courses with a major focus on ethics and thus to concentrate a part of their liberal arts education on those questions of right and wrong residing in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222 and any four courses offered in various departments and programs at Smith and the Five Colleges. The list tends to vary from year to year, so be sure to consult one of the advisers.

In recent years, courses at Smith have included the following:

ANT 255 Dying and Death
 PHI 221 Ethics and Society
 PHI 235 Morality, Politics, and the Law
 PHI 238 Environmental Ethics
 PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom
 PHI 242 Topics in Medical Ethics
 PHI 304 Colloquium in Applied Ethics
 SOC 203 Qualitative Methods

However, be sure to check the availability of courses each semester or consult with the director of the program.

Exercise and Sport Studies

Professors

James Harmon Johnson, Ph.D., *Chair*
Barbara Brehm-Curtis, Ed.D.
Christine Marie Shelton, M.S. ^{†1, **2}

Lecturers

Lynn Oberbillig, M.B.A.
Karen Riska, Ph.D.
Jacqueline S. Blei, M.S.
Jane Stangl, Ph.D.
Bonnie S. May, M.S.

Instructors

Kim G. Bierwert, B.S.
Christine J. Davis, M.S.
Suzanne Gray Payne, M.Ed.
Carla M. Coffey, M.A.
Karen Carpenter Klinger, M.S.
David B. Stillman, B.S.
Richard J. Cesario
Rosalie Joan Peri, RN, CPT, RYT200
Craig Collins, B.S.
Nancy Rothenberg, 3rd degree black belt
Lisa Thompson, B.A.
Lynne A. Paterson, RYT200
Scott Johnson, B.S.
Ellen M. O'Neil, M.S.T.

Jean Ida Hoffman, M.S.
Judy B. Messer, RYT, Sensei
Jo H. Schneiderman, M.Ed.
Cindy Lee Schimelpfenig, A.S.
Katrina L. O'Brien, B.S.,
ACA,WFR,NAUI
Jaime L. Ginsberg, M.Ed.
Lynn M. Hersey, M.S.
Elizabeth Jacobson
Amanda Duffy
Kelly O'Connell
Deedie Steele, M.S.
Kellie Steele, ATC
Mark S. Platts, M.B.A.

Teaching Fellows

Victor Brady
Grady Congleton
Calre Doyle
Drew Hargrave
Jacqueline Kleinhans
Caitlyn Lawrence
Emily Lopez
Lara-Jane Que
Milana Socha
Eric Struble
Jacqueline Ward

Sociocultural Perspectives: ESS 100, 130, 140, 200, 215, 220, 225, 230, 340

Graduate Courses

Master of Science in Exercise and Sport Studies

Adviser: Lynn Oberbillig

Requirements: The master's degree in exercise and sport studies is a 51-credit program 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 Sport
515 Physiology of Exercise and Sport
550 Women in Sport
565 Skill Acquisition and Performance
570 Sport Psychology

Seminars and Applied Skills

500 Foundations of College Coaching
501 Seminar in Administration of Athletic Teams
502 Seminar in Philosophy and Ethics
503 Legal Issues in Sport
504 Collegiate Recruiting (1 credit)
507 Critical Thinking and Research in Coaching (1 credit)
520 Sport Leadership for Coaches
555 Sports Nutrition
575 Sports Medicine

Coaching Practicum

505 Practical Foundations in Coaching (1st year)
506 Advanced Practicum in Coaching (2nd year)

Note: With the exception of 500, 502, 505/506, 507, and special studies and theses credits, courses are offered on an alternate-year schedule.

Additional information can be found in section B and at the following link: www.smith.edu/gradstudy/ess.php

The Minor

Advisers: Barbara Brehm-Curtis and James H. Johnson

The Department of Exercise and Sport Studies minor provides students with a comprehensive introduction to exercise and sport studies. 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, worksite or other fitness programs; and the health sciences, such as physical therapy and medicine. Students interested in coaching receive certification.

Requirements: Six 4-credit courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. In addition, one appropriate course from another department may be substituted with the adviser's permission. A maximum of four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Areas of Emphasis and Course Requirements

Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education: 100, 107, 110, 215, 220, 225 and EDC 336
Exercise Science: 100, 107, 210, 215, 220, 250 and 400
Health: ESS 100, 107, 130, 140, 250, 340 and IDP 208

A. Theory Courses

ESS 100 Playing the Game: Introduction to Exercise and Sport Studies

An overview of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, and biophysical experiences and professional possibilities. Credits: 4

Karen Riska, Lynn Oberbillig

Offered Fall 2015

ESS 107 Emergency Care

The ultimate goal is to teach emergency medical care that will enable 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

Craig Collins

Offered Fall 2015, Spring 2016

ESS 110 Introduction to Sports Coaching

This course introduces students to the principles of coaching that are applicable to all sports. Content includes the following areas of sport science: pedagogy, leadership, psychology, biomechanics, physiology, growth and development and areas of health and wellness related to the well-being of athletes. This course will be of particular interest to education students or those intending to pursue a career in teaching, as the course prepares students to obtain the American Sport Education Program (ASEP) coaching certification, which is now or soon to be mandatory for public high school coaches in many states, including Massachusetts. Enrollment limited to 20. {S} Credits: 4

Mark Platts

Offered Spring 2016

ESS 130 Stress Management

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. Credits: 2

Instructor: TBA, Fall 2015

Barbara Brebm-Curtis, Jaime Ginsberg, Spring 2016

Offered Fall 2015, Spring 2016

ESS 140 Health Behavior

The influence of behavior on health and well-being. Students examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. This course may be taken for the S/U grading option. Enrollment limited to 40. Credits: 4

Barbara Brebm-Curtis

Offered Fall 2015

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

Karen Riska

Offered Interterm 2016

ESS 200 Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors are examined to ascertain the reasons for success of some groups and failure of others as high-level participants. The lives of major American sports figures are studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic or sexual oppression in the athletic arena. {H}{S} Credits: 4

Christine Shelton

Offered Fall 2015

ESS 210 Kinesiology

A course in applied anatomy and biomechanics. Students learn basic structural anatomy as well as the application of mechanics to human movement. Special

emphasis is given to the qualitative analysis of human movement. This is an important course for any student who intends to study physical therapy or personal training. {N} Credits: 4

Karen Riska

Offered Spring 2016

ESS 215 Physiology of Exercise

Exercise, sport and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 150 or permission of the instructor. This course also counts toward the major in biological sciences. Enrollment limited to 20. {N} Credits: 4

Drew Hargrave, James Johnson, Victor Brady

Offered Spring 2016

ESS 220 Psychology of Sport

An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations and a collaborative writing project. PSY 100 is recommended but is not a prerequisite. {S} Credits: 4

TBA

Not Offered This Academic Year

ESS 225 Education Through the Physical: Youth Sports

This course is designed to explore how youth sports impacts the health, education, and well-being of children. Class components include an examination of youth sport philosophies, literature on cognitive and physical growth, approaches to coach and parent education, and an assessment of school and community based programs. As a class we design, organize and implement a series of youth sport days at Smith College. {S} Credits: 4

Donald Siegel, Instructor: TBA

Not Offered This Academic Year

ESS 230 Body Images and Sport Media

An exploration of sporting images as projected through the media. Primary emphasis is on print and electronic journalism, including written narratives, photography, television, film and digital images. The course examines the (re) presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic includes issues on embodiment, cultural symbolism, political and moral ideologies and commercialization. {S} Credits: 4

Instructor: TBA

Not Offered This Academic Year

ESS 250 Nutrition and Health

An introduction to the science of human nutrition. We study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We 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 and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. Credits: 4

Barbara Brebm-Curtis

Offered Spring 2016

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. Enrollment limited to 16. Prerequisites: 100 or 175 is recommended. Credits: 4

James Johnson

Not Offered This Academic Year

ESS 280 Applied Sports Medicine

Injuries due to involvement in sports result in untold expense, discomfort and possible lifelong problems. The etiology and prevention of injury are discussed. Also covered are over-training, childhood sport and specialization, and how to maintain healthy athletes. The most common sport injuries are analyzed. Lecture and discussion are supported by applied laboratory exercises. Enrollment limited to 20. {S} Credits: 4

Grady Congleton, James Johnson

Offered Spring 2016

ESS 300 Topics in Exercise Sport Studies

This topics course begins with a historical foundation of college athletics, early origins, organizations, AIAW, and the NCAA. The course will cover leadership and management principles from scholarly literature infused with personal insights of a variety of leaders in the field. Complex issues such as pay to play, concussion management, youth sport specialization, athlete violence and other contemporary topics will be explored. {H}{L}{S} Credits: 4

College Athletics

Lynn Oberbillig

Offered Spring 2016

ESS 340 Women's Health: Current Topics

A seminar focusing on current research papers in women's health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Open to juniors and seniors. This course may not be taken for the S/U grading option. Enrollment limited to 14. {N} Credits: 4

Barbara Brebm-Curtis

Offered Fall 2015

ESS 400 Special Studies

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues are considered, including violence, the media's representation of women and gender bias in health care. An international perspective on women's health is also considered. {N} Credits: 4

Leslie Jaffe

Offered Spring 2016

B. Graduate Courses

ESS 500 Foundations of College Coaching

An introduction to the principles of successful coaching at a U.S. college. This course introduces students to the basics of coaching, covering a variety of subjects including coaching philosophy; principles of teaching; physical

training; motion analysis; management and administration of teams; NCAA regulations; and recruiting. This is an introductory course that orients the student to the basics of coaching. It prepares the student for more in-depth courses in such areas as biomechanics, exercise physiology and motor learning. Students who complete this course also receive ASEP accreditation. Credits: 2

Karen Riska, Lynn Oberbillig

Offered Fall 2015

ESS 501 Seminar in Administration of Athletic Teams

The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. Credits: 2

Lynn Oberbillig

Offered Fall 2015

ESS 502 Philosophy and Ethics

This course introduces selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course examines beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. Credits: 2

Karen Klinger

Offered Fall 2015

ESS 503 Legal Issues in Sport

Legal concepts in the context of sport. Selected legal issues as they relate to coaching including topics such as negligence, contract law, statutory and constitutional law, and defamation and risk analysis/management are examined. Appropriate case studies and related contemporary sources provide the platform for discussion. Credits: 2

Lynn Oberbillig

Offered Spring 2017

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. 1 credit for second-year graduate students. Credits: 1

Lynn Hersey

Offered Fall 2015

ESS 505D Practical Foundations of Coaching

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. Credits: 3 per semester, 6 for yearlong course

Bonnie May, Jacqueline Blei

Offered Fall 2015, Spring 2016

ESS 506D Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Bonnie May, Jacqueline Blei

Offered Fall 2015, Spring 2016

ESS 507 Critical Thinking and Research in Coaching

A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. Credits: 1

Mark Platts

Offered Fall 2015

ESS 510 Biomechanics of Sport

Emphasis on the concepts of biomechanics as applied to sport. Biomechanics of the human body is also covered. {N} Credits: 4

James Johnson

Offered Fall 2015

ESS 515 Physiology of Exercise and Sport

An advanced course in the energetics of participation in various sports. This course emphasizes the application of exercise physiology to sport. Students study bioenergetics, exercise fuels, training, environmental concerns and overtraining. A major emphasis is the development of an annual training plan for athletes.

{N} Credits: 4

James Johnson

Offered Spring 2017

ESS 520 Seminar in Sport Leadership for Coaches

This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students are exposed to alternative perspectives of leadership including some contemporary collaborative models. Students build a personal model and philosophy of leadership that they can put to immediate use in their coaching. (E) Credits: 2

Mark Platts

Offered Spring 2016

ESS 550 Women in Sport

A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends are linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in women's sport. Offered in alternate years. {S} Credits: 4

Lynn Oberbillig

Offered Spring 2017

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

Barbara Brebm-Curtis

Offered Spring 2016

ESS 565 Seminar in Skill Acquisitions

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. {N} Credits: 4

Instructor: TBA

Offered Fall 2016

ESS 570 Sport Psychology

An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior, motivation, perception and self-beliefs. Leadership and group dynamics are also covered. Case studies are used to facilitate operationalizing theory. Credits: 4

Diana Schwartz

Offered Spring 2016

ESS 575 Sports Medicine

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. {N} Credits: 2

Kelli Steele

Offered Fall 2016

ESS 576 Fundamentals of Conditioning

An advance 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: 1 to 4

Instructor: TBA

Offered Spring 2016

ESS 590 Thesis

Credits: 4

Instructor: TBA

Offered Fall 2015, Spring 2016

ESS 590D Thesis

This is a full-year course. Credits: 2 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

C. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

ESS 901 Aquatic Activities

Sectioned course.

Beginning Swimming

A course in the development of basic swimming skills and the conquering of fear of the water. Priority is given to establishing personal safety and enhancing skills in the water. Persons enrolling 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

Milana Socha

Offered Fall 2015, Spring 2016

Advanced Beginning Swimming

This course focuses on the improvement of swimming skills. Performance goals include being able to swim all four strokes and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. Students are assessed at the beginning and end of the semester with the aid of video feedback. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 12. Credits: 1

Craig Collins, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015, Spring 2016

Intermediate Swimming

This course focuses on improving swimming techniques in all four strokes and introducing the use of the pool as a fitness medium in preparation for swim conditioning. Enrollment limited to 18. Credits: 1

Craig Collins

Offered Fall 2015

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. Enrollment limited to 20. Credits: 1

Craig Collins

Offered Fall 2015, Spring 2016

SCUBA Diving

The use and care of equipment, physiology and techniques of SCUBA diving. Students must supply their own mask, fins and snorkel, which maybe purchased through the instructor. Optional NAUI certification through open water dives is available for a fee. Prerequisite: satisfactory swimming skills and good health. Enrollment limited to 20. Credits: 1

David Stillman

Offered Fall 2015, Spring 2016

Springboard Diving

The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to 8. Credits: 1

Kim Bierwert

Offered Fall 2015, Spring 2016

ESS 905 Water Safety

Sectioned course.

Lifeguard Training

American Red Cross Certification in Lifeguard Training and Basic First Aid/AED (Automated External Defibrillator) and CPR for the Professional Rescuer. Prerequisites: 300-yard swim using crawl, breast and side strokes, and retrieval of 10-pound brick from 8-foot depth. Enrollment limited to 10. Credits: 2

Craig Collins

Offered Spring 2016

ESS 920 Fencing

Sectioned course.

Fencing I

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. Credits: 1

Jacqueline Blei

Offered Fall 2015, Spring 2016

Fencing II

Building on skills learned in Fencing I (Foil) épée and sabre and the differences between each style will be taught. The class covers footwork, positions, offense, defense and tactics particular to each weapon. It incorporates dynamic stretching and plyometric training to improve students' fitness with emphasis on partner drills and bouting, leading to in-class tournaments. Students also learn about the world of competitive fencing from local events to World Cups and the Olympics. Prerequisite: Fencing I or permission of the instructor. Enrollment limited to 10. Credits: 1

Scott Tundermann

Offered Spring 2016

ESS 925 Golf

Sectioned course.

Golf I—Beginner

An introduction to the game of golf. Taught from "green to tee," this course teaches the basic mechanics of the swing as well as correct club selection. The initial focus of the course is directed to the "short game" and develops toward appropriate use of mid- and long irons, concluding with woods/metals. Applied rules of golf and etiquette are also addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Enrollment limited to 10 per section. Credits: 1

Kelly O'Connell, Fall 2015

TBA, Spring 2016

Offered Fall 2015, Spring 2016

ESS 930 Equitation

A series of courses in hunter seat equitation and basic dressage. Attention also given to safety, use and care of equipment, equine health and stable management. Students must attend registration session to be announced in eDigest. All sections are to be arranged. There is a fee.

Equitation III

For students in their third semester of riding at Smith. Low intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation II. Credits: 1

Amanda Duffy, Elizabeth Jacobson, Lori Quinlan, Suzanne Payne, Fall 2015

Suzanne Payne, Spring 2016

Offered Fall 2015, Spring 2016

Equitation IV

For students in their fourth semester of riding at Smith. Intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation III. Credits: 1

Offered Fall 2015, Spring 2016

Equitation I

For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat and over fences. Credits: 1

Offered Fall 2015, Spring 2016

Equitation II

For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on the flat and over fences. Prerequisite: Equitation I. Credits: 1

Offered Fall 2015, Spring 2016

ESS 940 Outdoor Skills

Sectioned course.

Whitewater Canoeing

An introduction to solo and tandem whitewater canoeing. This exciting class is taught on local rivers offering Class I and II rapids during the spring. Prerequisite: Previous flatwater canoeing experience, plus satisfactory swimming skills. This class meets the last six weeks of the semester. Enrollment limited to 10. Credits: 1

Katrina O'Brien

Offered Spring 2016

Outdoor Adventure Sampler I

This exciting course is an opportunity to experience the many activities that make up the world of Outdoor Adventure. While visiting many of our local natural areas, students may be introduced to rock climbing, kayaking, canoeing, mountain biking, orienteering and backcountry travel. Enrollment limited to 10. Credits: 1

Katrina O'Brien

Offered Fall 2015

Outdoor Adventure Sampler II

This winter season sampler course is another opportunity to experience the various activities that keep us outside and having fun in the snow. While visiting our many local natural areas, students are introduced to nordic skiing, snowshoeing, ice climbing, caving, snow shelter building, winter canoeing and kayaking, and the essentials of backcountry travel in the cold. This class meets the first seven weeks of the semester. Enrollment limited to 10. Credits: 1

Katrina O'Brien

Offered Spring 2016

Flatwater Canoeing

An introduction to solo and tandem canoeing. Students progress from flatwater lake paddling to river running in this outdoor adventure class. Students are also taught how to take a multi-day canoe trip and learn such touring skills as map reading, portaging, planning and camp cooking. Students have the opportunity to participate in a weekend overnight trip. Enrollment limited to 10. Credits: 1

Katrina O'Brien

Offered Fall 2015

Whitewater Kayaking

An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, then progresses to local fast water rivers. Students should expect to run Class I and II rapids. Prerequisite: satisfactory swimming skills. Enrollment limited to six per section. Credits: 1

Katrina O'Brien, Fall 2015

Scott Johnson, Spring 2016

Offered Fall 2015, Spring 2016

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

Scott Johnson

Offered Fall 2015

Wilderness Skills

This course teaches students the fundamentals of wilderness skills, outdoor living and travel. This includes, but is not limited to, principles of orienteering and navigation, backcountry camp craft, shelter building, travel techniques in different regions and conditions, low-impact camping theories, fire building and various primitive skills. It emphasizes traveling light-weight while practicing leave no trace (LNT) principles. Enrollment limit of 11. Credits: 1

Instructor: TBA

Offered Fall 2015

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 includes two off-campus trips. Enrollment limited to 12. Credits: 1

ESS 945 Physical Conditioning

Sectioned course.

Kickboxing I

This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form

of the basic techniques before progressing to more complicated combinations. Enrollment limited to 20 per section. Credits: 1

Judy Messer

Offered Fall 2015, Spring 2016

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 with a purpose. This is an ideal course for students interested in sport, applied sports medicine and rehabilitation. Enrollment limited to 20. Credits: 1

Milana Socha, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015

Kickboxing II

This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class includes group, partner and individual training consisting of but not limited to: short group cardio workouts, jumping rope, medicine balls, weights, fitness balls, floor mat work, striking mitts, striking paddles and heavy bag training. Prerequisite: Each student must have completed the Kickboxing I class or has completed another Kickboxing course that is instructor approved. Good health is a must. Participating students are challenged at a high fitness level. Enrollment limited to 18. Credits: 1

Judy Messer

Offered Spring 2016

Pilates Mat Training I

A course designed to teach the mat exercises of Joseph Pilates. These exercises increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course students are able to develop and maintain their own Pilates matwork program. Enrollment limited to 25. Credits: 1

Jean Hoffman, Rosalie Peri, Fall 2015

Jean Hoffman, Rosalie Peri, Spring 2016

Offered Fall 2015, Spring 2016

Hydro Fitness

Hydro fitness is a full-body conditioning course using water as the primary medium for exercise. This course incorporates exercises designed to improve students' aerobic and anaerobic capacities through activities performed in the water. These activities include cardiovascular, flexibility, resistance training, injury prevention, and rehabilitation exercises. This course benefits individuals suffering from joint pain associated with the ankle, knee, hip and back. This is not a swimming class, but comfort in both deep and shallow water is required. (E) Credits: 1

Milana Socha

Offered Spring 2016

Self-Paced Fitness

An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester and students are expected to do most of their exercise out of class. Enrollment limited to 20. Credits: 1

Carla Coffey, Fall 2015

Drew Hargrave, Spring 2016

Offered Fall 2015, Spring 2016

Running Workshop

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. Students are introduced to different types of workouts and the rationale behind them (such as

intervals, fartleks, tempos, and plyometrics), and students learn how to adjust these workouts to meet their individual fitness needs. Workshop topics include form and technique, goal setting, stretching, strengthening, using heart rate monitors, injury prevention, nutrition, workout periodization and many others. The course culminates in a field trip to race in a local 5k. Credits: 1
Offered Fall 2015

Weight Train

A complete fitness course composed of a wide variety of aerobic and anaerobic activities. Upon completion of this course, students should possess the skills and knowledge to design their own fitness program. Strong emphasis on multiple forms of activity and adjusted to individual needs. Enrollment limited to 14. Credits: 1

Instructor: TBA

Offered Fall 2015, Interterm 2016, Spring 2016

Aerobics

Exercise to music. Various exercise styles are introduced. This class also covers basic exercise principles, injury prevention and the fundamentals of exercise program design. The goal of this course is to enable students to enter any group fitness setting with confidence. Enrollment limited to 35. Credits: 1

Rosalie Peri

Offered Fall 2015, Spring 2016

360 Degree Fitness

A vigorous fitness course designed for students interested in high-level training. Individual assessments are made to assess aerobic and anaerobic power. Individualized training programs are developed and administered. Enrollment limited to 12. Credits: 1

Jaime Ginsberg

Not Offered This Academic Year

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. Enrollment limited to 10 per section. Credits: 1

Instructor: TBA

Offered Fall 2015, Spring 2016

ESS 955 Self Defense

Sectioned course.

Tai Chi II

Twenty-four posture Tai chi, a standardized form from mainland China. Prerequisite: Tai chi I or permission of the instructor. Enrollment limited to 26 per section. Credits: 1

Richard Cesario

Not Offered This Academic Year

Kung Fu

Indonesian Kung-Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Enrollment limited to 20. Credits: 1

Nancy Rothenberg

Offered Fall 2015, Spring 2016

Self Defense I

This course offers strategies for personal safety and confident communication skills. Nonverbal, verbal and physical techniques are emphasized. Enrollment limited to 20. Credits: 1

Nancy Rothenberg

Offered Fall 2015, Spring 2016

Ba Gua Zhang

Eight Trigram Palm is a traditional Chinese martial art once used by the Emperor's Imperial Guard. Its theory is based on the I Ching, (Book of Changes), and the eight surrounding trigrams. As a martial art, Ba Gua Zhang incorporates a number of training methods, making it a challenging and effective practice in terms of self-defense and health building. This course teaches strengthening postures, strike sequences, turning the circle, and forms which are the four pillars of this unique martial art. Enrollment limited to 20. Credits: 1

Richard Cesario

Offered Fall 2015, Spring 2016

Tai Chi I

An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis is on learning and understanding the unique movements of Chen Taijiquan, proper practice for health, and self-defense applications. No prerequisites. Enrollment limited to 20 per section. Credits: 1

Richard Cesario

Offered Fall 2015, Spring 2016

ESS 960 Raquet Sports

Sectioned course.

Tennis I—Beginning

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. Enrollment limited to 16 per section. Credits: 1

Dorothy Steele, TBA, Fall 2015

Dorothy Steele, Spring 2016

Offered Fall 2015, Spring 2016

British Racquetball

British Racketball is similar to squash played with a racquetball racquet and slow-bouncing British racketball on a standard-sized squash court. British racketball is the easiest of the racquet sports to learn and is an ideal introduction for those with minimal experience in racquet sports. Students are encouraged to register for the ESS squash, tennis and badminton classes following completion of this course. Nonmarking shoes suitable for squash are mandatory. Enrollment limited to 16. Credits: 1

Dorothy Steele

Offered Fall 2015

Squash I

This high-speed racket class starts off with British racquetball to introduce students to four-wall play with a shorter racket and a larger ball. We then move to high-quality regulation squash equipment. Squash is a great aerobic activity that also focuses on balance, agility and eye-hand coordination. Nonmarking shoes suitable for squash are mandatory. (Beginner). Enrollment limited to 10. Credits: 1

Dorothy Steele

Offered Spring 2016

Badminton

The development of badminton skills, strokes and strategy. Students learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course meets the first eight weeks of the semester. Credits: 1

Jacqueline Blei

Offered Spring 2016

Tennis II—Advanced Beginning

Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). The format for Tennis II is a "play and learn" environment. Emphasis is on positioning and basic strategies for singles and doubles. Lobs and overheads 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

Christine Davis

Offered Fall 2015, Spring 2016

ESS 975 Yoga

Sectioned course.

Yoga I

An introduction to basic yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility, and benefit the mind/body connection. Credits: 1

Elizabeth Thompson, Jo Schneiderman, Lynne Paterson, Fall 2015

Elizabeth Thompson, Jo Schneiderman, Spring 2016

Offered Fall 2015, Spring 2016

Hatha Yoga I

An introduction to basic hatha yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility, and enjoy the mind/body connection. Enrollment limited to 26 per section. Credits: 1

Lynne Paterson

Offered Spring 2016

Hatha Yoga II

Continuing level of yoga includes a refinement of postures, breath and meditation techniques. Introduction of intermediate postures with emphasis on standing poses, backbends, inversions and arm balances, provides a vehicle for deeper exploration of yoga practice and philosophy. Prerequisite: Yoga I. Enrollment limited to 26. Credits: 1

Lynne Paterson

Offered Spring 2016

Riding

In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at registration each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.

Film Studies

Professor

Alexandra Linden Miller Keller, Ph.D., *Director*

Five College Lecturer in Video and Film Production

Bernadine Adella Mellis, M.F.A. (Five College Visiting Artist of Film and Video Production)

Advisers

Anna Botta, Ph.D., Professor of Italian Language and Literature and of Comparative Literature

Dawn Fulton, Ph.D., Professor of French Studies ^{**2}

Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies

Barbara A. Kellum, Ph.D., Professor of Art

Daniel Elihu Kramer, M.F.A., Associate Professor of Theatre ^{†1}

Richard H. Millington, Ph.D., Professor of English Language and Literature ^{†1}

Kevin Rozario, Ph.D., Associate Professor of American Studies

Fraser Stables, M.F.A., Associate Professor of Art

Frazer D. Ward, Ph.D., Associate Professor of Art

Joel P. Westerdale, Ph.D., Associate Professor of German Studies ^{\$1,2}

Five College Film Studies Major

The Five College film studies major is in film studies as opposed to film production, though production is a vital part of the major. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to prepare students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities and social sciences, and can lead to careers in teaching, arts administration, Web design or work in both industry and nonindustry venues.

The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

Program of Study:

1. Introduction to Film (must be taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately 50 years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

The Minor

The Film Studies Program provides the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. Our goal is to expose students to a range of cinematic works, styles and movements and to help them understand the medium's significance as an art form, as a technology, as a means of cultural and political expression, and as symptomatic of social ideologies.

Requirements: Six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 150 Introduction to Film Studies

FLS 351 Film Theory

Honors

Director: Alexandra Keller

FLS 430D Honors Project

A thesis on a film studies topic or a creative project. Full-year course.

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

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

FLS 150 Introduction to Film Studies

This course offers an overview of cinema as an artistic, industrial, ideological and social force. Students become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, performance, narration and formal structure, etc.), the terminology of film production, and the relations among industrial, ideological, artistic and social issues. Films (both classic and contemporary, mainstream and experimental) are discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 60. Priority given to Smith College film studies minors and Five College film studies majors. {A} Credits: 4

Andrew Ritchey

Offered Fall 2015

FLS 235 Colloquium: Listening to Cinema

Listening to Cinema

This course explores various aspects of film sound from both a theoretical and a historical perspective. Emphasis is placed on the development of critical listening skills through regular exercises in close listening and audio-visual analysis. Topics addressed include the history of sound technology; the aesthetics and politics of sound design; the voice in cinema; and film music. While the historical scope of the course ranges from the "silent" era to the present, two salient turning points will be the subject of focused attention: the introduction of synchronous sound film in the 1920s and the development of digital surround sound in the 1990s. Enrollment limit of 25. (E) {A} Credits: 4

Andrew Ritchey

Offered Fall 2015

FLS 247 American Film and Culture from the Depression to the Sixties

This class explore modes of screenwriting that give weight to cinematic elements usually ignored by orthodox screenplay form. We treat the pictorial and audio-visual as content rather than mere style, and we explore ways to write the visual in addition to dialogue. Throughout the class, the emphasis for student writing is on personal content and human-scaled stories rather than historical film genres. Weekly writing exercises include both original content and scenes for established characters in finished films or TV shows. There are also specific technical exercises built on structural film elements like time-lapse, etc. Instructor permission required. Enrollment limit of 12. (E) Credits: 4

Alexandra Keller

Offered Fall 2015

FLS 250 Queer Cinema/Queer Media

From the queer avant-garde of Kenneth Anger and Su Friedrich, to *The Kids Are All Right* and *Glee*, the queer in film and television is often conflated with gay and lesbian representation on screen. Instead of collapsing queer cinema into a representational politics of gay and lesbian film and television, we look at theories and practices that uphold what queerness means in a contemporary framework of America neoliberalism and transnational media. Screenings include the New Queer Cinema classics *Paris Is Burning*, *It Wasn't Love*, and *Poison*, and work by multimedia artists including Shu Lea Cheang, Issac Julien, Carmelita Tropicana, and PJ Raval. Readings by Alexander Doty, Thomas Elsaesser, Kobena Mercer, Jasbir Puar, B. Ruby Rich, Judith Halberstam, José E. Muñoz, Chris Straayer and Hayden White. Credits: 4

TBA

Offered Spring 2016

FLS 280 Introduction to Video Production

Experiments in Adaptation

This course provides a foundation in the principles, techniques and equipment involved in making short videos. Working with already existing texts (short stories, plays, poems, films, songs, news stories, paintings, etc.), students develop their own projects. The course introduces the following: developing a project idea from a pre-existing text; script/treatment writing; aesthetics and mechanics of shooting; the role of sound; and the conceptual and technical underpinnings of digital editing. We do several short exercises early in the semester, working towards a longer final piece. By translating other media into cinematic terms, we develop our proficiency in the language of moving images. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12. {A} Credits: 4

Bernadine Mellis

Offered Spring 2016

FLS 285 Topics in Screenwriting

Screenwriting: The Personal Story

This class explores modes of screenwriting that give weight to cinematic elements usually ignored by orthodox screenplay form. We treat the pictorial and audio-visual as content rather than mere style, and we explore ways to write the visual in addition to dialogue. Throughout the class, the emphasis for student writing is on personal content and human-scaled stories rather than historical film genres. Weekly writing exercises includes both original content and scenes for established characters in finished films or TV shows. There are also specific technical exercises built on structural film elements like time-lapse, etc. A first workshop in narrative screenwriting. Weekly short writing assignments and in-class workshops of student scenes. Longer final project. Prerequisite: FLS 150 Introduction to Film Studies (may also be taken concurrently). Enrollment limit 12. Instructor permission required. Please complete the questionnaire at www.smith.edu/filmstudies/courses_apply.php. (E) {A} Credits: 4

Instructor: TBA

Offered Fall 2015

FLS 350 Questions of Cinema

Film and Visual Culture From Surrealism to the Digital Age

This class investigates cinema 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 maintaining a very active avant-garde practice. We also look at how cinema has consistently and trans-historically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigation with that of other media. Prerequisite: FLS150 and permission of instructor. {A} Credits: 4

Alexandra Keller

Offered Spring 2016

FLS 351 Film Theory

This upper-level seminar explores central currents in film theory. Among the ideas, movements and concepts we examine are formalist, realist, structuralist, psychoanalytic, feminist and poststructuralist theories, as well as auteur, genre, queer and cultural studies approaches to questions regarding the nature, function and possibilities of cinema. We also consider how new media and new media theories relate to our experience in film and film theory. We understand film theory readings through the sociocultural context in which they were and are developed. We also are particularly attentive to the history of film theory: how theories exist in conversation with each other, as well as how other intellectual and cultural theories influence the development, nature and mission of theories of the moving image. We emphasize written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, *Cabiers du Cinema*, the Dogme Collective, Manovich, etc.), but also look at instantiations of film theory that are themselves acts of cinema (*Man with a Movie Camera*, *Rock Hudson's Home Movies*, *The Meeting of Two Queens*). The course is designed as an advanced introduction and assumes no exposure to film theory. Fulfills the film theory requirement for the major and minor. Enrollment limited to 12. Prerequisite: FLS 150 or the equivalent. Priority given to Smith College film studies minors and Five College film studies majors. then to seniors, then juniors. {A} Credits: 4

Alexandra Keller

Offered Spring 2016

FLS 400 Special Studies

Admission by permission of the program. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

FLS 430D Honors Project

A thesis on a film studies topic or a creative project. Full-year course.

Credits: 4 per semester, 8 for yearlong course

Alexandra Keller

Offered Fall 2015, Spring 2016

Cross-Listed Courses

AMS 202 Methods in American Studies

Kevin Rozario

Offered Fall 2015

CLT 266 Studies in South African Literature and Film

Adapting Violence to the Screen

Katwiwa Mule

Offered Spring 2016

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film*Sujane Wu*

Offered Spring 2016

EAS 200 Colloquium: Topics in East Asian Studies*Topic: Beauty and Violence in Korean Film**Ellie Choi*

Offered Fall 2015

FRN 252 French Cinema*Cities of Light: Urban Spaces in Francophone Film**Dawn Fulton*

Offered Fall 2015

FRN 392 Topics in Culture*Stereotypes in French Cinema**Martine Gantrel-Ford*

Offered Fall 2015

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema*Anna Botta*

Offered Fall 2015

LAS 201 Colloquium in Latin American and Latino/a Studies*"The Bronze Screen": Performing Latina/o on Film and in Literature**Nancy Sternbach*

Offered Spring 2016

THE 360 Production Design for Film*Edward Check*

Offered Spring 2016

THE 361 Screenwriting*Andrea Hairston*

Offered Spring 2016

THE 362 Screenwriting*Andrea Hairston*

Offered Spring 2016

First-Year Seminars

Alice L. Hearst, Professor of Government, *Director*

First-Year Seminars are interdisciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem. First-Year Seminars are writing intensive and focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively.

First-Year Seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-Year Seminars are small (normally 16 students) and are restricted to first-year students. They incorporate the development of intellectual capacities that form the foundation of a successful liberal arts education. In addition to focusing on writing, the seminars help students develop some or all of the following skills: critical thinking, speaking, research and working independently and collaboratively. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

FYS 103 Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course attempt to decipher this history by careful examination of field evidence. Class meetings take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 16 first-year students. {N}{WI} Credits: 4

John Brady

Offered Fall 2015

FYS 104 God and Evil

If God is perfectly good, wise and powerful, why is there evil? For atheists, the problem of evil is a favored means of arguing against the existence of the God of the Abrahamic traditions (Judaism, Christianity and Islam). For atheists, reconciling God's existence with evil is one of the main challenges of faith. This course examines the problem of evil and related questions: What is the nature of human free will? Would a perfectly good God create hell or create species through natural selection? Texts include philosophical and religious works, novels, paintings, poems and movies. Enrollment limited to 16 first-year students. {H}{WI} Credits: 4

Samuel Rubmkorff

Offered Fall 2015

FYS 106 Growing Up Asian American

What does the term "Asian American" mean? What difference might it make to grow up in the United States of America as an Asian American? This seminar explores Asian American coming-of-age narratives from the early 20th century to the present. We read novels, short stories, poems, plays, autobiographies, and films about childhood and adolescence, relations with parents, transracial adoption, dating and travel to countries of heritage. We also consult theories of Asian American identity from the field of psychology. Through class discussion, oral presentations, and writing, we come to be more thoughtful and articulate about Asian American identities in particular and coming of age in general. Enrollment limited to 16 first-year students. {WI} Credits: 4

Floyd Cheung

Offered Fall 2015

FYS 107 Women of the *Odyssey*

Homer's *Odyssey* presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. We begin with a careful reading of the *Odyssey*, then study the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Justina Gregory

Offered Fall 2015

FYS 117 The Bible and the American Public Square

We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. {H}{L}{WI} Credits: 4

Joel Kaminsky

Offered Fall 2015

FYS 119 Performance and Film Criticism

An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar explores different critical perspectives, such as psychoanalytic, feminist, political and intercultural approaches. The students attend live performances and film and video screenings, and write their own reviews and critical responses. Seminar discussions and student presentations are complemented by visits and conversations with invited critics and artists. This course counts toward the theatre major. Enrollment limited to 16 first-year students. {A}{L}{WI} Credits: 4

Kyriaki Goumaridou

Offered Fall 2015

FYS 120 Writing Home

Are letters home and love letters obsolete? Has skyping replaced letter-writing? Is the mail of e-mail the same as letters sent through the post office? What role do letters play in literature, and how have letters influenced the historical record? These are some of the questions we will consider in letters from the 17th century to the present, literary and non-literary, beginning with the letters of Madame de Sévigné. Visit to the Rare Book Room; use of the Smith Archives. This course may be counted towards the German studies major (unless students have also taken GER 238). Enrollment limited to 16 first-year students. (E) {WI} Credits: 4

Jocelyne Kolb

Offered Fall 2015

FYS 121 The Evolution and Transformation of the Northampton State Hospital

This seminar explores the history of the Northampton State Hospital, its impact on the city of Northampton and the current planning process around the redevelopment of the site. The former Northampton State Hospital grounds lie adjacent to Smith College. The facility was opened in the mid-1800s as the third hospital for the insane in Massachusetts. At its height, a century later, it had more than 2,000 patients and over 500 employees. In 1978, a federal district court consent decree ordered the increased use of community-based treatment as one part of a process of deinstitutionalizing the mentally ill in Western Massachusetts. In 1993 the hospital was officially closed. Subsequently, 120 acres of land and 45 buildings on the “campus” were made available by the state for reuse and future development. As a case study of socioeconomic change and public policy, this seminar explores the history of the Northampton State Hospital, deinstitutionalization, the hospital’s closing, the ongoing development of the site and efforts to memorialize the history of the hospital. Students develop background and skills, including map reading, site visits and historical research, to appreciate both the past and the future of the hospital grounds. Enrollment limited to 16 first-year students. {H}{S}{WI} Credits: 4

Tom Riddell

Offered Fall 2015

FYS 126 Literature of the Fantastic: Dystopian Worlds

Whether it’s a seemingly familiar England, where children are being raised for their organs (*Never Let Me Go*), or Panem (*The Hunger Games*), where children fight to the death, dystopian fantasies provide a window into our own world. These dystopias break down categories we usually visualize as discrete: humans become sources of organs or food; androids seem human; and colors and music cease to be categories at all. But in all of the books we look at, however uncanny, the traumatic secrets at the center of the dystopia lay bare what it means to be a human being. Enrollment limit of 16 first-year students.

{L}{WI} Credits: 4

Gillian Kendall

Offered Fall 2015

FYS 131 Opera: The Book and the Music (Saints and Spitfires)

This seminar focuses on three literary texts—Shakespeare’s *Othello*, Prevo’s *Manon Lescaut*, and Merimee’s *Carmen*—and their “translations” into opera—Verdi’s *Otello*, Puccini’s *Manon Lescaut*, and Bizet’s *Carmen*. The chosen texts give us three radically different women—the saintly Desdemona, a “maiden never bold;” Manon, the young coquette who bargains for more than she realizes; and Carmen, the feisty spitfire who gets what she wants, but at a terrible price. Both the text and the libretto provide opportunities to consider issues of race and gender, cultural construction and imposition of identities, and politics of various stripes. No prerequisites. Enrollment limited to 16 first-year students. (E) {A}{L}{WI} Credits: 4

Robert Hosmer

Offered Fall 2015

FYS 134 Bookmarks: Reading and Writing From Plato to the Digital Age

What kind of human practices are reading and writing? How have they changed over time and what are the implications of those changes? When and how did women writers begin to participate in the literary culture of Western Europe? How should we envision the reading and writing practices of the future as printed books mingle with digital files? Students in this course explore the history of reading, writing, books, bookstores and libraries from the classical era to the digital revolution and engage with the plans for renovating Smith’s library. Counts toward the English major and the book studies concentration. Enrollment limited to 20 first-year students. {L}{WI} Credits: 4

Katherine Rowe, Nancy Bradbury

Offered Fall 2015

FYS 142 Reacting to the Past

Reacting to the Past is an interdisciplinary, historical role-playing course, consisting, typically, of two or three games from a list of about 20 games now in use. Students read from elaborate game books that place them in moments of heightened historical tension. The political and intellectual backgrounds are explained, game rules and elements are laid out, and supplementary readings are supplied. The class becomes a public body; students, working from role descriptions, become particular persons from the period and/or members of factional alliances. The purpose is to advance a policy agenda and achieve victory objectives by speech making, cross-table debate, coalition building, bargaining, spying and conspiracy. After a few set-up lectures, the game begins, and the students are in charge; the instructor retires to a corner of the room and functions as gamemaster/adviser. Deviations from the actual history, which some students will be trying to accomplish, are corrected in a postmortem session. Students write papers, which are all game- and role-specific, but take no exams. Games used recently at Smith include: “The Threshold of Democracy: Athens in 403 B.C.”; “Confucianism and the Succession Crisis of the Wanli Emperor”; “The Trial of Anne Hutchinson”; “Henry VIII and the Reformation Parliament”; “Rousseau, Burke and the Revolution in France, 1791”; “The Trial of Galileo”; and “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” To see a video of this class go to: www.youtube.com/watch?v=IUqSnPHQoUQ. {H}{WI} Credits: 5

J. Coby, Joshua Birk, Fall 2015

Offered Fall 2015

FYS 144 Science of Exploration

Successful outdoor travel requires that the participant’s skill, knowledge and physicality match the demands of the journey. How much energy does it take to hike a trail? Climb a mountain? Cycle long distances? What are the nutritional requirements? How do you find your way? Stay warm? What do you wear? How does one handle altitude? We explore the answers to these questions during this highly experiential course. We measure energy expenditure and determine student compatibility for various types of travel. We read about some classic trips and study the science behind success and failure. We learn to determine latitude and longitude with a sextant and how to use a topographical map. Students should expect to fully participate in occasional vigorous outdoor activity. Enrollment limited to 16 first-year students. {WI} Credits: 4

James Johnson

Offered Fall 2015

FYS 145 Blasphemy

Commonly associated with pre-modern societies, the term “blasphemy” has taken on new life in today’s global and technologically-connected world. This course examines the notion of blasphemy—its meanings, the invisible boundaries it invokes in some of the world’s major religious traditions, and the different ways of seeing it often signifies—and the contemporary public uses of this term. Based on case studies, it explores the challenges the term poses and the nature of the emotional responses it often triggers. The course considers the implications of the charge of blasphemy in light of such issues as religion and secularism; religious tolerance and intolerance; ethics and civility; religion and human rights. Religious, philosophical, literary and legal texts, as well as media accounts, images and film. Enrollment limited to 16 first-year students. (E) {H}{L}{WI} Credits: 4

Vera Shevzov

Offered Fall 2015

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

This course explores how histories of migration have shaped the formation of black cultures and identities. African American culture and identities have always been produced in the crucible of migration, both forced and voluntary. Black people and black cultures have always been on the move and have always

been in the process of formation and reformation. African peoples arrived in the “New World” as captives of the transatlantic slave trade. This historical event was devastating, yet it was also an occasion for new cultures and identities to be formed. Migration has compelled black peoples to refashion themselves, transform their environments and make their mark on the art and cultures of their new societies. Among the topics covered are: the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post–Civil Rights era “reverse migration,” and more recent immigrations by people from the Caribbean and Africa. We use literature, history, music and film to ask how these stories help us understand the intricacies of this rich history. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Daphne Lamothe
Offered Fall 2015

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. We survey women’s past and present involvement with sport and physical activity. What are the issues and debates surrounding gender and sport as well as gender and education? How has the interpretation of Title IX supported and hindered full access to participation and leadership in sport for women and girls? Readings consist of autobiography, historical documents and political tracts, as well as scholarly analyses of women’s movements at several junctures in American political life. This seminar is intended to foster critical thinking skills and will include access to the Sophia Smith Collection. Enrollment limited to 16 first-year students. {S}{WI} Credits: 4

Christine Shelton
Offered Fall 2015

FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema

This course engages the world of popular Indian cinema, Bollywood and beyond. We integrate scholarly articles on the subject, lectures, in-depth discussions, and of course, film screenings to explore the history and political economy of India and South Asia. Students analyze how this vital cultural form deals with the politics of gender, class, caste, religion and Indian nationalism. Our discussions simultaneously focus on the role of globalization, migration and the cultural significance of Indian characters on international media; for example, Raj in the popular American sitcom *The Big Bang Theory*. Students are expected to engage with the readings, bring their reflections and actively participate in class discussions. Enrollment limited to 16 first-year students. (E) {WI} Credits: 4

Payal Banerjee
Offered Fall 2015

FYS 157 Syria Beyond the Headlines

Syria today is at the center of turmoil that is remaking the Middle East and challenging global security. Civil war, violent extremism, sectarian polarization and the globalization of terrorism have devastated the country, leading to mass population displacement and the most severe humanitarian crisis since WWII. By exploring the historical origins and the current trajectory of Syria’s revolution in 2011 and its collapse into violent conflict, the seminar provides critical insight into the forces that are defining the future of Syria and the Middle East. Enrollment limited to 16 first-year students. {S}{WI} Credits: 4

Steven Heydemann
Offered Fall 2015

FYS 159 What’s in a Recipe?

What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story or to resist assimilation? Does a recipe bolster or undermine national cooking? This seminar looks at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading informs our writing as we try to establish such connections as the politics of the traveling tomato, the overuse of corn and other indigenous crops of the Americas. How to read, write, construct and deconstruct a recipe informs our collective work in this class. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Nancy Sternbach
Offered Fall 2015

FYS 161 Immigration and the New Multiethnic Societies

The first part of this course traces the history of emigration from Italy to the United States. Students read historical, literary and sociological texts, and study the representation of Italian Americans in movies and on television. The second part of the course studies contemporary Italy. In the last 20 years Italy has become a country of immigration. Questions of race, ethnicity, color, religion, gender, language and nationality are at the center of the formation of a new Italian identity. Some immigrants are starting to express their opinions on these issues. We read some of their writings and compare them to the writings of Italian Americans. Are there experiences shared by all immigrants across the boundaries of time and culture? Can past migrations teach us something about stereotypes and intolerance? Do globalization and modern society, along with technological advances in communication, change the immigrant experience? Enrollment limited to 16 first-year students. {H}{L}{S}{WI} Credits: 4

Giovanna Bellesia
Offered Fall 2015

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

We use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman’s adultery, and two that focus on a young man’s ambition—Balzac, *Père Goriot*; Flaubert, *Madame Bovary*; Dostoevsky, *Crime and Punishment*; Tolstoy, *Anna Karenina* (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. {WI} Credits: 4

Michael Gorra
Offered Fall 2015

FYS 165 Childhood in African Literature

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

Katwiwa Mule
Offered Fall 2015

FYS 168 Damaged Gods: Myth and Religion of the Vikings

A reading of poems and sagas about the Old Norse gods and their cults during the Viking Age (ca. 800–1100 CE) as these were preserved mainly in Icelandic manuscripts of the 13th century, but also in Arabic, Latin, Old High German and Anglo-Saxon texts and runic inscriptions. We explore the dark world-view and desperate religion of the Vikings from the creation of the world to the end of time, including relations between living and dead, male and female, animals and humans, gods and giants, Æsir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserks, shapeshifters and various kinds of human being. Enrollment limit of 16. {L}{WI} Credits: 4

Craig Davis

Offered Fall 2015

FYS 175 Love Stories

Could a Jane Austen heroine ever marry a servant? What notions about class, decorum or identity dictate what seem to be choices of the heart? How are individual desires shaped or produced by social, historical and cultural forces, by dominant assumptions about race, class, gender or sexuality? How do dominant love stories both reflect these assumptions, and actively create or legislate the boundaries of what may be desired? How may nondominant (queer or interracial) love stories contest those boundaries, creating alternative narratives and possibilities? This course explores how notions of love, romance, marriage or sexual desire are structured by specific cultural and historical formations. We closely analyze literature and film from a range of locations: British, American and postcolonial. Required texts: Jane Austen's *Persuasion*, Shakespeare's *Romeo and Juliet*, Chimamanda Ngozi Adichie's *Americanah*, Shyam Selvadurai's *Funny Boy*. We also read some theoretical essays to provide conceptual tools for our analyses. This course can count towards the major in English, CLT or SWG. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Ambreen Hai

Offered Fall 2015

FYS 179 Rebellious Women

This writing-intensive First Year Seminar introduces students to the rebellious women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. Using Estelle Freedman's *No Turning Back* on the history of feminisms as our primary text, we chronicle the history of feminist ideas and movements, interweaving historical change with contemporary debate. This course uses a variety of sources as our "texts" in addition to Freedman and will rely heavily on primary sources from the Sophia Smith Collection. The intention of this seminar is threefold: 1) to provide an overview of feminist ideas and action throughout American history; 2) to introduce students to primary documents and research methods; and 3) to encourage reflection and discussion on current women's issues. Counts toward the major in the study of women and gender and the archives concentration. Enrollment limited to 16 first-year students. (E){WI} Credits: 4

Kelly Anderson

Offered Fall 2015

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 studies and Italian studies majors. Enrollment limited to 16 first-year students. {A}{L}{WI} Credits: 4

Anna Botta

Offered Fall 2015

FYS 199 Re-Membering Marie Antoinette

How can we re-imagine, reconstruct, understand an historical personage? How do we perceive and get to "know" such a figure, and through this knowledge, the historical moment and context in which the person lived? We examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters; biographies, portraits—official and unofficial—caricatures, pornographic pamphlets, fictional works such as plays, novels and films in which she figures. The course incorporates a role-playing unit reenacting her trial, during which every member of the class plays the role of one of the important participants. Some film screenings. Enrollment limited to 16 first-year students. {H}{L}{WI} Credits: 4

Janie Vanpée

Offered Fall 2015

French Studies

Professors

Ann Leone, Ph.D. (Professor of French Studies and Landscape Studies)

Janie M. Vanpée, Ph.D. (Professor of French Studies and Comparative Literature)

Eglal Doss-Quinby, Ph.D.

Martine Gantrel-Ford, Agrégée de l'Université, Docteur en Littérature Française
§1 (spring),*2

Jonathan Keith Gosnell, Ph.D.

Hélène Visentin, D.E.A., Docteur de l'Université; *Chair*

Dawn Fulton, Ph.D. **2

Assistant Professor

Mehammed Mack, Ph.D. *1

Lecturers

Dwight Carey, Mendenhall Fellow

Christiane Métral, M.A.

Carolyn Shread, Ph.D.

Elsa Stéphan, M.A., M.S.

Professor Emerita

Denise Rochat, Ph.D.

Study Abroad in Paris or Geneva

Advisers: Paris: Martine Gantrel (Fall), Eglal Doss-Quinby (Spring)

Geneva: Jonathan Gosnell

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 (Paris and Geneva); Sciences, Mathematics and Engineering (Paris); International Internship (Geneva); and Art and Architecture (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, Ann Leone, Mohammed Mack, Janie Vanpée and Hélène Visentin

Requirements

Ten 4-credit courses at the 200 level or above, including the following:

- The basis for the French studies major: FRN 230;
- One language course at the advanced level;
- Three additional 4-credit courses in French studies at the 300 level or higher, of which two must be taken in the senior year.

Of the remaining five courses, in consultation with her major adviser, a student may count up to four 4-credit courses in appropriate departments other than French studies; at least two of these four courses must be taught in French.

No more than one course counting toward the major may be taken for an S/U grade. Students considering graduate school in the humanities are encouraged to take CLT 300 Foundations of Contemporary Literary Theory and Literary Practice: Conflicts and Consensus.

Honors

Director: Dawn Fulton

FRN 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

FRN 431 Honors Project

Credits: 8

Offered Fall 2015

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

Graduate

Adviser: Janie Vanpée

FRN 580 Advanced Studies

Arranged in consultation with the department. Credits: 4

Offered Fall 2015, Spring 2016

FRN 580D Advanced Studies

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

FRN 590 Research and Thesis

Credits: 4 to 8

Offered Fall 2015, Spring 2016

FRN 590D Research and Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

The French studies curriculum focuses on communicative competence in today's world, knowledge of contemporary cultures, investigation of concepts that have shaped French and Francophone identities, and the discovery of new perspectives. Unless otherwise indicated, all classes are conducted in French.

Qualified students may apply for residence in the Francophone Residential Community located in Cutter House.

Language Courses

FRN 101 Accelerated Elementary French

An accelerated introduction to French for real beginners based on the video method *French in Action*. Development of the ability to communicate confidently with an emphasis on the acquisition of listening, speaking and writing skills, as well as cultural awareness. Four class meetings per week plus required daily video and audio work. Students completing the course normally enter 102 or 103. Students must complete both 101 and 102 or 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 18 per section. No spring preregistration allowed. Credits: 5
Ann Leone, Eglal Doss-Quinby, Instructor: Elsa Stéphan, Fall 2015
Offered Fall 2015

FRN 102 Accelerated Intermediate French

Emphasis on the development of oral proficiency, with special attention to reading and writing skills, using authentic materials such as poems and short stories. Students completing the course normally enter 220. Prerequisite: 101. Enrollment limited to 18 per section. Priority is given to first-year students. {F} Credits: 5
Eglal Doss-Quinby, Instructor: Elsa Stéphan, Spring 2016
 Offered Spring 2016

FRN 103 Intensive Intermediate French

This course uses the same textbooks as 102, at a faster pace and with additional work on reading, writing and oral skills; special attention to composition and building vocabulary. Additional materials include websites, podcasts, works by Colette, Maupassant, Sartre and others. Prerequisite: 101. Students completing the course may be eligible to enter 230. Students who take 102 may not take 103. Admission only by permission of the instructor. {F} Credits: 5
Ann Leone
 Offered Spring 2016

FRN 120 Intermediate French

An intermediate language course designed for students with two or three years of high school French. Its main objective is to develop cultural awareness and the ability to speak and write in French through exposure to a variety of media (literary texts, newspaper articles, ads, clips, films, videos). Students completing the course normally enter 220. Enrollment limited to 18 per section. {F} Credits: 4
Instructor: Elsa Stéphan, Martine Gantrel-Ford, Fall 2015
Denise Rochat, Spring 2016
 Offered Fall 2015, Spring 2016

FRN 220 High Intermediate French

Review of communicative skills through writing and class discussion. Materials include a movie, a comic book, a play and a novel. Prerequisite: three or four years of high school French; 102, 103 or 120; or permission of the instructor. Students completing the course normally enter 230. Enrollment limited to 18 per section. {F} Credits: 4
Christiane Métral, Instructor: Elsa Stéphan, Fall 2015
Christiane Métral, Instructor: Elsa Stéphan, Spring 2016
 Offered Fall 2015, Spring 2016

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

A total immersion course in French oral expression using authentic cultural materials: French films and televised versions of round-table discussions, formal interviews, intellectual exchanges and documentary reporting. Students learn how the French converse, argue, persuade, disagree and agree with one another. Interactive multimedia exercises, role playing, debating, presenting formal exposés and improving pronunciation. Prerequisite: 230 or permission of the instructor. Registration: required attendance at meeting in Fall 2015: Tuesday, November 17 in Hatfield 105. Admission by permission only. {F} Credits: 4
Christiane Métral
 Offered Interterm 2016

FRN 300 Language and Identity

A course in advanced composition for students who wish to improve their mastery of some of the more difficult points of French grammar, syntax and usage, as they reflect on the role of language in shaping individual and national identity, from the 16th century to the present day. Readings and discussions on topics such as linguistic policy and cultural politics, the feminization of the French language, and defending against the invasion of English by legislating the use of French within France and Quebec. Prerequisite: two courses in French studies at the 250 level or above, or permission of the instructor. {F} Credits: 4
Eglal Doss-Quinby
 Offered Fall 2015

Intermediate Courses

FRN 230 Colloquium in French Studies

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

Consumers, Culture and the French Department Store

How have French stores and shopping practices evolved since the grand opening of Le Bon Marché in 1869? In what ways have megastores influenced French “culture”? This course examines representations of mass consumption in literature, the press, history, and analyses of French popular and bourgeois culture, paying particular attention to the role of women in the transactions and development of culture. {F}{L} Credits: 4

Jonathan Gosnell

Offered Fall 2015

Paris, a Multilayered City

An exploration of the cultural and urban development of Paris across time and in space with an emphasis on the 19th and 20th centuries. We use an interactive digital platform to reconstruct the spaces, both real and imaginary, featured in novels, poetry, short stories, popular songs, visual documents and maps that have portrayed the city throughout its history. Works by Corneille, Hugo, Maupassant, Baudelaire, Apollinaire, Modiano, Vargas, Gavalda. {F}{L} Credits: 4

Hélène Visentin

Offered Spring 2016

Dream Places and Nightmare Spaces: French Literary Landscapes

Through texts by authors from Louis XIV to Colette, we discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet and James Sacré. {F}{L} Credits: 4

Ann Leone

Offered Fall 2015

“Banlieue Lit”

In this course, students study fiction, memoir, slam poetry, and hip-hop authored by residents of France’s multi-ethnic suburbs and housing projects, also known as the *banlieues* and *cités*. We examine the question of whether *banlieue* authors can escape various pressures: to become native informants, to write realistic rather than fantastical novels, to leave the “ghetto,” to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the *banlieues* nevertheless produce vibrant cultural expressions that beg the question: is the *banlieue* a mere suburb of French cultural life, or more like one of its centers? {F}{L} Credits: 4

Mebammed Mack

Offered Spring 2016

FRN 250 Skyping With the French: Cross-Cultural Connections

Using webcam and videoconferencing technology, students have conversations in real time with French students in Paris. We examine youth culture in France and explore fundamental cultural differences between Americans and the French. Topics include cultural attitudes and beliefs, social values and institutions as well as relevant socioeconomic issues. Materials: textbooks, cultural essays, surveys, articles, films and songs. Prerequisite: 230 or higher or permission of the instructor. Enrollment limited to 15. {F}{S} Credits: 4

Mebammed Mack

Offered Spring 2016

FRN 251 The French Media, Now and Then

A broad overview of the different media and their histories in the French and Francophone world as well as an overview of French social, economic, political and cultural issues. Students acquire essential tools for media analysis: identifying political orientation, detecting bias, tracking controversies over time, putting quotes in context, and identifying missing voices in the narrative. Students can expect to read the leading newspapers every week and grapple with events as they happen. Prerequisite: 230 or permission of the instructor.

The French Press Online

A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online such as *Le Monde*, *Le Figaro*, *Libération*, *Le Nouvel Observateur*, *L'express*. {F}{L}{S} Credits: 4

Jonathan Gosnell

Offered Fall 2015

FRN 252 French Cinema*Cities of Light: Urban Spaces in Francophone Film*

From Paris to Fort-de-France, Montreal to Dakar, we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and nonurban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Offered in French. Prerequisite: 230, or permission of the instructor. Weekly required screenings. 252 may be repeated for credit with another topic. {A}{F}{L} Credits: 4

Dawn Fullon

Offered Fall 2015

FRN 262 After Algeria: Revolution, Republic and Race in Modern France

For the last two centuries, one could argue that it is the Franco-Algerian relationship that has been decisive in the construction of modern France. From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Memory of a conflictual present and past has required continual mediation among involved actors. In the 50-plus years that have passed since Algerian independence, France and the French have increasingly confronted echoes of their colonial past as a result of pervasive debates around immigration, multiculturalism and national identity. Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. Can a late-20th-century discourse of socioeconomic, cultural, ethnic and religious diversity, all shaped by the Algerian episode, be reconciled with Republican norms? To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: 230 or permission of the instructor. {F}{L}{S} Credits: 4

Jonathan Gosnell

Offered Spring 2016

FRN 264 Encountering Others in Ancien Régime France

How was France's cultural and political identity shaped by its encounters with the Other as it expanded trade and its conquest of foreign political and cultural powers such as the Ottoman empire and the newly discovered nations of the Americas, Africa and Tahiti? How did the concept of the foreigner evolve as confrontations with other nations, other religions, other ethnicities put into question France's conception of its own society and culture? We examine a range of texts (treatises, pamphlets, novels, theatre, *ballet héroïque*) in which “otherness” and foreignness is explored. Readings from Montaigne, Molière, Montesquieu, Graffigny, Voltaire, Diderot, Gouges, Duras and Condorcet.

Prerequisite: FRN 230 or permission of the instructor. {F}{L} Credits: 4

Janie Vampée

Offered Spring 2016

FRN 272 J'accuse! French Intellectuals as Activists

Why can some writers be called intellectuals? What is an intellectual? Why are French intellectuals unique? This course studies the emergence of political activism and the figure of the French “intellectual engagé” through readings from key social and historical moments and from a variety of genres. We trace how public debates on highly controversial topics such as intolerance, fanaticism, the death penalty, feminism, racism, and the role of media have influenced intellectuals to become committed to transforming French politics and society. Texts include writings by Montaigne, Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Halimi, Bourdieu and others. Prerequisite: 230 or permission of the instructor. {F}{H}{L} Credits: 4

Hélène Visentin

Offered Fall 2015

FRN 290 The Colonial City: Global Perspectives

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

Instructor: TBA

Offered Spring 2016

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. (E) {F} Credits: 1

Instructor: TBA

Offered Spring 2016

FRN 295 French Translation in Practice

Practicum in French; must be taken concurrently with CLT 150. Students read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts, and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: one course beyond 230 or permission of the instructor. This 2-credit course does not count as preparation for the Smith Programs Abroad in Paris and Geneva. {F}{L} Credits: 2

Carolyn Shread

Offered Spring 2016

Advanced Courses in French Studies

Prerequisite: two courses in French studies at the 260 level or higher or permission of the instructor.

FRN 340 Topics in 17th/18th Century Literature*Social Networking in Early Modern France*

How did social networks connect people who shared common interests and activities in early modern France? What defines the so-called French sociability and how does it emerge in both court and town society in the early 17th-century? We look at theater as a place of civil interchange, the academies,

the salons, private correspondences, among other social spaces, to understand how social networks played an integral role in the production of knowledge and the process of Enlightenment to better understand how the social life of the past has come to shape the contours of the present. {F}{L} Credits: 4

Hélène Visentin

Offered Spring 2016

FRN 365 Francophone Literature and Culture

Scandals and Spin Control: Francophone Literature in the Media

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

Dawn Fulton

Offered Fall 2015

FRN 380 Topics in French Cultural Studies

France in America

What is French America, or *l'Amérique française*? What is the nature of the French-American relationship, historically and today? At the height of the contemporary Franco-American culture wars, France and the United States seemed to be polar opposites. Yet at one time parts of the United States spoke French, lived and laughed in French, cried and died in French. Must French now be translated in America? Through what cultural mechanisms is Frenchness expressed by Americans? In what languages does one write French America today? We answer such questions in our exploration of the French experience of North America from the 17th to the 21st century. {F}{L} Credits: 4

Jonathan Gosnell

Offered Spring 2016

FRN 385 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. Prepares students for the Diplôme de français professionnel (Affaires B2) granted by the Paris Chamber of Commerce and Industry and administered at Smith College. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary or permission of the instructor. {F} Credits: 4

Eglal Doss-Quimby

Offered Spring 2016

FRN 392 Topics in Culture

Stereotypes in French Cinema

In this seminar, we examine how popular French comedies have recently relied on stereotypes to promote a national conversation about social, racial, sexual and religious identities. Among the issues considered: Why are these comedies popular? What are the cultural and national boundaries of comedy? Who is laughing (or not) and why? Are all stereotypes equal? Can laughter promote social progress? Is it possible to identify larger political or cultural concerns hidden behind the use of stereotypes in these films? Weekly or biweekly film showings. Readings in film criticism and relevant fields. {A}{F} Credits: 4

Martine Gantrel-Ford

Offered Fall 2015

FRN 404 Special Studies

Admission by permission of the department; normally for junior and senior

majors and for qualified juniors and seniors from other departments. Credits: 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Cross-Listed Courses and Recommended Courses From Other Departments and Programs

FYS 199 Re-Membering Marie Antoinette

How can we re-imagine, reconstruct, understand a historical personage? How do we perceive and get to “know” such a figure, and through this knowledge, the historical moment and context in which the person lived? We examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters; biographies, portraits—official and unofficial—caricatures, pornographic pamphlets, fictional works such as plays, novels and films in which she figures. The course incorporates a role-playing unit reenacting her trial, during which every member of the class plays the role of one of the important participants. Some film screenings. Enrollment limited to 16 first-year students. {H}{L}{WI} Credits: 4

Janie Vanpée

Offered Fall 2015

CLT 242 What and Where Is Main Street?

Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4

Ann Leone

Offered Spring 2016

CLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel

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

Dawn Fulton

Offered Spring 2016

TSX 340 Capstone Seminar in Translation Studies

The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners' reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono's iconic 1956 African novel, *Une vie de boy*. We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Enrollment limit of 12 students. {L} Credits: 2

Janie Vanpée

Offered Spring 2016

Geosciences

Professors

John B. Brady, Ph.D.
Robert Morgan Newton, Ph.D.
Bosiljka Glumac, Ph.D.

Professor-in-Residence

Lawrence David Meinert, Ph.D.

Associate Professors

Amy Larson Rhodes, Ph.D., *Chair*
Sara B. Pruss, Ph.D. ^{†2}

Assistant Professor

John Loveless, Ph.D.

Senior Lecturer

Mark Elliott Brandriss, Ph.D.

The Major

Advisers: For the class of 2016, Jack Loveless; for the class of 2017, Sara Pruss; for the class of 2018, Amy Rhodes; for the class of 2019, Robert Newton.

Adviser for Study Abroad: Amy Rhodes, 2015–16

Basis: 101 and 102, or 108, or FYS 103, or GEO 102 in conjunction with any other 100-level geoscience course.

Requirements: Beyond this basis, the requirements for individual tracks within the major include

Geoscience Track

- Six intermediate-level geoscience courses (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: Biodiversity, Ecology and Conservation and Lab (BIO 154, 155), Marine Ecology and Lab (BIO 268, 269) (prereq BIO 154 or GEO 108), Principles of Ecology and Lab (BIO 266, 267) (prereq BIO 154 and a course in statistics) or Plant Ecology and Lab (BIO 364, 365) (prereq course in plant biology or ecology or environmental science).
- One environmental policy course approved by the major adviser. Examples include: Environmental Economics (ECO 224) (prereq ECON 150), Population and Environment in Africa (ANT 230), Economy, Ecology and Society (ANT 236), Politics of the Global Environment (GOV 254) (prereq GOV 241), Seminar in American Government: Politics and the Environment (GOV 306) (prereq a 200-level course in American government), World Population (SOC 232), Environment and Society (SOC 233), Seminar in Environmental Sociology (SOC 332) (prereq SOC 101).
- Four intermediate-level geoscience courses: 221, 222, 231, 232, 241 or 251.
- Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one.

Educational Geoscience Track

- Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Educational Psychology (EDC 238), *Growing up American: Adolescents and their Educational Institutions (EDC 342),

Individual Differences Among Learners (EDC 347), Methods of Instruction (EDC 352), or *Teaching Science, Engineering and Technology (EDC 390).

- Six additional geoscience courses above the 100-level. One of these must be at the 300-level or be a 4- to 6-credit summer geology field camp course.

(Note: This track does not lead to Educator licensure. Students who wish to satisfy licensure requirements would need to take all EDC courses listed above, plus EDC 346 Clinical Internship in Teaching, and should consult with a faculty member of the Department of Education and Child Study.)

Smith courses that satisfy the advanced-level course requirement include: Any 300-level geoscience course, Ecohydrology (EGR 315), Seminar: Topics in Astrophysics-Asteroids (AST 330), Mechanics of Granular Media (EGR 340), and Advanced work or Special Problems in Geology (GEO 400). Appropriate courses taken at other institutions also may qualify, as does a 4- 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. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: Completion of the basis plus other courses for a total of 24 credits in geosciences, with no more than 14 credited at the 100-level.

Honors

Director: Jack Loveless, 2015-16 and Amy Rhodes, 2016-17

Honors students must complete all the 100-level and 200-level requirements for one of the three Geosciences tracks, at least one 300-level class, plus an honors thesis, GEO 430D or GEO 432D.

GEO 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

GEO 432D Honors Project

Credits: 6 per semester, 12 for yearlong course

Offered Fall 2015, Spring 2016

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

Field Experience

The department regularly sponsors an off-campus field-based course for geoscience students. This course may be entirely during interterm, such as recent courses in the Bahamas and Hawaii. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland and Greece. Because there are many important geologic features that are not found in New England, geoscience majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

The Department of Geosciences is a member of the Keck Geology Consortium, a group of 18 colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

Students contemplating a major in geosciences should elect 101 and 102, or 108, or FYS 103, and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

GEO 101 Introduction to Earth Processes and History

An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Students planning to major in geosciences should also take GEO 102 concurrently. {N} Credits: 4

Amy Rhodes, Fall 2015

Robert Newton, Fall 2016

Offered Fall 2015, Fall 2016

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

Amy Rhodes, Mark Brandriss, Fall 2015

Amy Rhodes, Mark Brandriss, Fall 2016

Offered Fall 2015, Fall 2016

FYS 103 Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course attempt to decipher this history by careful examination of field evidence. Class meetings take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 16 first-year students. {N}{WI} Credits: 4

John Brady

Offered Fall 2015

GEO 105 Natural Disasters: Confronting and Coping

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

John Loveless

Offered Fall 2016

GEO 106 Extraordinary Events in the History of Earth, Life and Climate

A journey through the 4.6 billion-year history of global change, with a focus on extraordinary events that have shaped the evolution of Earth and life through time. These events include the earliest development of life, the buildup of oxygen in the atmosphere, the devastation of the living world by catastrophic mass extinctions, the tectonic rearrangement of continents, the alternation of ice ages and eras of extreme warmth, and the evolution of modern humans. We also examine ways in which humans are changing our climatic and biologic environment and discuss potential consequences for the future of our planet. {N} Credits: 4

Mark Brandriss, Spring 2016

Bosiljka Glumac, Spring 2017

Offered Spring 2016, Spring 2017

GEO 108 Oceanography: An Introduction to the Marine Environment

An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one required field trip. {N} Credits: 4

Sara Pruss

Offered Spring 2016

GEO 112 Archaeological Geology of Rock Art and Stone Artifacts

What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science 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

Offered Spring 2016

GEO 150 Modeling our World: An Introduction to Geographic Information Systems

Same as ENV 150. A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science, and public policy. Enrollment limited to 20. {N} Credits: 4

John Loveless

Offered Fall 2015, Fall 2016

GEO 221 Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogical problems of

crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently. Recommended: CHM 111 or equivalent. {N} Credits: 5

Mark Brandriss

Offered Fall 2015

GEO 222 Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work emphasizes the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. {N} Credits: 5

John Brady

Offered Fall 2017, Spring 2016

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: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently; open without prerequisite to majors in the biological sciences. Enrollment limited to 18 students. {N} Credits: 5

Sara Pruss

Offered Fall 2015

GEO 232 Sedimentary Geology

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently. {N} Credits: 5

Bosiljka Glumac

Offered Fall 2015, Not Offered This Academic Year

GEO 241 Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, methods of analysis and relationship to plate tectonics. Laboratories before spring break involve computer-based analysis of the map patterns of geologic structures and the mechanics of their formation. After spring break, weekly field trips during the lab period connect local examples of structures to New England tectonics. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. Recommended: MTH 111 or equivalent. Enrollment limit of 20. {N} Credits: 5

John Loveless

Offered Spring 2016, Spring 2017

GEO 251 Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester

laboratories include field trips to examine landforms in the local area.

Prerequisite: 101, or 102, or 108 or FYS 103. {N} Credits: 5

Robert Newton

Offered Spring 2016, Spring 2017

GEO 301 Aqueous Geochemistry

This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory emphasizes wet-chemistry analytical techniques. Participants prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip.

Prerequisites: One geoscience course and CHM 208 or CHM 111. {N} Credits: 5

Amy Rhodes

Offered Spring 2016, Spring 2017

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 or permission of instructor. Enrollment limit of 10 students. {N} Credits: 4

John Loveless, Sara Pruss

Offered Interterm 2016, Spring 2016

GEO 309 Groundwater Geology

Same as EGR 319. A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project involves studying a local groundwater problem. Prerequisites: 101, or 102, or 108, or FYS 103 and MTH 111. Enrollment limited to 14. {N} Credits: 5

Robert Newton

Offered Fall 2015

GEO 334 Carbonate Sedimentology

Students in this class engage in detailed studies of the formation of carbonate sediments and rocks through participation in a required 7–10 day field trip to one of the modern tropical carbonate-producing environments (such as the Bahamas) during January interterm, followed by semester-long research projects based on the data and specimens collected in the field. Students present their results at Celebrating Collaborations in April. Class discussion topics include the history of carbonate rocks from the Precambrian to the present. Prerequisite: GEO 232 and/or 231. Enrollment limited to 8. Registration by permission only. Interested students should contact the course instructor early in the Fall semester. Students are responsible to partially cover expenses associated with the January trip. {N} Credits: 5

Bosiljka Glumac

Offered Spring 2017

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

Mark Brandriss
Offered Fall 2016

GEO 400 Advanced Work or Special Problems in Geosciences

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

GEO 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

John Loveless

Offered Fall 2015, Spring 2016

GEO 432D Honors Project

Credits: 6 per semester, 12 for yearlong course

John Loveless

Offered Fall 2015, Spring 2016

explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of the instructor. Enrollment limited to 12. {N} Credits: 4

Glenn Ellis

Offered Spring 2016

For additional offerings, see Five College Course Offerings by Five College Faculty.

Cross-Listed Courses

FYS 109 Exobiology: Origins of Life and the Search for Life in the Universe

This course explores interdisciplinary approaches to the search for life in the Universe by using the Earth as a natural laboratory. We address fundamental questions surrounding the formation of our solar system and the first appearance of life, the definition of life and how we can search for it elsewhere, and the biases we introduce by using Earth as a model system. The goal of this class is to present a multidisciplinary view of exobiology by integrating geology, chemistry, biology, astronomy and physics. Enrollment limited to 16 first-year students. {N}{WI} Credits: 4

Sara Pruss

Not Offered This Academic Year

EGR 315 Ecohydrology

This seminar focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas, and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 219 03 220 (formerly MTH 241 or 245). Enrollment limit of 12. Credits: 4

Andrew Guswa

Not Offered This Academic Year

EGR 340 Seminar: Geotechnology 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

German Studies

Professors

Jocelyne Kolb, Ph.D., *Chair*, Spring 2016

Joseph George McVeigh, Ph.D., *Chair*, Fall 2015 **1

Associate Professor

Joel P. Westerdale, Ph.D., *Director, Hamburg Program* §1, §2

Senior Lecturer

Judith Keyler-Mayer, Ph.D.

Lecturer

Lisa Haegele, Ph.D.

The Major

Advisers: Judith Keyler-Mayer, Joseph McVeigh, Jocelyne Kolb

Advisers for Study Abroad: Jocelyne Kolb, Judith Keyler-Mayer, Joseph McVeigh

Courses other than those in the Smith catalog taken during the Study Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Requirements: Ten courses (or 40 credits) beyond the basis (GER 200)

Required Courses: GER 161, 250, 300, 350, 360

Electives: Five further courses, of which at least two must be in German.

Period Requirements: Students must take at least one course representing each of the following periods: before 1832, 1832–1933; 1933–present

A 10-page paper may serve as fulfillment of the period requirement for any of the three periods. If the course is outside of the department, the paper must deal with a specifically German topic.

Courses outside the Department of German Studies may be counted toward the major, with prior departmental approval.

The Minor

Advisers: Joseph McVeigh, Jocelyne Kolb, Judith Keyler-Mayer

Requirements: Six courses (or 24 credits) beyond the basis (GER 200)

Required Courses: Three courses are required:
GER 161, GER 250, and either GER 350 or GER 360.

Electives: Three additional courses from those listed under the major, of which at least one must be in German.

Courses other than those in the Smith catalogue taken during the Study Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Courses outside the Department of German Studies may be counted toward the minor, with prior departmental approval.

Honors

Director: Jocelyne Kolb

GER 430D Honors Project

This is a full-year course. Credits: 8

Offered Fall 2015, Spring 2016

Students who plan to major in German Studies or who wish to spend the junior year in Hamburg should take German in the first two years.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 110y, 144, 200 or 250.

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

A. German Language, Literature, and Culture

GER 110y is a yearlong course. Credit is not granted for the first semester only.

GER 110Y Elementary German

An introduction to spoken and written German, and to the culture and history of German-speaking people and countries. Emphasis on grammar and practical vocabulary for use in conversational practice, written exercises, and listening and reading comprehension. By the end of the year, students 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. {F} Credits: 10

Judith Keyler-Mayer, Lisa Haegele, Fall 2015

Judith Keyler-Mayer, Lisa Haegele, Spring 2016

Offered Fall 2015, Spring 2016

GER 200 Intermediate German: The German Environment

An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. Prerequisite: 110y, permission of the instructor, or by placement. {F} Credits: 4

Lisa Haegele

Offered Fall 2015

GER 250 Advanced Intermediate German: Environmental Culture

Discussion of modern German culture, society and technology, with an emphasis on environmental issues. Introduction and practice of more advanced elements of grammar; work on expanding vocabulary; weekly writing assignments. Students who successfully complete GER 250 are eligible for

the study abroad program in Hamburg. Prerequisite: 200, permission of the instructor or by placement. {F} Credits: 4

Jocelyne Kolb

Offered Spring 2016

GER 300 Topics in German Culture and Society

Reconstructing Culture in Germany and Austria After World War II

This course examines the vagaries of reconstructing and reorienting culture and society in occupied Germany and Austria after 1945. Attempts to create a new culture out of the devastation of the war not only had to confront challenges of a material, existential and artistic nature, but also the influx of new impulses from abroad in film and radio that competed with more traditional cultural media. Works by Bachmann, Böll, Eich, Aichinger and many others. Conducted in German. Prerequisite: GER 250 or equivalent. {A}{F} Credits: 4

Joseph McVeigh

Offered Fall 2015

GER 348 Topics in the Culture and Language of Economic Life

Made in Germany: Culture and Commerce

What connection do trade and manufacturing have to German literature, music, art, architecture and film? In this course we investigate the reciprocal influence of culture and commerce in Germany from the Hanseatic League to the present, with attention to famous companies and products as well as to the current economic situation. Included works by, for example, Johann Wolfgang von Goethe, Heinrich Heine, Karl Marx, Richard Wagner, Adolf Menzel, Theodor Fontane, Gerhart Hauptmann, Käthe Kollwitz, Bertolt Brecht and Heinrich Böll. Conducted in German. {A}{F} Credits: 4

Judith Keyler-Mayer

Offered Spring 2016

GER 350 Seminar: Language and the German Media

A study of language, culture and politics in the German-language media; supplemental texts and films reflecting the interests and academic disciplines of students in the seminar. Practice of written and spoken German through compositions, linguistic exercises and oral reports. Conducted in German.

Prerequisite: permission of the instructor. {F} Credits: 4

Joseph McVeigh

Offered Fall 2015

GER 360 Advanced Topics in German Studies

Each topic focuses on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.

Portraits of a City

Berlin through the novels of Theodor Fontane (1819–96) and paintings of Adolph Menzel (1815–1905). How do these artists perform the magic of conjuring up a historical past, evoking a vivid present, and anticipating aesthetic currents of the future? How closely do Fontane and Menzel depict their originals (and does it matter)? What are the connections—personal and professional—between Fontane and Menzel? What was it like to be an artist in Berlin during the 19th century? How have the works of Fontane and Menzel contributed to the identity of Berlin? Conducted in German. {F}{L} Credits: 4

Jocelyne Kolb

Offered Spring 2016

GER 400 Special Studies

Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

B. Courses in English

GER 231 Topics in German Cinema

Sex, Drugs and Delinquents: Hamburg in German Cinema

This course examines the role and representation of Hamburg, the famous German harbor city, in German films from the Weimar era to today. Discussions address formal and thematic approaches to representing the city, with special focus on the relationship between protagonists' (often marginalized) identities and the milieu they inhabit. Discussions consider political, social and cultural factors that inform the filmic representation of Hamburg as well as issues in film production and technology. We explore a variety of genres including the crime thriller, social drama, biker film, musical comedy and science fiction. Included are works by filmmakers as diverse as Klaus Lemke, Elfi Mikesch and Monika Treut, Anno Saul, Sebastian Schipper, Peter Fleischmann, Helmut Käutner, Wim Wenders, Angelina Maccarone and Jürgen Roland. Conducted in English. No previous knowledge of German is required. {A} Credits: 4

Lisa Haegele

Offered Spring 2016

C. Courses Offered on the Study Abroad Program in Hamburg

260 Orientation Program in Hamburg

The Orientation Program has three main goals: (1) to ensure daily practice in spoken and written German needed for study at the University of Hamburg; (2) to offer a comprehensive introduction to current affairs in Germany (political parties, newspapers and magazines, economic concerns); and (3) to offer extensive exposure to the cultural and social life of Hamburg and its environs. Students are also introduced to German terminology and methodology in their respective majors, to German academic prose style, and to a characteristic German form of academic oral presentation, the *Referat*. The Orientation Program culminates in the presentation of a *Referat* on a topic in each student's academic area of concentration. {F} Credits: 2

Staff

Offered Fall 2015 and Spring 2016 for four weeks on the Smith Program Abroad in Hamburg

270 German History and Culture from 1871 to 1945

This course covers the Wilhelminian Empire, the Weimar Republic and the Third Reich. For the Weimar Republic, the focus is on the political, economic, social and cultural issues the republic was facing. For the Third Reich, we focus on the establishment of dictatorship, the persecution of Jews, everyday life in Hitler Germany, World War II, resistance and opposition, and the end of the Third Reich. Limited to students enrolled in the study abroad program. {H/F} Credits: 4

Rainer Nicolaysen

Offered Fall 2015 on the Smith Program Abroad in Hamburg

280 Theater in Hamburg: Topics and Trends in Contemporary German Theater

This course offers an introduction to the German theater system through concentration on its historical and social roles, its economics and administration. We study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays are by German authors from different periods, but occasionally include other texts as well. The study abroad program covers the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the study abroad program. {L/F} Credits: 4

Jutta Gutzeit

Offered Fall 2015 on the Smith Program Abroad in Hamburg

290 Studies in Language II

The objective of this course is to improve written and oral skills by building on work done during the orientation program. Emphasis in class is on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. {F} Credits: 4

Jutta Gutzeit

Offered Fall 2015 and Spring 2016 on the Smith Program Abroad in Hamburg

310 Language, Culture and The Academy

The objective of this course is to improve written and oral skills by building on work done during the orientation program or the winter semester. Emphasis in class is on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students taking the course in the winter semester are taught how to compose a term paper (*Hausarbeit*) in the German fashion. Prerequisite: 290 or by placement. {F} Credits: 4

Jutta Gutzeit

Offered Fall 2015, Spring 2016 on the Smith Program Abroad in Hamburg

320 Germany 1945–90: Politics, Society and Culture in the Two German States

This course, which provides a continuation of 270, covers the post-war period of occupation; the founding of two German states, German-German relations during the Cold War, and the re-unification of Germany. Historical analysis, reading of selected literary works; screening of films. Prerequisite: 270, or permission of the instructor. Limited to students enrolled in the study abroad program.

{L/H/F} Credits: 4

Rainer Nicolaysen

Offered Spring 2016 on the Smith Program Abroad in Hamburg

D. Cross-Listed Courses

CLT 214 Literary Anti-Semitism

How can we tell whether a literary work is anti-Semitically coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today?

A selection of seminal theoretical texts, examples from literature, including the graphic novel, and from cinema. Shakespeare, G.E. Lessing, Walter Scott, Charles Dickens, Heinrich Heine, Edith Wharton, Thomas Mann, Philip Roth, Will Eisner, David Lean, Carol Reed, Roman Polanski, Dani Levy. {L} Credits: 4

Jocelyne Kolb

Offered Fall 2015

FYS 120 Writing Home

Are letters home and love letters obsolete? Has skyping replaced letter-writing? Is the mail of email the same as letters sent through the post office? What role do letters play in literature, and how have letters influenced the historical record? These are some of the questions we consider in letters from the 17th century to the present, literary and non-literary, beginning with the letters of Madame de Sévigné. Visit to the Rare Book Room; use of the Smith Archives. This course may be counted towards the German studies major (unless students have also taken GER 238). Enrollment limited to 16 first-year students. (E) {WI} Credits: 4

Jocelyne Kolb

Offered Fall 2015

JUD 260 (C) Yiddish Literature and Culture

Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Explores the Yiddish novel as a forum for political engagement and

creative expression in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin and immigrant America. How have post-Holocaust writers memorialized not only a lost civilization but also a murdered language? All texts in translation. Enrollment limited to 18. No prerequisites {L} Credits: 4

Justin Cammy

Offered Spring 2016

JUD 287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? {H} Credits: 4

Ernest Benz, Justin Cammy

Offered Spring 2016

ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences

This course is part of the Smith study abroad program in Hamburg, Germany and limited to students enrolled in the study abroad program. The course includes lectures, field trips to locations in northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction to different landscape types of northern Germany: their geology, characteristic plant and animal life, and development through time; and focus on the effects of humans on landscape development for the last 6,000 years. Discussions explore possibilities and constraints of sustainable development based on the natural resources of the region. Visits to different landscapes of northern Germany over five days of field trips provide a good overview of the landscape types present. {N}{S} Credits: 4

Kai Jensen

Offered Spring 2016

Global Engagement Seminars

A Global Engagement Seminar is an intensive, credit-bearing summer seminar taught by a team of Smith faculty offered at a location away from campus. Global Engagement Seminars carry 5 credits, may not be taken S/U and consist of three parts:

1. mandatory meetings throughout the spring semester to prepare students academically and culturally for their experience away from campus;
2. an intensive seminar taught by Smith faculty members in May–June; and
3. a required internship following the seminar.

Admission by application and instructor's permission only. Applications are accepted in the fall semester prior to the Global Engagement Seminar. All students are welcome to apply. Preference will be given to rising juniors and seniors, and to students with previous coursework relevant to the seminar as described below.

Approved Global Engagement Seminars are listed below. For current course information and applications, visit the Lewis Global Studies Center website at www.smith.edu/world/seminars.php.

GES 301 Jerusalem

Explores Jerusalem as a contested sacred and political space. Topics include the centrality of the city in Judaism, Christianity and Islam; archeology and the built landscape as a prism through which to understand the complicated layering of urban history and the competition between national communities; the importance of the city in contemporary Israeli and Palestinian national identities. Includes visits to sites of religious, historical and political significance; meetings with local scholars, political figures and community activists. Please note: this is not a course on the Israel-Palestine conflict, but rather a course on the historical and contemporary significance (religious, national, political) of the city of Jerusalem; the internships which follow the seminar must be based in Jerusalem and not elsewhere in Israel or the Palestinian territories. Students may count GES Jerusalem for credit toward the major/minor in government, Jewish studies and Middle East studies. Students may petition their departments to have the course counted towards the major/minor in ancient studies, history, medieval studies and religion. The course is followed by a required service or learning internship in Jerusalem (minimum one month). Preference is given to students with at least one course in the history, religion, politics, literature or languages of the Middle East. {H/L} 5 credits

Justin Cammy (Jewish studies, comparative literature, and Middle East studies) and Ibtissam Bouachrine (Spanish and Portuguese, and Middle East studies)

GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability

Costa Rica is held as a model of sustainability and eco-friendly development, with legislation and regulation integral to its success. Yet, globalization is stressing the delicate balance between development on one side and human and environmental sustainability on the other. This course contests the idea that Costa Rica is a model of sustainability and examines how Costa Rica's history and politics and changing economic pressures affect resource use; conservation practices; and environmental protection, climate and biodiversity. Site visits include San Jose, Monteverde cloud forest, the Guanacaste coast and coastal rain and mangrove forests. This GES is accepted for credit toward the following majors: government, geosciences, study of women and gender, and environmental science and policy. Some hiking over mountainous, cloud forest and rain

forest terrain required. Also, students should expect some accommodations to be basic. Spanish language is not required but recommended for participation in the course. It may be required for some internships. (E) {S/N} 5 credits
Gary Lebring (Government and Study of Women & Gender), Amy Rhodes (Geosciences)

GES 303 Greek History and Archaeology in Their Geological Context

This seminar explores the relationship between the historical and cultural development of Ancient Greece and the underlying geology of the Greek islands (Crete, Santorini, Syros, Delos) and mainland (Athens/Attica, Delphi). Visits to key sites and museums to examine the art and archaeology of prehistoric and classical Greece as well as field study of the prominent geological features of each region. Students study firsthand the celebrated monuments and masterpieces of the Minoan, Mycenaean and Classical Greek civilizations, and explore the region's spectacular geological features, which had a dramatic, occasionally catastrophic, impact on the course of these civilizations. Some hiking over rough terrain, including one 11-mile hike. The seminar carries a total of 5 credits, 2 credits for a pre-seminar in spring 2014 in which much of the research and writing for the 3-credit traveling summer seminar will be completed. Spring 2014 schedules should be planned accordingly. Following the seminar, students will remain in Athens for six-week internships in fields relevant to the seminar: geology, archaeology and museum studies. Insofar as possible, students will receive internships in a field of interest. GES 303 will count toward the major/minor in classics, classical studies, ancient studies and archaeology. Preference will be given to students with at least one course in geosciences and/or a relevant field of ancient studies (e.g., art/archaeology, classics, history). (E) {H/N} 5 credits

Scott Bradbury (Classics), John Brady (Geosciences)

GES 304 Federico García Lorca, Hidden and Revealed: An Itinerary of Life

In this course we study the artistic trajectory of Federico García Lorca, one of the most influential poets and dramatists of the 20th century. Beginning with his years in Madrid, which he spent at the Residencia de Estudiantes, we analyze the philosophical, political and aesthetic contexts that shaped his personality as a creative artist. These include his work as a musician, designer, stage director and writer. Lorca's journey to New York in 1929 is explored through close reading of the two fundamental texts written while he was in the United States: *The Public* and *Poet in New York*. In approaching the figure of this creative artist, a sensitive barometer of his time, we encounter a modern, vibrant Spain, in the vanguard of arts and science, soon to be destroyed by the Spanish Civil War. The course consists of close reading of the texts in their original versions, analysis and discussion, daily lectures by faculty, and intensive investigation of archives (in Madrid) and sites of cultural importance (in Cordoba, Granada and Seville). Through the study of dramatic texts, plus the application of actor-training methodologies, we bring stories from the page to stage for a final presentation in Spanish. Performance strategies are used during the course to enhance foreign language skills. The classroom seminar is followed by a required service or learning internship in either Cordoba or Madrid. (E){H/L/A} 5 credits
Maria Estela Harretche (Spanish and Portuguese), Ellen W. Kaplan (Theatre)

Global Financial Institutions Concentration

Advisory Committee

Payal Banerjee, Ph.D., Assistant Professor of Sociology ^{*2}
 Randall K. Bartlett, Ph.D., Professor of Economics
 Mlada Bukovansky, Ph.D., Professor of Government
 Roger T. Kaufman, Ph.D., Professor of Economics ^{†2}
 Leslie L. King, Ph.D., Associate Professor of Sociology
 Susan Levin, Ph.D., Professor of Philosophy ^{*1}
 Mahnaz Mahdavi, Ph.D., Professor of Economics, *Director*
 Andy N. Rotman, Ph.D., Professor of Religion
 Susan Stratton Sayre, Ph.D., Assistant Professor of Economics and
 Environmental Science and Policy
 Roisin Ellen O'Sullivan, Ph.D., Associate Professor of Economics ^{*1}
 Dennis Yasutomo, Ph.D., Professor of Government ^{†2}

The global financial institutions concentration (GFIC) combines academic courses, research and fieldwork to provide a rigorous study of global financial markets. Students acquire in-depth knowledge of the structure and operation of U.S. and world financial institutions. Through a sequence of six courses, two internships, and a workshop to develop appropriate computer skills, the GFX would specifically equip students with knowledge of the workings of financial institutions such as the IMF, the World Bank, central banks around the world, and private financial institutions as well as related financial regulations. Students could normally complete the requirements of GFX in three years. The concentration admits a maximum of 15 students each year, starting in their sophomore year.

Requirements

1. Gateway Course

GFX 100 Introduction to Global Financial Institutions

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. 1 credit, graded S/U only

Mahnaz Mahdavi
 Offered Fall 2015

2. Electives

Students are required to take four electives drawn from at least two different departments. One of the courses must be ECO 265 (Economics of Corporate Finance), ECO 275 (Money and Banking) or a similar course chosen with the GFIC adviser.

Only one statistics course and no more than three elective courses that fulfill the requirements for a student's major will be counted toward fulfillment of this concentration. Students can select from the approved list of Smith and Five College–related courses (provided below) drawn from course offerings in computer science, economics, government, math, philosophy and psychology. Concentrators may choose to focus on a specific region (Africa, Asia, Europe or the Americas) by selecting relevant courses on that region

and doing research in their capstone seminar related to the region. Concentrators focusing on a region are strongly recommended to study a language spoken in that region.

3. Capstone: Seminar Plus

Students fulfill the capstone requirement for the concentration by taking one seminar selected from a list of concentration-approved seminars (provided below). These seminars are drawn from disciplines in which global finance research is already featured, such as economics, government and public policy. Concentrators take an additional 1-credit course with the faculty concentration coordinator that will bring all of the concentrators in a given class year together four times during the second semester of the senior year to share the research that they did or are doing in their capstone seminar. In addition, GFX students are required to present their research in one of the following ways: during the annual Collaborations event in April, at an approved academic conference, or to the concentration students and faculty advisers.

4. Experiential Learning

Students are required to have two experiential learning components. Concentrators can choose either a combination of a workshop and a summer internship in financial institutions or to do two internships.

Workshop

- Computer Programming for Financial and Economic Analysis. This two-day workshop introduces students to financial analysis tools offered by the CDO.
- Excel workshop(s) one-day workshop offered by WFI
- Smith-Tuck Summer Bridge Program

Summer Internships

Students are required to complete one summer internship (approved ten-week program) prior to the senior year (Praxis may be used). Concentrator can consult their GFIC faculty adviser in choosing an internship.

Strongly Recommended

Related Courses: Foreign Language, Cultures and Society

Students interested in a particular geographical region of global financial markets are strongly encouraged to acquire the relevant language skills, as well as the political and cultural knowledge.

5. Additional Activities

In order to enhance knowledge of financial markets and language, concentrators are required to participate in one of the following approved activities and are strongly encouraged to participate in more than one.

- WFI lunchtime lectures, particularly Principles of Investing
- Smith College Investment Club (maintain active membership status)
- CDO Finance Résumé and Cover Letters workshop
- CDO Mock Finance Interview Day
- WFI/CDO annual excursion to Wall Street in New York City
- WFI/CDO day trips to the Federal Reserve Bank and Board

Approved Courses

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 Mabdavi

Offered Fall 2015

Capstone Seminars

- ECO 375 The Theory and Practice of Central Banking
- ECO 396 International Financial Markets
- ECO 37 Financial Globalization (Amherst College)
- ECON 335 Advanced Corporate Finance (Mount Holyoke)
- ECO 338 Money and Banking (Mount Holyoke)
- GOV 343 Corruption and Global Governance
- SOC 333 Social Justice, the Environment and the Corporation

General Electives

- ACC 223 Financial Accounting
- ECO 220 Introduction to Statistics and Econometrics
- OR
- MTH 201 Statistical Methods for Undergraduate Research
- OR
- MTH 246 Probability
- ACC 223 Financial Accounting
- ECO 241 Anthropology of Development
- ECO 226 Economics of European Integration
- ECO 240 Econometrics
- ECO 265 Economics of Corporate Finance
- ECO 275 Money and Banking
- ECO 296 International Finance
- GOV 242 International Political Economy
- GOV 244 Foreign Policy of United States
- GOV 252 International Organizations
- PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom
- PRS 318 Religion of the Marketplace: A Demystification
- SS 291 State and Politics in Africa (Hampshire College)

Courses especially recommended for regional focus

- ANT 271 Globalization and Transnationalism in Africa
- GEOG 215 Geography of Middle East and North Africa (Mount Holyoke)
- ECON 267 Development Post-Independence Africa (UMass)
- EAS 220 Culture and Diplomacy in Asia
- EAS 100 Intro to Modern East Asia
- GOV 228 Government and Politics of China
- HST 211 Emergence of China
- HST 247 Aspects of Russian History
- GOV 226 Latin American Political Systems
- POLIT 354 Public Policy in Latin America (Mount Holyoke)
- HST 260 Colonial Latin American 1821–Present
- HST 261 National Latin American 1821–Present
- SOC 327 Global Migration in the 21st Century

Global South Development Studies

Advisers

Charles P. Staelin, Ph.D., Professor of Economics, *Director* ^{†2}

Elliot Fratkin, Ph.D., Chair, Professor of Anthropology

Gregory Wayne White, Ph.D., Professor of Government

Leslie L. King, Ph.D., Associate Professor of Sociology

Caroline M. Melly, Ph.D., Assistant Professor of Anthropology ^{*1}

Jeffrey S. Ahlman, Ph.D., Assistant Professor of History ^{†2}

Nadya J. Sbaiti, Ph.D., Assistant Professor of History ^{†1}

Vis Taraz, Ph.D., Assistant Professor of Economics ^{†2}

Global south development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to examine within a comparative framework the processes of social, economic, political and ideological change in these regions as they respond to asymmetrical contact with the wider global economy.

The minor introduces the student to the diverse analytical perspectives of the social science disciplines while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: Six semester courses distributed as follows:

- One course from history
- One course from economics
- Four other courses from among the following five social science departments: anthropology, economics, government, history and sociology. The student may petition the program through her minor adviser, for one of these four courses to be from a discipline outside of the social sciences. Comparable courses at other colleges may be included with the consent of the minor adviser.
- Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East
- The student can include no more than two courses from any department.

See departmental and program listing for course prerequisites.

GSD 404 Special Studies

For juniors and seniors, admission by permission of the Global South Development Studies Advisory Board. Can only be taken once to count toward the minor. Credits: 4

Offered Fall 2015, Spring 2016

Approved Courses

Anthropology

ANT 234 Culture, Power and Politics

Offered Spring 2017

ANT 237 Native South Americans

Offered Spring 2017

ANT 249 Visual Anthropology

Not Offered This Academic Year

ANT 218 The Anthropology of Human Rights

Offered Fall 2016

ANT 252 The City and the Countryside in China

Not Offered This Academic Year

ANT 267 Self and Society in South Asia

Not Offered This Academic Year

ANT 348 Seminar: Topics in Development Anthropology

Offered Spring 2016

ANT 353 Seminar: Topics in Anthropology

Offered Fall 2016

Economics

ECO 211 Economic Development

Offered Fall 2015

ECO 295 International Trade and Commercial Policy

Offered Spring 2016

ECO 311 Seminar: Topics in Economic Development

Not Offered This Academic Year

Government

GOV 220 Introduction to Comparative Politics

Offered Spring 2016, Spring 2017

GOV 241 International Politics

Offered Fall 2015, Spring 2016

GOV 225 Ethnic Politics in Comparative Perspective

Not Offered This Academic Year

GOV 224 Colloquium: Islam and Development

Offered Spring 2016

GOV 230 Government and Politics of China

Offered Spring 2016

GOV 237 Colloquium: Politics of the U.S./Mexico Border

Offered Spring 2016, Spring 2017

GOV 252 International Organizations

Offered Spring 2016

GOV 242 International Political Economy

Offered Fall 2015, Fall 2016

GOV 326 Seminar in Comparative Politics

Offered Fall 2015

GOV 238 Readings on Central Africa in French

Not Offered This Academic Year

GOV 344 Seminar on Foreign Policy of the Chinese People's Republic

Not Offered This Academic Year

GOV 348 Seminar in International Politics

Offered Fall 2015

EAS 210 Colloquium: Culture and Diplomacy in Asia

Offered Spring 2016

History**HST 209 (C) Aspects of Middle Eastern History**

Not Offered This Academic Year

HST 234 (C) Global Africa

Not Offered This Academic Year

HST 257 (L) Early African History to 1800

Not Offered This Academic Year

HST 258 (L) Modern Africa Since 1800

Offered Spring 2016

HST 259 (C) Aspects of African History

Not Offered This Academic Year

HST 260 (L) Colonial Latin America, 1492–1825

Offered Fall 2015

HST 261 (L) National Latin America, 1821 to the Present

Spring 2016

EAS 100 Introduction to Modern East Asia

Offered Fall 2015

AFR 202 Topics in Black Studies

Not Offered This Academic Year

AFR 370 Seminar: Modern Southern Africa

Offered Spring 2016

EAS 219 Modern Korean History

Offered Fall 2015

EAS 220 Colloquium: Environment and Society in Contemporary China

Offered Fall 2015, Spring 2017

LAS 301 Seminar: Topics in Latin American and Latino/a Studies

Not Offered This Academic Year

Sociology**SOC 232 World Population**

Offered Spring 2016

SOC 327 Seminar: Global Migration in the 21st Century

Offered Spring 2016

EAS 200 Colloquium: Topics in East Asian Studies

Not Offered This Academic Year

Government

Professors

Steven M. Goldstein, Ph.D. ^{*1}
 Donald C. Baumer, Ph.D. ^{*2}
 Dennis Yasutomo, Ph.D. ^{†2}
 John Patrick Coby, Ph.D. ^{†2}
 Howard Jonah Gold, Ph.D.
 Gregory Whayne White, Ph.D.
 Mlada Bukovansky, Ph.D.
 Alice L. Hearst, Ph.D., J.D., *Chair* ^{**2}
 Marc R. Lendler, Ph.D.
 Velma E. García, Ph.D.

Associate Professors

Gary L. Lehring, Ph.D.

Assistant Professors

Kim Yi Dionne, Ph.D.
 Brent M. Durbin, Ph.D.
 Bozena Welborne, Ph.D.

Lecturer

Jeremy Wolf, B.A.

Research Associates

Michael James Clancy, Ph.D.
 Noel Twagiramungu, Ph.D.

GOV 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

GOV 431 Honors Project

Credits: 8

Instructor: TBA

Offered Fall 2015

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

The Major

Advisers: Donald Baumer, Mlada Bukovansky, Patrick Coby, Kim Yi Dionne, Brent Durbin, Velma García, Howard Gold, Steven Goldstein, Alice Hearst, Marc Lendler, Gary Lehring, Gregory White, Dennis Yasutomo

Graduate School Adviser: Steven Goldstein

Director of the Jean Picker Semester-in-Washington Program: Brent Durbin, 2015–16.

Basis: 100.

Requirements: 10 semester courses, including the following:

1. 100;
2. one course at the 200 level in each of the following fields: American government, comparative government, international relations and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under point 2 above; they may be in the same subfield of the department, or they may be in other subfields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. three additional elective courses. Majors are encouraged to select 190 as one of their electives

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major

Based on 100. The minor consists of six courses, which shall include five additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Gary Lehring

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, 209, 210 and 211. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); 2 credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite a 200-level course in the same field.

GOV 100 Introduction to Political Thinking

A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, legitimacy, revolution, freedom, equality and forms of government—democracy especially. Lecture/discussion format taught in independent sections, with one or more sections designated Writing Intensive

(WI sections are limited to 30). Open to all students. Entering students considering a major in government are strongly encouraged to take the course in their first year, either in the fall or the spring semester. Offered both semesters each year. {S} Credits: 4

Donald Baumer, Gary Lebring, Jeremy Wolf, Fall 2015

Gregory White, Patrick Coby, Spring 2016

Offered Fall 2015, Spring 2016

GOV 190 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention is paid to survey data and to data analysis using computer software. {M}{S} Credits: 5

Howard Gold

Offered Spring 2016

American Government

200 is suggested preparation for all other courses in this field.

GOV 200 American Government

A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior, and how all of these forces interact in the determination of government policy. Enrollment limit of 30 students. {S} Credits: 4

Donald Baumer

Offered Spring 2016, Spring 2017

GOV 201 American Constitutional Interpretation

The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. {S} Credits: 4

Alice Hearst

Offered Fall 2016

GOV 202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. {S} Credits: 4

Alice Hearst

Offered Spring 2016

GOV 203 Lesbian and Gay Politics in the U.S.

This course offers an overview of lesbian and gay politics, culture(s) and histories in the United States from the late 19th century to the present. We focus on how the struggles for community formation and community building succeeded in the creation of sophisticated social movements for legal rights and institutional inclusions in the 20th and 21st centuries. {S} Credits: 4

Gary Lebring

Offered Spring 2017

GOV 204 Urban Politics

The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. {S} Credits: 4

Jeremy Wolf

Offered Spring 2016

GOV 206 The American Presidency

An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. {S} Credits: 4

Marc Lendler

Offered Spring 2016, Spring 2017

GOV 207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. {S} Credits: 4

Donald Baumer

Offered Fall 2015

GOV 208 Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. {S} Credits: 4

Howard Gold, Marc Lendler

Offered Fall 2016

GOV 209 Colloquium: Congress and the Legislative Process

An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy making process. In addition to examining the structure and operation of Congress, we explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 different states and 435 separate Congressional districts. Enrollment limited to 20. {S} Credits: 4

Donald Baumer

Offered Spring 2016

GOV 210 Public Opinion and Mass Media in the United States

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. {S} Credits: 4

Howard Gold

Offered Fall 2015

GOV 212 Organized Labor and American Democracy

In this course we focus on a central tension in American democracy: the conflict between the desire to limit factionalism and the desire to allow individuals to assemble in order to use their massed political power to ensure equality. On the one hand, democracy must avoid the existence of factions large and powerful enough to tyrannize those outside the faction. On the other hand, it must allow individuals to form organizations in order to leverage greater amounts of political power, else the clash of differing interests would be likely to cause democracy to grind to a halt. We examine this tension through the lens of the U.S. labor movement. (E) {S} Credits: 4

Jeremy Wolf

Not Offered This Academic Year

GOV 213 Colloquium: The Bush Years

This course looks at the eight years of the Bush presidency, including his election, domestic issues such as tax cuts, response to 9/11, the lead up to and conduct of the war in Iraq, the controversies around the "unitary presidency," the response to Hurricane Katrina, and the financial destabilization of 2008. The purpose is to bring perspective to those years. Enrollment limited to 20. Prerequisite is at least one other course in American government. {S} Credits: 4

Marc Lendler

Offered Spring 2016

GOV 214 Colloquium: Free Speech in America

An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies. Enrollment limited to 20. {S} Credits: 4

Marc Lendler

Offered Fall 2016

GOV 215 Colloquium: The Clinton Years

This course explores the eight years of the Clinton Presidency. It covers the elections, policy debates, foreign policy, battles with the Republican Congress and impeachment. The purpose is to begin the task of bringing perspective to those years. Prerequisites: One American government course and permission of the instructor. Enrollment limited to 20. {S} Credits: 4

Marc Lendler

Not Offered This Academic Year

GOV 219 Throwaway Children: Law, Policy and Dependency

Family dysfunction affects children in all aspects of their lives. This course examines how children fare in abuse and neglect proceedings, particularly when they are removed from their biological families and placed in foster care. It also explores children in the juvenile justice system, linking back to questions about how to deal with fragile families, and explores whether rights-based approaches to child well-being would provide better outcomes for children than current approaches. The course compares child welfare programs in other countries and assesses their advantages or disadvantages in the context of domestic politics and policies. (E) {S} Credits: 4

Alice Hearst

Offered Fall 2015

GOV 304 Seminar in American Government

Inequality, Social Policy and the Politics of Methods: Who Counts?

This seminar examines the ways in which we ask and answer questions about inequality. We study inequality and related social policy in the United States, with special attention to the methodological choices of the authors we read, and the kinds of answers that these methodological choices make possible. We draw on texts from political science, sociology and anthropology, and the reading list for the course is adjusted as we go to ensure that the interests of the participants in the seminar are well represented. {S} Credits: 4

Jeremy Wolf

Not Offered This Academic Year

Topic: Pathologies of Power

A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. {S} Credits: 4

Marc Lendler

Not Offered This Academic Year

GOV 305 Seminar in American Government

Strange Bedfellows: State Power and Regulation of the Family

This seminar explores the status of the family in American political life and its role as a mediating structure between the individual and the state. Emphasis is placed on the role of the courts in articulating the rights of the family and its members. Suggested preparation: GOV 202 or WST 225. {S} Credits: 4

Alice Hearst

Offered Fall 2016

GOV 306 Seminar in American Government

Politics and the Environment

An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste is

covered. Students complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. {S} Credits: 4

Donald Baumer

Not Offered This Academic Year

GOV 307 Seminar in American Government

Latinos and Immigration Politics in the U.S.

An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. {S} Credits: 4

Velma García

Offered Fall 2015

GOV 310 Seminar in American Government

Native Americans and the American Political System

The status of Native Americans in the American political system is dizzyingly complicated. This course explores tribes in the U.S., looking at relationships among and within tribes and tribal members, those between tribes and states, and those between tribes and the federal government. The first part of the course looks at the constitutional status of Native Americans and explores the meaning of treaty-based guarantees and then briefly cover the historical development of tribal relationships. The second half of the course explores several contemporary issues, covering environmental regulation and the control of natural resources, including subsistence rights; poverty and issues related to the removal of children; and the impact of the introduction of gaming industries on tribal lands. {S} Credits: 4

Alice Hearst

Offered Spring 2016

GOV 312 Seminar in American Government

Political Behavior in the United States

An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects involve analysis of survey data. {S} Credits: 4

Howard Gold

Offered Fall 2015, Fall 2016

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

TBA

Offered Fall 2015

GOV 412 Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. Credits: 8

Brent Durbin

Offered Fall 2015

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

TBA

Offered Fall 2015

Comparative Government

GOV 220 Introduction to Comparative Politics

This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. We first focus on key methods and concepts such as state and nation, asking where states come from and how are nations built. The course then addresses questions including: Why are some countries democratic and others authoritarian? How do states promote or stymie economic development? What role do civil society and social groups play in political and economic transition? The course combines theoretical and conceptual analysis with cases drawn from around the world. {S} Credits: 4

Velma García

Offered Spring 2016, Spring 2017

GOV 221 European Politics

This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. {S} Credits: 4

Mlada Bukovansky

Offered Fall 2015, Spring 2017

GOV 222 Colloquium: Political Islam in Comparative Perspective

This course focuses on the politics of the 20th century's Islamic revival and exposes students to modern Islamic political movements in the Middle East, Central Asia and Southeast Asia. We consider how these movements evolved over time as well as their impact on traditional and emergent institutions within the state and beyond. These topics are considered in comparative perspective with students primarily drawing on scholarship from political science and other disciplines as necessary. Enrollment limited to 20. {S} Credits: 4

Bozena Welborne

Offered Spring 2017

GOV 224 Colloquium: Islam and Development

This course explores the development issues facing Muslim-majority countries through a political economic lens. The aim is to introduce students to the diversity of challenges facing the Muslim world, investigating the roots of underdevelopment and progress under a variety of socio-economic conditions and inquiring into whether these issues are unique to Muslim-majority countries. A range of contemporary topics are covered from the legacies of colonialism, chronic political instability, conflict and the “resource curse” to the effects of widespread demographic change, urbanization, and the evolution of gender roles. Enrollment limited to 20. {S} Credits: 4

Bozena Welborne

Offered Spring 2016

GOV 225 Ethnic Politics in Comparative Perspective

What is the relationship between ethnicity and politics? When does ethnic difference lead to competition and conflict? Does coethnicity encourage greater cooperation and provision of public goods? We explore these and related questions looking at experiences across the world. Though we read scholarship from the American context, the focus is on ethnicity and politics in other countries. Enrollment limit of 20 students. {S} Credits: 4

Kim Dionne

Not Offered This Academic Year

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 García

Offered Fall 2015, Fall 2016

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. Credits: 4

Kim Dionne

Offered Spring 2017

GOV 228 Government and Politics of Japan

Same as EAS 228. An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} Credits: 4

Dennis Yasutomo

Offered Fall 2015

GOV 230 Government and Politics of China

Treatment of traditional and transitional China, followed by analysis of the political system of the People's Republic of China. Discussion centers on such topics as problems of economic and social change, policy formulation, and patterns of party and state power. {S} Credits: 4

Steven Goldstein

Offered Spring 2016

GOV 232 The Politics of Intervention in Africa

Africa is a primary target for aid intervention as it is the region with the highest poverty and suffers from recurring humanitarian challenges. This course reviews international interventions in Africa—both military and humanitarian—to identify patterns of provision of aid and critically examine the motivations behind intervention. Through a close reading of books describing different types of intervention, we study the success of these interventions, but more often, we try to diagnose the patterns of failure in attempting to improve the human condition. Our collective goal is to identify the framework through which an intervention has a chance to succeed in an African context. {S} Credits: 4

Kim Dionne

Not Offered This Academic Year

GOV 233 Problems in Political Development

This course aims to explore the meaning of the term “development” and its impact on a range of global issues from poverty and income inequality to the spread of democracy, environmental degradation, urbanisation and gender empowerment. We examine existing theories of economic development while considering how a multiplicity of actors from state governments and NGOs to international donors interact to condition relevant socio-political outcomes. Finally, we consider evaluation techniques used in development programming to get a better sense of how development theories are applied in a practical setting. {S} Credits: 4

Bozena Welborne

Offered Spring 2016

GOV 234 Colloquium: Comparative Responses to AIDS in Africa

Before AIDS became the international priority it is today, local communities and national governments experiencing the AIDS pandemic firsthand responded in diverse ways. Why have some states been more active than others in responding to AIDS? What has been tried in the fight against AIDS in Africa, and more importantly, what, if anything, is working? What conditions are necessary for success? In this course, we aim to learn about politics and policy in resource-

constrained settings using the case study of response to AIDS in Africa. We start with learning the epidemiology of HIV/AIDS and the experience of AIDS in Africa. We then explore the responses to AIDS by national and international actors. The remainder of the course will focus on the interventions against HIV and AIDS, concluding with a close look at the local realities of the global intervention against AIDS. Enrollment limit of 20. {S}{WI} Credits: 4

Kim Dionne

Offered Spring 2016

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 García

Offered Spring 2016, Spring 2017

GOV 322 Seminar in Comparative Government

Latin American Social Movements

This seminar examines the relationship between social movements and the state in Latin America. There will be a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. Credits: 4

Velma García

Offered Fall 2016

GOV 323 Seminar in Comparative Government

Political Science Research in the Field

This course introduces students to a variety of methods used in the field to gather data to study political phenomena. The primary goal of the course is to take students from being consumers to becoming producers of political science research. An appreciation of different methods of inquiry is essential in producing quality work, but also further enables students to be more critical and analytical consumers of research. Students develop a rich understanding of research methods and are able to discuss the benefits and challenges of various qualitative and quantitative data collection procedures. By the end of the course, students are able to draw a representative sample from a population of interest, identify an appropriate method of data collection to study the problem in that representative sample, collect and analyze original data, and present findings of the research. {S} Credits: 4

Kim Dionne

Offered Fall 2016

GOV 325 Seminar in Comparative Government

Same Sex Politics in Africa

This course interrogates same-sex politics in contemporary Africa. Because little has been written about same-sex politics in Africa in the political science discipline, we draw primarily from texts written by sociologists, anthropologists, historians and activists. Building on this multidisciplinary corpus, we examine same-sex issues using a political scientist's lens. Some examples of what we cover: colonial legacy on policy towards sexual minorities, contemporary public opinion toward same-sex relationships, homophobia as a valence vs. wedge

issue, and the relative power of transnational movements for LGBT rights. Our collective goal is to better understand the landscape that ordinary Africans navigate with respect to same-sex issues, and the role of politics in public opinion and policy formation. {S} Credits: 4

Kim Dionne

Offered Spring 2016

Exploring Research on the Topic of Women in Politics

This course surveys diverse approaches to studying women in the context of local, national and transnational politics. We explore feminist policy, activism, and methodology with a specific focus on the developing world. Our topics include transnational women's movements, women's rights, the advent of gendered institutions such as women's quotas and gender mainstreaming, and the role of women in international governance. In the second portion of the course we focus on local women's movements in the Global South investigating case studies from the Middle East, Sub-Saharan Africa, Latin America and Eastern Europe. The ultimate goal of this course is to have students design an original research project related to the topic of women in politics. {S} Credits: 4

Bozena Welborne

Offered Spring 2017

GOV 326 Seminar in Comparative Politics

The Middle East and North Africa

This course serves as an overview of major themes in political science research pertaining to the Middle East and North Africa (MENA), while exploring the politics of individual countries from a comparative perspective. We investigate topics concerned with regime type and existing political institutions, political ideology and social movements, economic development, and civil-military relations. Assigned literature considers the interdisciplinary exchange of ideas on the contemporary MENA through a political, economic, and sociological lens, while explaining both regional trends and intra-regional variation. {S} Credits: 4

Bozena Welborne

Offered Fall 2015

The Middle East in World Affairs

This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. {S} Credits: 4

Bozena Welborne

Offered Fall 2016

International Relations

241 is suggested preparation for all other courses in this field.

GOV 241 International Politics

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior, and the influence of the world economy on international relations. Not a course in current events. Enrollment limited to 70. **Offered both semesters each year.** {S} Credits: 4

Gregory White, Fall 2015

Brent Durbin, Spring 2016

Mlada Bukovansky, Fall 2016

Gregory White, Spring 2017

Offered Fall 2015, Fall 2016, Spring 2016, Spring 2017

GOV 242 International Political Economy

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and Marxist perspectives. The course analyzes critical debates in the post–World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality and the broad question of “globalization.” Prerequisite: 241 or permission of the instructor. First-year students may enroll only if they have completed 241. Enrollment limited to 40. {S} Credits: 4

Bozena Welborne

Offered Fall 2015, Fall 2016

GOV 244 Foreign Policy of the United States

In this course we ask and answer the following questions: Just what is “United States foreign policy?” By what processes does the United States define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. {S} Credits: 4

Brent Durbin

Offered Fall 2015, Spring 2017

GOV 246 Politics and the Experience of War

An exploration of how war impacts the political views of soldiers and other participants. This course surveys several conflicts from the last century through the eyes of combatants, considering both national and individual motives for going to war, and evaluating the effects of fighting on the personal politics of soldiers. Core readings include scholarship on political socialization, nationalism, military culture, faith and trauma, as well as accounts of war written by soldiers. Enrollment limited to 20. Credits: 4

Brent Durbin

Offered Spring 2017

GOV 249 Colloquium: International Human Rights

This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. Enrollment limited to 20. {S} Credits: 4

Alice Hearst

Offered Fall 2015

GOV 251 Foreign Policy of Japan

Analysis of Japan’s diplomacy and foreign policy since World War II. Emphasis on various approaches to the study of Japan’s external relations, and on contending national identities debated in Japan, including pacifist, neo-mercantilist, civilian, normative and normal nation images. Case studies focus on relations with the U.S., Europe, East through Central Asia and other non-Western regions. {S} Credits: 4

Dennis Yasutomo

Offered Spring 2016

GOV 252 International Organizations

What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity’s higher

aspirations or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical and contemporary sources and perspectives. We focus on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Prerequisite: 241 or permission of the instructor. {S} Credits: 4

Mlada Bukovansky

Offered Spring 2016

GOV 256 Colloquium: Corruption and Global Governance

What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course explores the theoretical and practical dimensions of the problem of corruption and analyzes how states and international organizations have attempted to combat the problem. {S} Credits: 4

Mlada Bukovansky

Offered Spring 2016

GOV 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 Africa, 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

Gregory White

Offered Spring 2016, Spring 2017

GOV 343 Seminar 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. {S} Credits: 4

Mlada Bukovansky

Offered Fall 2015, Spring 2017

GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic

China’s Post-Mao Reform: Domestic and International Implications

After examining the historical roots of the foreign policy of the People’s Republic of China both before and after its establishment in 1949, the seminar focuses on the process and substance of the nation’s contemporary international behavior. {S} Credits: 4

Steven Goldstein

Not Offered This Academic Year

GOV 345 Seminar in International Politics

Intelligence and National Security

{S} Credits: 4

Brent Durbin

Offered Fall 2016

Foreign Policy Decision Making

{S} Credits: 4

Brent Durbin

Offered Spring 2016

GOV 347 Seminar in International Politics and Comparative Politics*Environmental Security*

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

Gregory White

Offered Fall 2015, Fall 2016

GOV 348 Seminar in International Politics*Conflict and Cooperation in Asia*

The seminar identifies and analyzes the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course concludes by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. {S} Credits: 4

Dennis Yasutomo

Offered Fall 2015

Political Theory**GOV 261 Ancient and Medieval Political Theory**

An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include family and the state, freedom and the gods, warfare faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes and natural law. Selected authors include:

Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretious, Augustine, Aquinas and Marsilius. {S} Credits: 4

Patrick Coby

Offered Fall 2015

GOV 262 Early Modern Political Theory, 1500–1800

A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty, and peace; limitations on power, the general will, and liberalism’s relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. {S} Credits: 4

Patrick Coby

Not Offered This Academic Year

GOV 263 Political Theory of the 19th Century

A study of the major liberal and radical political theories of the 19th century, with emphasis on the writings of Hegel, Marx, Tocqueville, Mill and Nietzsche. Not open to first-year students. Credits: 4

Gary Lebring

Offered Fall 2015

GOV 264 American Political Thought

An examination of political thought in America from the colonial period to the present. Prominent themes include politics and religion, constitutional

structures, political parties, slavery, industrialization, welfare, foreign policy and liberalism-conservatism. {S} Credits: 4

Patrick Coby

Offered Spring 2016

GOV 265 Reacting to the Past: America’s Founding

A departmental version of the historical role-playing First-Year Seminar by the same name, featuring games on the American Revolution and the Constitutional Convention. Course satisfies the department’s political theory requirement and is open to all levels of students. {S} Credits: 4

Patrick Coby

Offered Spring 2016

GOV 266 Contemporary Political Theory

A study of major ideas and theories of justice and rights since World War II. Beginning with the work of John Rawls and his critics, we move to examine the debates raised by Rawls in the works of other authors who take seriously his idea of building a just society for all. Special attention is paid to the politics of inclusion for groups based on race, gender, sexual orientation and ethnicity as their claims for rights/justice/inclusion present challenges to our rhetorical commitment to build a just and fair society for all. Successful completion of 100 or another political theory course is strongly suggested. {S} Credits: 4

Gary Lebring

Offered Fall 2016

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. Credits: 4

Gary Lebring

Offered Spring 2016

GOV 268 Colloquium: Science Fiction and Political Theory: Imagining Human Expansion

Political theory is, in many respects, a speculative exercise; that is, in order to theorize about politics, and particularly about the possibilities of future politics, we must be capable of imagining how things might be otherwise. One popular arena for such an exercise can be found in science fiction, much of which is dedicated to imagining how human society might be altered by advances in technological capacity. While the specific technologies suggested in such work might not be available now (or perhaps ever), the speculative exercise undertaken by such works can help us to better understand the possibilities of the present. This colloquium takes up the intersection between academic political theory and popular science fiction, using works by authors including Karl Marx, Friedrich Nietzsche, Ursula Le Guin and Isaac Asimov to examine the ways in which we might use the body of science fiction literature to expand our political imagination. Enrollment limited to 20. {S} Credits: 4

Jeremy Wolf

Offered Spring 2016

GOV 364 Seminar in Political Theory*Changing the World: The Political Theory of the Anthropocene*

In 2000, climate scientists suggested for the first time that we might have entered a new geological epoch known as the Anthropocene in the late 18th century. The Anthropocene is primarily characterized by the prevalence of anthropogenic (human-caused) effects on the environment. That is, they suggested, the most important aspect differentiating this geological epoch from those that preceded it is the ability of humans to change the environment itself.

This seminar investigates the implications of the Anthropocene for political theory, asking how politics, political action, and the formation of political goals may be affected in the context of a world that is literally being changed by human activity. {S} Credits: 4

Jeremy Wolf

Offered Fall 2015

GOV 366 Seminar in Political Theory

The Politics of Heterosexuality

This course explores the social and political construction of heterosexuality; its interaction with race, class, and gender; and the queer resistances to heteronormativity that have formed to oppose it. Examining heterosexuality as a form of social and political privilege, we explore the ways in which it acts as a coercive yet successful cultural norm, often disappearing as a category of investigation altogether. Attention is paid to rendering visible the historical, political, economic and social forces that have contributed to the construction and maintenance of a coerced and coercive heterosexuality, while simultaneously exploring the uniqueness produced through the intersections of heterosexuality with race, class and gender. These intersections reveal the many ways that heteronormativity has been deployed as a form of political organization of the body politic, even as it produces multiple locations of resistance for politicized bodies. {S} Credits: 4

Gary Lebring

Offered Spring 2016

The Political Theory of Michel Foucault

This course examines the work of Michel Foucault (1926–84), French philosopher, social critic, historian and activist, and generally acknowledged as one of the most influential of the thinkers whose work is categorized as post-structuralist. Foucault's various inquiries into the production of knowledge and power have formed the paradoxically destabilizing foundation for much of the work on the status of the human subject in post-modernity. We explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminating his central ideas that seem to challenge much of what political theory accepts as a given. From *The Birth of the Clinic*, *The Order of Things* and *Discipline and Punish* to his later works including *The History of Sexuality*, *The Use of Pleasure*, and *The Care of the Self*, attention is given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Completion of Gov 100 and one other upper division political theory course or permission of the instructor. {S} Credits: 4

Gary Lebring

Offered Spring 2017

Cross-Listed Courses

EAS 210 Colloquium: Culture and Diplomacy in Asia

{S} Credits: 4

Dennis Yasutomo

Offered Spring 2016

FYS 142 Reacting to the Past

{H}{WI} Credits: 5

Patrick Coby, Joshua Birk, Fall 2015

Offered Fall 2015

Special Studies

GOV 404 Special Studies

Admission for majors by permission of the department. Credits: 4

Instructor: TBA

Offered Fall 2015, Spring 2016

GOV 408D Special Studies

Admission for majors by permission of the department.

Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

History

Professors

Daniel K. Gardner, Ph.D.
Richard Lim, Ph.D.

Associate Professors

Ernest Benz, Ph.D.
Jennifer Mary Guglielmo, Ph.D.,
Chair

Darcy C. Buerkle, Ph.D. ^{**1,*2}
Marnie S. Anderson, Ph.D.

Assistant Professors

Nadya J. Sbaiti, Ph.D. ^{†1}
Elizabeth Stordeur Pryor, Ph.D.
Joshua C. Birk, Ph.D.
Sergey Glebov, Ph.D.
Jeffrey S. Ahlman, Ph.D. ^{†2}

Lecturers

Kelly Anderson, Ph.D.
Reem Bailony, M.A.
Peter T. Gunn, M.Ed.
Sarah T. Hines, M.A., History and
Latin American Studies
Robert E. Weir, Ph.D.

Research Associates

Daniel W. Brown, Ph.D.
Sean J. Gilsdorf, Ph.D.
Jennifer L. Hall-Witt, Ph.D.
Erika J. Laquer, Ph.D.
Marshall Poe, Ph.D.
Ann W. Ramsey, Ph.D.
Marylynn Salmon, Ph.D.
Revan Schendler, Ph.D.
John Sears, Ph.D.
Robert E. Weir, Ph.D.

The Major

Advisers: Jeffrey Ahlman, Marnie Anderson, Ernest Benz, Joshua Birk, Darcy Buerkle, Daniel Gardner, 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:

- Field of concentration: five semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student's adviser.
- Fields of concentration: antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe, 1650 to the present; Africa; Latin America; United States; women's and gender history; comparative colonialism.
- Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.
- Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.
- No more than two courses taken at the 100-level may count toward the major.
- Geographic breadth: among the 11 semester courses counting toward the major, there must be at least one course each in three of the following geographic regions: Africa, East Asia and Central Asia, Europe, Latin America, Middle East and South Asia, North America

Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement. Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or world history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

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

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in study abroad programs.

Adviser for Study Away: Marnie Anderson

The Minor

Advisers: Same as those listed for the major

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

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

Honors

Director: Elizabeth Pryor

HST 430D Honors Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

HST 431 Honors Thesis

Credits: 8
Offered Fall 2015

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

Graduate

HST 580 Special Problems in Historical Study

Arranged individually with graduate students. Credits: 4
Offered Fall 2015, Spring 2016

HST 590D Research and Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

History courses at the 100- and 200-level are open to all students unless otherwise indicated. Admission to seminars (300-level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history. Cross-listed courses retain their home department or program designations.

100-Level Courses

AFR 117 History of Afro-American People to 1960

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

Louis Wilson

Not Offered This Academic Year

EAS 100 Introduction to Modern East Asia

This course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. 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

Ernest Benz, Marnie Anderson, Fall 2015

Ernest Benz, Marnie Anderson, Fall 2016

Offered Fall 2015, Fall 2016

FYS 142 Reacting to the Past

Reacting to the Past is an interdisciplinary, historical role-playing course, consisting, typically, of two or three games from a list of about 20 games now in use. Students read from elaborate game books that place them in moments of heightened historical tension. The political and intellectual backgrounds are explained, game rules and elements are laid out, and supplementary readings are supplied. The class becomes a public body; students, working from role descriptions, become particular persons from the period and/or members of factional alliances. The purpose is to advance a policy agenda and achieve victory objectives by speech making, cross-table debate, coalition building, bargaining, spying and conspiracy. After a few set-up lectures, the game begins, and the students are in charge; the instructor retires to a corner of the room and functions as gamemaster/adviser. Deviations from the actual history, which some students will be trying to accomplish, are corrected in a postmortem session. Students write papers, which are all game- and role-specific, but take no exams. Games used recently at Smith include: "The Threshold of Democracy: Athens in 403 B.C."; "Confucianism and the Succession Crisis of the Wanli Emperor"; "The Trial of Anne Hutchinson"; "Henry VIII and the Reformation Parliament"; "Rousseau, Burke and the Revolution in France, 1791"; "The Trial of Galileo"; and "Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945." To see a video of this class go to: www.youtube.com/watch?v=IUqSnPHQoUQ. {H} {WI} Credits: 5

Joshua Birk

Offered Fall 2015

HST 101 Introduction to Historical Inquiry

Colloquia with a limited enrollment of 18 and surveys, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a History major or minor.

Soviet History Through Film

The course treats films produced during the Soviet era as cultural artifacts. Studying these films in their proper contexts introduces basic tools for historians: how to approach a historical artefact, how to read sources critically, and how to reconstruct intended and unintended meanings. The course follows the traditional outline of Soviet history, beginning with the Bolshevik takeover

in October 1917 and ending with the post-Soviet period. Topics include the cultural experimentation of the 1920s, collectivization, industrialization, the Great Terror, World War II, the Cold War, and the rise of the Soviet middle class in the 1960s and 1970s. Enrollment limited to first-years and sophomores. {H} Credits: 4

Sergey Glebov

Offered Spring 2017

200-Level Courses

Lectures and Colloquia

Lectures (L) are normally limited to 40 students. Colloquia (C) are primarily reading and discussion courses limited to 18. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

HST 201 (L) The Silk Road

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. {H} Credits: 4

Richard Lim

Offered Spring 2016

HST 202 (L) Ancient Greece

The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. {H} Credits: 4

Richard Lim

Offered Fall 2015

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

Following Alexander of Macedon's conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. {H} Credits: 4

Richard Lim

Offered Spring 2016

HST 204 (L) The Roman Republic

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. {H} Credits: 4

Richard Lim

Offered Fall 2016

HST 205 (L) The Roman Empire

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy; persecution of Christians; pagans, Christians and Jews in late antiquity. {H} Credits: 4

Richard Lim

Offered Spring 2017

HST 206 (C) Aspects of Ancient History

Slaves and Slavery in the Ancient World

The historical roles of slaves within the social and economic fabric of classical Greece and Rome. The scope and limits of ancient evidence in literary and artistic representations, as well as modern interpretive comparisons with other slave societies. Critical examination of concepts such as class, social mobility, social order, and status, along with gender and ethnicity. {H} Credits: 4

Richard Lim

Offered Fall 2015

The World of Late Antiquity

Causes and consequences of the fall of the Roman empire and the emergence of Germanic kingdoms in Europe. Topics include late Roman statecraft; popular loyalty; challenges to the economy; Christianity as a unifying or divisive force; warfare on multiple fronts; the resurgence of Iran; barbarian migrations, especially the Goths and the Huns; the establishment of Germanic kingdoms in the West in the fifth century; partial reconquest by the Eastern Roman empire in the sixth century. Enrollment limited to 18. {H} Credits: 4

Richard Lim

Offered Spring 2017

Islamic Middle East**HST 208 (L) The Making of the Modern Middle East**

This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism, and social and cultural changes. {H} Credits: 4

Reem Bailony, Fall 2015

Nadya Sbaiti, Fall 2016

Offered Fall 2015, Fall 2016

HST 209 (C) Aspects of Middle Eastern History

Women and Gender in the Middle East

Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region. {H} Credits: 4

Reem Bailony

Offered Fall 2015

JUD 288 History of Israel

Israel from the pre-state origins of Zionism in the late 19th century to the present. Historical perspectives on ongoing challenges, such as the place of religion in civil life and Israel's relation to world Jewry. The tension—real or

imaginary—in the state's definition as both Jewish and democratic. Special attention to contested identities, highlighting differing visions of a Jewish homeland, traditions of dissent and critical self-reflection. Sources include documents, fiction and films. {H} Credits: 4

Adi Gordon

Offered Spring 2016

East Asia**HST 211 (L) The Emergence of China**

Chinese society and civilization from c. 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism. {H} Credits: 4

Daniel Gardner

Offered Fall 2015, Fall 2016

HST 212 (L) China in Transformation, A.D. 750–1900

Chinese society and civilization from the Tang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion, and confrontation with the West. {H} Credits: 4

Daniel Gardner

Offered Spring 2017

HST 214 (C) Aspects of Chinese History

Elite Culture in China

An examination of the artistic, literary, philosophical, religious and scholarly expression of the Chinese before the 20th century. {H}{L} Credits: 4

Daniel Gardner

Offered Fall 2016

HST 217 (L) World War Two in East Asia: History and Memory

Examination of the factors leading to the war in Asia, the nature of the conflict and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs and the complicated relationship between history and memory. {H} Credits: 4

Marnie Anderson

Offered Spring 2016

EAS 219 Modern Korean History

This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We examine major events, such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis, and the 2000 inter-Korea summit. We also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. {H} Credits: 4

Ellie Choi

Offered Fall 2015

EAS 220 Colloquium: Environment and Society in Contemporary China

China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course considers these environmental issues, examining how they have come about; the Chinese response to them; their global impact; and

the measures being proposed—and taken—to address them. Environmental issues are placed in the context of the social, economic and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion.

Finally, the course considers China's traditional attitudes toward nature and the environment, and asks what role those attitudes play today. Enrollment limited to 18. {H}{N}{S} Credits: 4

Daniel Gardner

Offered Fall 2015, Spring 2017

HST 221 (L) Samurai to Sony: The Rise of Modern Japan

Japan from the Tokugawa period to its occupation by the United States and the “economic miracle.” Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. {H} Credits: 4

Marnie Anderson

Offered Spring 2016

HST 222 (C) Aspects of Japanese History

The Place of Protest in Modern Japan

Histories of social conflict, protest, and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, “world-renewal” movements, and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest, and an emerging labor movement in the Taisho era (1912–26), anti-imperialist movements in China during the prewar years, and finally, a range of citizens' movements in the post-war decades. {H}{S} Credits: 4

Marnie Anderson

Offered Spring 2017

HST 223 (C) Women and Gender in Japanese History

Women in Japanese History From Ancient Times to the 19th Century

The dramatic transformation in gender relations is a key feature of Japan's premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the seventh through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context that have affected women's and men's lives. {H}{S} Credits: 4

Marnie Anderson

Offered Fall 2015, Spring 2017

Europe

History 224, 225 and 226 form an introductory sequence in medieval history.

HST 224 (L) History of the Early Middle Ages

The Mediterranean world from the fall of Rome to the age of conversion. The emergence of the Islamic world, the Byzantine state and the Germanic empire. Topics include the monastic ideal, Sufism and the cult of saints; the emergence of the papacy; kinship and kingship: Charlemagne and the Carolingian renaissance, the high caliphate, and the continuation of the Eastern Roman Empire; literacy and learning. The decline of public authority and the dominance of personal power in societies built on local relations. {H} Credits: 4

Joshua Birk

Offered Spring 2016

HST 225 (L) Making of the Medieval World, 1000–1350

From the High Middle Ages through the 15th century. Topics include cathedrals and universities, struggles between popes and emperors, pilgrimage and popular religion, the Crusades and Crusader kingdoms, heresy and the Inquisition, chivalry and Arthurian romance, the expansion and consolidation of Europe, and the Black Death and its aftermath. {H} Credits: 4

Joshua Birk

Offered Fall 2016

HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600

Were the Renaissance and Reformation something new and modern, or a continuation of medieval trends? Topics include the Black Death, Europe as a persecuting society, the emergence of humanism, the fragmentation of religious unity across Europe, Witch Trials, the intersection of politics and science, and the beginnings of the Age of Exploration and European Imperialism. {H} Credits: 4

Joshua Birk

Offered Fall 2015, Spring 2017

HST 227 (C) Aspects of 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. {H} Credits: 4

Joshua Birk

Offered Spring 2016

HST 229 (C) A World Before Race?

20th- and 21st-century scholars argue that race is a constructed social identity that began to coalesce around the 17th century. But were they right? In this course, we look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. How do ideas of race shift from 500 to 1490? Does race function differently between the world of Latin Christendom and that of the dar al-Islam (the Islamic world)? 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 modern and contemporary conceptions of race? {H} Credits: 4

Joshua Birk

Offered Spring 2017

HST 239 (L) Imperial Russia, 1650–1917

The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H} Credits: 4

Sergey Glebov

Offered Spring 2016

HST 240 (C) Stalin and Stalinism

Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This

course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: was it a result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin's own personality? Did it have total control over the people's lives? Why hasn't there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? The course will be a combination of lectures and class discussions. {H} Credits: 4

Sergey Glebov

Offered Fall 2015

HST 241 (L) Soviet Union in the Cold War

Focuses on the history of the Soviet Union during the "greater Cold War," that is, between World War II and the disintegration of the USSR. Touches on foreign policy developments but the main focus is on the social, political and economic processes and cultural developments inside the USSR itself. Explores Soviet history in the second half of the 20th century through historical works and a range of primary sources. Topics include the post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent. {H} Credits: 4

Sergey Glebov

Offered Fall 2016

HST 243 (C) Reconstructing Historical Communities

How much can historians learn about the daily lives of the mass of the population in the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. {H}{S} Credits: 4

Ernest Benz

Offered Spring 2016

HST 248 (C) The French Revolution as Epic

Cultural and social interpretations of the fundamental event in modern history. The staging of politics from the tribune to the guillotine. History as a literary art in prose, poetry, drama and film. Focus on Paris 1787–95. {H}{L} Credits: 4

Ernest Benz

Offered Spring 2017

History 249, 250, and 251 form an introductory sequence in modern European history.

HST 251 (L) Europe in the 20th Century

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. {H} Credits: 4

Ernest Benz

Offered Fall 2015

HST 252 (L) Women and Gender in Modern Europe, 1789–1918

A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. {H} Credits: 4

Darcy Buerkle

Offered Fall 2015

HST 253 (L) Women and Gender in Contemporary Europe

Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. {H} Credits: 4

Darcy Buerkle

Offered Spring 2017

HST 255 (C) 20th-Century European Thought

The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? {A}{H}{S} Credits: 4

Ernest Benz

Offered Fall 2016

JUD 284 (C) The Jews of Eastern Europe, 1750–1945

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. {H} Credits: 4

Justin Cammy

Not Offered This Academic Year

JUD 287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? {H} Credits: 4

Ernest Benz, Justin Cammy

Offered Spring 2016

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 Sefardic, 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

Not Offered This Academic Year

Africa

AFR 218 History of Southern Africa (1600 to about 1900)

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region.

The focus of this course will therefore be to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600. {H} Credits: 4

Louis Wilson

Not Offered This Academic Year

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

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

Jeffrey Ablman

Offered Fall 2015

HST 258 (L) Modern Africa Since 1800

This course provides an introductory survey of African history since 1800. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of, accommodated themselves to and confronted their changing historical landscapes. Key subjects include the construction of ethnic identities, abolition and enslavement, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H}{S} Credits: 4

Jeffrey Ablman

Offered Spring 2016

HST 259 (C) Aspects of African History

Discourses of Development

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

Jeffrey Ablman

Offered Fall 2015

Women in African Colonial Histories

This course examines the political, social and economic role of women in African history, while paying particular attention to the ways in which a wide variety of women—rural and urban, Christian and Muslim, married and unmarried, and literate and nonliterate—engaged, understood and negotiated the changing political and social landscapes associated with life under colonial rule. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, and women and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African women’s history. {H} Credits: 4

Jeffrey Ablman

Offered Spring 2016

AFR 370 Seminar: Modern Southern Africa

In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948–2000. {H}{S} Credits: 4

Louis Wilson

Offered Spring 2016

Latin America

LAS 201 Colloquium in Latin American and Latino/a Studies

Latin American Economic History, 1825–present

This colloquium introduces students to the history and debates over Latin American economic development from the early independence period to the present, with an emphasis on the late 19th century to the late 20th century. We trace macroeconomic change, its impact on and roots in micro histories, regional commonalities and differences, and the fierce debates that emerged in the region over Latin America’s place in the world economy at key moments, especially the mid-20th century. Readings draw on a core textbook, scholarly articles, and primary sources, including texts from influential Latin American economic actors and theorists. {H} Credits: 4

Sarah Hines

Offered Spring 2016

HST 260 (L) Colonial Latin America, 1492–1825

Same as LAS 260. The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. {H} Credits: 4

Sarah Hines

Offered Fall 2015

HST 261 (L) National Latin America, 1821 to the Present

Same as LAS 261. A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. {H} Credits: 4

Sarah Hines

Offered Spring 2016

HST 263 (C) Continuity and Change in Spanish America and Brazil

Revolution and Counter-Revolution in Cold War Latin America

This colloquium deals with the history and historiography of revolution and counter-revolution in Cold War Latin America. The course begins with readings and discussions of Global Revolt, Third World Revolution and the Cold War on global and regional scales before turning to revolutionary movements and counter-revolutionary and state violence in Latin America. We focus on the experiences of Guatemala, Chile and Argentina while also incorporating El Salvador and Cuba. In each case we first explore the dreams and movements for progressive, inclusive and transformative change before grappling with violence and terror. Enrollment limit of 8. {H} Credits: 4

Sarah Hines

Offered Fall 2015

United States

History 264, 265, 266 and 267 form an introductory sequence in United States history.

AMS 203 Women, Sex and Gender in Early America

This course studies early America (1500–1820) with an explicit focus on the history of women as well as a consideration of the changes in meanings and definitions of gender and sexuality over time. In addition to analyzing primary documents written by and about women, we consult the work of recent

scholars in the fields of early American history, women's history, and gender and sexuality studies to help us interpret these voices from the past. The focus on women, gender, and sex/sexuality prompts us to rethink the major issues in early American history, such as contact, colonization, slavery and freedom. (E) {H} Credits: 4

Christen Mucher

Not Offered This Academic Year

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as also citizens of the United States. {H} Credits: 4

Elizabeth Pryor

Offered Fall 2015, Fall 2016

HST 266 (L) The Age of the American Civil War

Origins, course and consequences of the war of 1861–65. Major topics include the politics and experience of slavery; religion and abolitionism; ideologies of race; the role of African Americans in ending slavery; the making of Union and Confederate myths; Reconstruction; white Americans' final abandonment of the cause of the freed people in the 1880s and 1890s. {H} Credits: 4

Elizabeth Pryor

Offered Spring 2017

HST 267 (L) The United States Since 1877

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights, and other liberatory movements for social justice. {H} Credits: 4

Robert Weir

Offered Spring 2016

HST 270 (C) Aspects of American History

Slavery in the Atlantic World

Historical debates surrounding slavery, diaspora, gender and social identity, particularly of African-descended people, throughout the Atlantic world, tracing the experiences of black people from Western Africa and the Middle Passage to the British colonies, the United States, Haiti and the British Isles. A focus on enslavement in the United States but also on forced laborers throughout the larger Atlantic World. Particular attention to the historiography of slavery, including methodology, African cultural retentions as well as questions of agency, resistance and humanity. In contrast to historical renderings of slavery, students also read descriptions from enslaved people themselves. {H} Credits: 4

Elizabeth Pryor

Offered Spring 2016, Spring 2017

Oral History and Lesbian Subjects

This course explores the history of lesbian/queer communities, cultures and activism. While becoming familiar with the existing narratives about lesbian lives, students are introduced to the method of oral history as a key documentation strategy in the production of queer histories. Our texts include secondary literature on late-20th-century lesbian culture and politics, oral history theory and methodology, a walking tour of Northampton, 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 completed for the class become part of the Documenting Lesbian Lives collection in the SSC. (E) {H} Credits: 4

Kelly Anderson

Offered Spring 2016

Anatomy of a Slave Revolt

During slavery, white Americans, especially U.S. slaveholders, feared the specter of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat Turner proved that slaves often fought back. Yet the central historiographical question remains: why didn't U.S. slaves overthrow enslavement like Haitian slaves did on Santo Domingo? Enslaved people challenged slavery in a variety of ways including violence, revolts, maroon communities, truancy, passing, suicide and day-to-day resistance. This course examines the primary documents and contentious historical debates surrounding the import of slave resistance, primarily in the American South. Students examine slave societies, theories on race, gender, sexuality and resistance, as well as modern literature and film to investigate violent and nonviolent resistance and how they are memorialized both in history and in the popular imagination. {H} Credits: 4

Elizabeth Pryor

Offered Fall 2016

AFR 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention is given to the factors which contributed to the formative years of civil rights movements, black films and music of the era, the rise of black nationalism, and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 40. {H} Credits: 4

Louis Wilson

Offered Spring 2016

HST 278 (L) Women in the United States, Since 1865

Survey of women's and gender history with focus on race, class and sexuality. Draws on feminist methodologies to consider how study of women's lives changes our understanding of history, knowledge, culture and the politics of resistance. Topics include labor, racial formation, empire, im/migration, popular culture, citizenship, education, religion, medicine, war, consumerism, feminism, queer cultures and globalizing capitalism. Emphasis on class discussion, analysis of original documents, and the emerging, celebrated scholarship in the field of U.S. women's history. {H} Credits: 4

Jennifer Guglielmo

Offered Spring 2016, Spring 2017

HST 280 (C) Inquiries into United States Social History

Globalization, Im/migration and Transnational Cultures

Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization and exclusion, by redefining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black Liberation and anti-colonialism? Topics also include racial formation; criminalization, incarceration and deportation; and the politics of gender, sexuality, race, class and nation. {H} Credits: 4

Jennifer Guglielmo

Offered Fall 2015, Fall 2016

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

This interdisciplinary colloquial course explores the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course is the examination of how black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 25. {H} Credits: 4

Paula Giddings
Offered Fall 2015

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

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

Barbara Mathews
Offered Spring 2016

AFR 366 Seminar: Contemporary Topics in Afro-American Studies

Public History and the Diaspora: Race, Gender and Memory

The course, which is co-taught by Paula Giddings (Smith) and Bayo Halsey (Duke) via real-time video-conferencing, investigates the relationship between memory weighted by race and gender and the construction of public history in the U.S. and the Diaspora. The course includes texts and guest lectures by authors from the *Meridians: feminism, race and transnationalism* journal. Public history will include memorialization, texts and popular culture. (E) {S} Credits: 4

Paula Giddings
Offered Spring 2016

Seminars

HST 307 Seminar: Problems in Middle East History

The Middle East and World War One

The Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal moment cemented new imaginings of both nation and state, with consequences for population movements; changing political compasses; and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism, and Islamism, as well as peasant, labor, communist and women's movements. We examine primary sources including diplomatic and political documents, memoirs, the press, photographs and film. {H} Credits: 4

Nadya Shaiti
Offered Spring 2017

HST 313 Seminar: Problems in East Asian History

Women and Gender in Early Modern East Asia

Gives students the opportunity to think about gender in a non-modern, non-Western context by focusing on women's and gender histories of China, Japan and Korea from the 16th through the mid-19th centuries. After reading several exemplary works of scholarship and translation, students conduct their own research and write up their findings in a seminar paper. By examining a period

before modern conceptions of rights and feminism existed, the course encourages students to grapple with the complexity of the historical past. {H} Credits: 4

Marnie Anderson
Offered Fall 2016

HST 350 Seminar: Modern Europe

Gender, Race and the History of Human Rights in Post-1945 Europe

This course takes as its focus histories of humanitarianism and the beginnings of internationalism, while attending to the history of relevant gendered and racialized logics. Final projects will be developed early in the semester and informed by archival research. {H} Credits: 4

Darcy Buerkle
Offered Fall 2015

HST 355 Seminar: Topics in Social History

Recent Historiographic Debates in the History of Women and Gender

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 {H}{S} Credits: 4

Darcy Buerkle
Offered Spring 2017

HST 361 Seminar: Problems in the History of Spanish America and Brazil

Public Health Race and Nation in Latin America, 1850–Present

The relationship between scientific medicine and state formation in Latin America. Topics include European, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and disease; eugenics and Social Darwinism; the Rockefeller Foundation's mission in Latin America; medicine under populist and revolutionary regimes. {H}{S} Credits: 4

Instructor: TBA
Not Offered This Academic Year

The Environmental History of Latin America

This seminar introduces students to the major themes, debates and works in Latin American environmental history within the larger context of global environmental history and historiography. We trace the changing human-environment relationship over time from before the European conquest of the Americas to the present, the changing ways that historians have approached this issue, and how these historical and historiographical dynamics played out in different regions of Latin America, especially the Caribbean, Mexico and Brazil. {H}{S} Credits: 4

Sarah Hines
Offered Spring 2016

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

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews

Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Students write an original research paper using the WPA interviews as their central source. {H} Credits: 4

Elizabeth Pryor
Offered Fall 2015

HST 383 Seminar: Research in United States Women's History: The Sophia Smith Collection

An advanced research and writing workshop on the history of the women's movement in the U.S., with emphasis on the radical organizing traditions and methods of women of color, immigrant women, working-class and LGBTQ communities. Students develop historical research methods as they work with archival materials and historical scholarship. Our focus is to prepare archival materials for an activist institute that brings dozens of organizers to Smith in Summer 2016 from reproductive justice, economic justice, labor, indigenous sovereignty, anti-violence, immigrant rights and other parts of the women's movement today, for their use in building current campaigns. Recommended: previous course in U.S. women's history and/or relevant coursework in HST, SWG, AAS, SOC, etc. Permission of the instructor required. Not open to first-years and sophomores. {H} Credits: 4

Jennifer Guglielmo

Offered Spring 2016, Spring 2017

HST 390 Seminar: Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major. {H} Credits: 4

Peter Gunn

Offered Fall 2015

HST 400 Special Studies

By permission of the department. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

History of Science and Technology

Advisers

David Dempsey, Museum of Art
 Robert Dorit, Ph.D., Professor of Biological Sciences
 Craig M. Felton, Ph.D., Professor of Art
 Nathanael Alexander Fortune, Ph. D, Professor of Physics
 Albert G. Mosley, Ph.D., Professor of Philosophy
 Douglas Lane Patey, Ph.D., Professor of English Language and Literature
 Jeffrey Lee Ramsey, Ph.D., 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: Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student's minor adviser, and two courses in (or cross-listed in) the history of science and technology program. Normally one of the history of science and technology courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the science and technology are urged to consult with their advisers as early as possible.

HSC 207 The Technology of Reading and Writing

Same as ENG 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication. {L} Credits: 4

Douglas Patey

Offered Spring 2016

HSC 211 Perspectives in the History of Science

The Scientific Revolution

What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of "science," which was known as "natural philosophy," change during this time period? Readings are drawn from primary and secondary sources. {H}{N} Credits: 4

Jeffrey Ramsey

Offered Fall 2015

HSC 404 Special Studies

Credits: 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Cross-Listed Courses

ANT 135 Introduction to Archaeology

Same as ARC 135. This course studies past cultures and societies through their material remains, and explores how archaeologists use different field methods, analytical technique and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first-year students and sophomores. Enrollment limited to 30. {N}{S} Credits: 4

Elizabeth Klarich

Offered Fall 2015, Fall 2016

ANT 248 Medical Anthropology

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

Donald Joralemon

Offered Fall 2015, Fall 2016

CHM 100 Perspectives in Chemistry

Chemistry of Art Objects

In this museum-based course, chemistry is discussed in the context of art. We focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices are discussed 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 20. {A}{N} Credits: 4

David Dempsey, Elizabeth Jamieson

Offered Spring 2016

Interterm Courses Offered for Credit

A schedule of important dates and course information applicable to January Interterm is issued by the Registrar's Office prior to pre-registration in the fall.

ARX 105 Class Matters: Organizing for Economic Justice

Credits: 1

ARX 107 Making Teaching and Learning Tangible: Understanding Childhood Through the Archives

Credits: 1

BKX 140 Perspectives on Book Studies

Credits: 1

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics

Credits: 3

EAL 115 Kyoto Then and Now

Credits: 2

ESS 175 Applied Exercise Science

Credits: 2

ESS 945 Physical Conditioning

Credits: 1

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

Credits: 4

GEO 302 Field Studies of the Desert Southwest

Credits: 4

IDP 100 Critical Reading and Discussion

Credits: 1

IDP 104 The World@Smith

Credits: 1

IDP 107 Digital Media Literacy

Credits: 2

IDP 150 Introduction to AutoCAD

Credits: 1

IDP 151 Introduction to SolidWorks

Credits: 1

IDP 155 Entrepreneurship I: Introduction to Innovation

Credits: 1

IDP 156 Entrepreneurship II: Entrepreneurship in Practice

Credits: 1

IDP 250 Applied Design and Prototyping: Design It! Make It!

Credits: 1

QSK 103 Math Skills Studio

Credits: 2

MTH 103 Math Skills Studio

Credits: 2

PYX 140 The Art and Business of Poetry

Credits: 1

Italian Language and Literature

Professors

Anna Botta, Ph.D., *Chair* (Italian and Comparative Literature)

Giovanna Bellesia, Ph.D.

Alfonso Procaccini, Ph.D. ^{†1}

Senior Lecturer

Maria Succi-Hempstead, M.A.

Lecturers

Bruno Grazioli, M.A.

Simone M. Gugliotta, M.A.

Students planning to major in Italian and/or intending to spend their junior year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the Elementary Italian course, carries 10 credits and meets for the full year. No credits will be assigned for one semester only. All students going to Florence for their study abroad must take ITL 250 in the spring of their sophomore year. Those students who decide belatedly to begin their study of Italian in the second semester, must take ITL 111 in the spring of their first year. Students who did not take Italian in their first year and wish to apply to the Study Abroad program in Florence must successfully complete an intensive summer program approved by the Italian department in the summer before their sophomore year.

The Major in Italian Language and Literature

Advisers: Giovanna Bellesia, Anna Botta, Bruno Grazioli, Maria Succi-Hempstead

Advisers for Study Abroad: Giovanna Bellesia, Anna Botta, Bruno Grazioli, Maria Succi-Hempstead

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 (or permission of the department).

Requirements: The basis, plus ten semester courses.

The following courses are compulsory for majors attending the study abroad in Florence: Sophomore year—Spring: ITL 250; Study Abroad—ITL 231 and ITL 251.

The following courses are compulsory for majors not attending the study abroad in Florence: 250, 231, 251 or permission of the department. Since ITL 251 and 231 are not taught on campus, students should discuss with their major advisor possible ways of replacing them and must obtain the Italian Department's permission.

All majors in Italian language and literature must attend ITL 332 and 334 (Dante and Boccaccio) and a senior seminar in Italian during their senior year. (Exceptions will be made in the academic years when the Boccaccio course is not being offered; majors should consult with their department adviser and obtain her/his approval to have another course count instead of the Boccaccio course.)

No course counting for the major can be taken S/U.

The rest of the courses can be chosen among the following: 338, 341, 342, 343, 344, 346, 348, 400, 430d, CLT 204 (Topic: Mediterraneans), CLT 305 (Topic: The Postmodern Novel), CLT 340 (Topic: Cosmopolitanisms). (All written work in the CLT courses and in the courses taught in English must be done in Italian to be accepted for the Italian language and literature major.)

Courses taken during the study abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Students considering graduate school in Italian language and literature are encouraged to take CLT 300.

The Major in Italian Studies

Advisers: Giovanna Bellesia, Anna Botta, Bruno Grazioli, Maria Succi-Hempstead

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 or permission of the department.

Italian studies majors are expected to achieve competence in both written and spoken Italian. Participation in the study abroad in Florence is not required but it is strongly recommended.

Requirements: The basis plus ten semester courses which include:

ITL 231 (Stylistics) (offered only in Florence).

ITL 250, ITL 251 (offered only in Florence or as special study on campus), permission of the department.

Three (non-language) courses taken in the Italian department on campus or during the study abroad in Florence. Courses in Florence must be approved by the chair of the Italian department to count towards the major in Italian studies. All courses taught by Italian faculty members outside the Italian department will also fulfill the requirement (for instance CLT 305 or CLT 204 or CLT 340) when all written work is done in Italian. Independent studies and honor theses may count as part of this category.

Three courses in other Smith departments/programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser. Only courses whose main focus is on Italian culture can count for the Italian studies major.

No course counting for the major can be taken S/U.

Relevant departments include but are not limited to: American studies, archeology, art history, comparative literature, classics, education, film studies, government, history, history of science, international relations, linguistics, music, philosophy, religion, sociology.

One senior literature seminar (all work done in Italian). If both ITL 332 and 334 are completed, one of the two can take the place of the required senior seminar.

One semester of ITL 332 or 334 (Dante or Boccaccio). All work must be done in Italian.

The Minor in Italian Language and Literature

(There is no minor in Italian studies).

Advisers: Giovanna Bellesia, Anna Botta

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Basis: ITL 110y, ITL 220 or ITL 230, or permission of the department.

Required: Six semester courses including the following: 231 and 250. Choice of two from two different periods including: 251, 332, 334, 338, 340, 342, 343, 344, 346, 348. At least one 300-level course, in Italian, must be taken on campus during senior year.

Courses taken during the study abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors in Italian Language and Literature

Director: Giovanna Bellesia

ITL 430D Honors Project

This is a full-year course. Credits: 8
Anna Botta, Giovanna Bellesia
Offered Fall 2015, Spring 2016

Honors in Italian Studies

Director: Giovanna Bellesia

ITS 430D Honors Project

This is a full-year course. Credits: 8
Anna Botta, Giovanna Bellesia
Offered Fall 2015, Spring 2016

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

A. Language

Credit is not granted for the first semester only of our introductory language course ITL 110y. No satisfactory/unsatisfactory grades allowed in Italian language courses.

ITL 110Y Elementary Italian

One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 and ITL 230 (when offered) 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. Students must stay in the same section all year. Course may not be taken S/U. Yearlong courses cannot be divided at midyear with credit for the first semester. {F} Credits: 10

Maria Succi-Hempstead, Simone Gugliotta, Fall 2015

Bruno Grazioli, Maria Succi-Hempstead, Spring 2016

Offered Fall 2015, Spring 2016

ITL 111 Accelerated Elementary Italian

One-semester course designed for students who might have missed the opportunity to take our highly recommended yearlong ITL 110y course. It covers the material of ITL 110y in one semester. Three class meetings per week, plus required weekly multimedia work and a discussion session. Preference is given to all first-year students planning to go to Italy for their junior year. Students should enroll in ITL 220 (or ITL 230 in exceptional cases) the following semester. This course doesn't fulfill the language requirement for Latin honors because it is a one-semester introductory language course and two-semesters of an introductory language course are needed to fulfill that requirement according to the college. However, it could be combined with a higher level course (such as ITL 220) to fulfill that requirement. Course may not be taken S/U. Enrollment limited to 20. Credits: 5

Maria Succi-Hempstead

Offered Spring 2016

ITL 135 Elementary Italian Conversation

Designed to support beginning Italian students and improve their conversational skills. This course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class participation, role-playing and short oral presentations. Prerequisite for the fall course: one semester of ITL 110 or placement exam to ensure correct language level. Enrollment limit of 12 students per section. Credits: 2

Bruno Grazioli

Offered Spring 2016

ITL 220 Intermediate Italian

Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material constitutes the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take ITL 235 Advanced Conversation in the fall semester. Taking both courses strengthens students' confidence and ability to become proficient in Italian. Prerequisite: ITL 110y or ITL 111 or permission of the department. {F} Credits: 4

Maria Succi-Hempstead

Offered Fall 2015

ITL 235 Intermediate Italian Conversation

Designed to support beginning Italian students in improving their conversational skills, this course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class discussions, role-playing and short oral presentations. Prerequisite for the fall course: two semesters of ITL 110 or placement exam to ensure correct language level. Credits: 2

Bruno Grazioli

Offered Fall 2015

ITL 275 Advanced Italian Conversation

This course is designed to help advanced Italian students maintain their level of spoken language while at the same time further their knowledge of contemporary Italian society and culture. It enables students to express themselves with an advanced degree of fluency and proficiency as well as appropriate use of formal and/or informal register. Prerequisite: ITL 231 (Italian Stylistics) for the fall course or placement exam to ensure correct language level. Enrollment limited to 12 students per section. Credits: 2

Bruno Grazioli

Offered Fall 2015

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 200, 205, 248 and 252 or FYS 161 and 185 because they are conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor.

ITL 200 Made in Italy: Italian Design and World Culture

Brilliantly articulated in the expression *La Bella Figura*, a way of life emphasizing beauty, aesthetics and image, Italian culture is internationally renowned for its attention to quality and craftsmanship. The course covers different time periods in modern and contemporary Italian history (Unification, Fascism, post-war economic reconstruction, counter-cultural movements, up to the present day) and students learn how Italian traditional artistic and craft excellence was negotiated with technological modernization and the creation of a mass-consumer society. The course also introduces students to the concept of "family business," the traditional form of companies in Italy, and how it is gradually being replaced by today's multinational and corporate companies. 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. Graded S/U only. {A}{L} Credits: 2

Bruno Grazioli

Offered Fall 2015

ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture

The course examines Italy's varied geography, history and artistic tradition to further appreciate Italy's rich, delicious, yet simple cuisine. In our travels we move from the caffè to the pizzeria, to the trattoria, to the pasticceria, to the enoteca to probe the cultural impact Italian cuisine has on promoting a holistic philosophy for eating/drinking/speaking best reflected by the now renowned Italian Slow Food Movement. Taught in English. Enrollment limited to 100. Graded S/U only. {L} Credits: 2

Giovanna Bellesia

Offered Spring 2016

ITL 250 Survey of Italian Literature I

Prerequisite for students applying to study abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. Prerequisite: ITL 220, and/or 230, and/or 231 or permission of the instructor. Course may not be taken S/U by ITL or ITS majors, Italian minors, or students applying to the JYA in Florence program. {F}{L} Credits: 4

Bruno Grazioli

Offered Spring 2016

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

will examine changing cultural perceptions about China and how ideological assumptions manipulate cinematic production and experiences. (E) {A}{L} Credits: 4

Anna Botta

Offered Spring 2016

ITL 332 Dante: Divina Commedia – Inferno

Detailed study of Dante's *Inferno* in the context of his other works. Conducted in Italian. {F}{L} Credits: 4

Instructor: TBA

Offered Fall 2015

ITL 340 The Theory and Practice of Translation

This is a course for very advanced students of Italian with strong English language skills. It is a practical course in translation from Italian into English based on solid theoretical readings. It has a progressive structure; it includes literary and technical texts as well as a section on subtitling. During the second half of the semester students select a work for independent translation as the major component of their portfolio of translated work. Enrollment limited to 12. Permission of the instructor required. This course does not count as a senior seminar for Italian majors. {F}{L} Credits: 4

Giovanna Bellesia

Offered Fall 2015

ITL 344 Senior Seminar: Italian Women Writers

Women in Italian Society: Yesterday, Today and Tomorrow

This course provides an in-depth look at the changing role of women in Italian society. Authors studied include Natalia Ginzburg, Elsa Morante, Dacia Maraini and Elena Ferrante. A portion of the course is dedicated to the new multicultural and multiethnic Italian reality with a selection of texts written during the last 20 years by contemporary women immigrants. Limited enrollment. Permission of the instructor required. Conducted in Italian. {F}{L} Credits: 4

Giovanna Bellesia

Offered Spring 2016

ITL 400 Special Studies

For qualified juniors and senior majors only. Admission by permission of the instructor and the chair. Credits: 1 to 4

Anna Botta, Giovanna Bellesia

Offered Fall 2015, Spring 2016

ITS 400 Special Studies

For qualified juniors and senior majors only. By permission of the instructor and the chair. Credits: 1 to 4

Anna Botta, Giovanna Bellesia

Offered Fall 2015, Spring 2016

Cross-Listed Courses

FYS 161 Immigration and the New Multiethnic Societies

The first part of this course traces the history of emigration from Italy to the United States. Students read historical, literary and sociological texts, and study the representation of Italian Americans in movies and on television. The second part of the course studies contemporary Italy. In the last 20 years Italy has become a country of immigration. Questions of race, ethnicity, color, religion, gender, language and nationality are at the center of the formation of a new Italian identity. Some immigrants are starting to express their opinions on these issues. We read some of their writings and compare them to the writings of Italian Americans. Are there experiences shared by all immigrants across the boundaries of time and culture? Can past migrations teach us something about

stereotypes and intolerance? Do globalization and modern society, along with technological advances in communication, change the immigrant experience? Enrollment limited to 16 first-year students. {H}{L}{S}{WI} Credits: 4

Giovanna Bellesia

Offered Fall 2015

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 studies and Italian studies majors. Enrollment limited to 16 first-year students. {A}{L}{WI} Credits: 4

Anna Botta

Offered Fall 2015

Jewish Studies

Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and Comparative Literature
 Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language
 Adi Gordon, Ph.D., Five College Visiting Assistant Professor of Judaic Studies

Jewish Studies Advisory Committee

Ernest Benz, Ph.D., Associate Professor of History
 Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and Comparative Literature, *Director*
 Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language
 Lois C. Dubin, Ph.D., Professor of Religion ^{†2}
 Joel S. Kaminsky, Ph.D., Professor of Religion
 Ellen Wendy Kaplan, M.F.A., Professor of Theatre
 Jocelyne Kolb, Ph.D., Professor of German Studies

The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments at Smith and in the Five Colleges in Jewish literature, history, politics, religion and culture. Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew as soon as possible. Completion of JUD 100y or equivalent is required before beginning a semester of study in Israel.

The Major

Advisers: Ernest Benz, Justin Cammy, Joanna Caravita, Lois Dubin, Joel Kaminsky, Ellen Kaplan, Jocelyne Kolb

The major in Jewish studies comprises 12 semester courses (48 credits).

A. Basic Requirements

1. Basis: JUD 125 Jewish Civilization, normally taken in a student's first or second year.
2. Language: JUD 100y Elementary Modern Hebrew, counting as two semester courses. Students who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from this requirement; in such cases, they are strongly encouraged to continue their study of Hebrew language.

B. Breadth

Eight courses from the four categories Language; Classical Texts; History, Politics and Thought; and Literature and the Arts. Of these eight, at least one course must fall within Classical Texts, at least one course within History, Politics and Thought, and at least one course within Literature and the Arts.

Students can expect advisers to work closely with them to select courses that cover the chronological sweep of Jewish civilization.

C. Seminar and/or Advanced Special Studies

One seminar from the program's approved list of courses (for example, JUD 362, REL 310, REL 320, GOV 323) or a research-intensive JUD 400 Special Studies.

Additional Guidelines

1. No course counting toward the major shall be taken for an S/U grade.

2. In addition to JUD 100y and JUD 125, no more than two courses at the 100-level shall count toward the major.
3. Although JUD 100y is the minimum language requirement for the major, the program strongly encourages students to continue study of Hebrew, and to do so at Smith, when appropriate courses are available: JUD 200 Intermediate Modern Hebrew or JUD 201 Readings in Modern Hebrew Language; special studies in language. A student may continue her study of Hebrew, or of another Jewish language such as Yiddish, within the Five-College consortium or at an approved program elsewhere.
4. Courses on Study Abroad Programs or on other approved programs for study away may count toward the major. A student's petition to count such a course must be approved by the major adviser and the Jewish studies program after the course has been completed. Normally, at least seven of the courses toward the major shall be taken at Smith College.
5. With the approval of her adviser, a student may count up to two Smith College courses that are not part of the approved list of Jewish studies courses toward the major, when such courses offer a broader comparative framework for Jewish studies. In such cases, the student writes at least one of her assignments for the course on a Jewish studies topic.
6. Jewish studies is an interdisciplinary major; normally no more than seven of a major's courses shall be from the same academic department.

Honors

Director: Ernest Benz

JUD 430D Honors Project

Full year course offered each year. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

Requirements for the honors major: 12 semester-courses, with JUD 430d counting for two of them. The thesis is written during the two semesters of a student's senior year, and is followed by an oral examination.

To be admitted to the Honors Program, a student must have a 3.4 cumulative g.p.a. through the junior year; demonstrate an ability to do independent work and have her thesis approved by the program by the requisite deadline.

For honors guidelines, please consult the Jewish studies website at www.smith.edu/jud/honors.html

The Minor

Advisers: Same as those listed for the major

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program.

Requirements:

1. A total of five courses: JUD 125 or JUD 100y, as the basis of the minor;
2. Four additional courses distributed over at least three of; the four areas of Jewish studies (language, classical texts, history politics and thought, literature and the arts).

Normally, a student electing to minor in Jewish studies will take at least three courses toward the minor at Smith. The yearlong JUD 100y counts as one course toward the minor.

Study Abroad

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. The completion of a year of elementary Hebrew at Smith or its equivalent is required before beginning a semester of study in Israel. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away. A list of approved programs in Israel, Europe, Australia and the Americas is available on the program website at www.smith.edu/jud.

Adviser for Study Away: Justin Cammy

Courses Counting Toward the Jewish Studies Major and Minor

I. Basis

JUD 125 Jewish Civilization

II. Language

JUD 100Y Elementary Modern Hebrew
 JUD 200 Intermediate Modern Hebrew
 JUD 201 Readings in Modern Hebrew Language

III. Classical Texts

FYS 117 The Bible and the American Public Square
 REL 162 Introduction to the Bible I
 REL 211 What is the Good Life? Wisdom from the Bible
 REL 213 Prophecy in Ancient Israel
 REL 214 Women in the Hebrew Bible
 REL 216 Topics in Biblical Studies
Topic: Archaeology and the Bible
 REL 310 Seminar: Hebrew Bible
The Book of Judges
Sibling Rivalries: Israel and The Other

IV. History, Politics and Thought

FYS 105 Jerusalem
 HST 243 (C) Reconstructing Historical Communities
 HST 350 Seminar: Modern Europe
Gender and Histories of the Holocaust
 JUD 235 Perspectives on the Arab-Israeli Conflict
 JUD 250 Sociology of Israeli Society
 JUD 251 Women and Gender in Israeli Society
 JUD 284 (C) The Jews of Eastern Europe, 1750–1945
 JUD 287 The Holocaust
 JUD 288 History of Israel
 REL 221 Philosophers and Mystics
 REL 223 Modern Jews: A Global Diaspora
 REL 227 Women and Gender in Jewish History
 REL 320 Seminar: Jewish Religion and Culture
Topic: Judaism, Feminism and Religious Politics in the U.S.
 SPN 245 Topics in Latin American and Peninsular Studies
Topic: Jewish Women of the Muslim Mediterranean

V. Literature and the Arts

CLT 214 Literary Anti-Semitism
 CLT 218 Holocaust Literature
 CLT 231 American Jewish Literature
 CLT 277 Modern Jewish Fiction
 ENG 230 American Jewish Literature
 FYS 186 Israel: Texts and Contexts
 GER 230 Topics in German Cinema
Nazi Cinema
 GER 241 Jews in German Culture
 JUD 110j Introduction to Yiddish
 JUD 236 Documentary Film in Contemporary Israel
 JUD 237 Forbidden Love: Cinematics of Desire in Israel and Beyond
 JUD 260 (C) Yiddish Literature and Culture
 JUD 362 Seminar in Modern Jewish Literature and Culture
Yiddish Film
Punchline: The Jewish Comic Tradition
 SPN 246 Latin American Literature
Jewish Presence in Latin American Literature and Film
Life Stories by Latin American Jewish Writers
 THE 241 Staging the Jew

VI. Special Studies

JUD 400 Advanced research and language study, conducted by a faculty member appointed in Jewish studies.

Basis

JUD 125 Jewish Civilization

Same as REL 225. An interdisciplinary introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature and culture) organized around different themes; the theme for spring 2016 is Food and Foodways. Consideration of core ideas, texts and practices that have animated Jews and Judaism from antiquity to the present, with attention to both classical and modern formulations. {H}{L} Credits: 4
Lois Dubin
 Offered Spring 2016

Language

JUD 100Y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students 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. This course involves regular collaboration with students from the Introduction to Modern Hebrew course at Mount Holyoke College. No previous knowledge of modern Hebrew is necessary. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish studies. JUD 100y is required for students wishing to study abroad in Israel. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 10
Joanna Caravita
 Offered Fall 2015, Spring 2016

JUD 200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. {F} Credits: 4

Joanna Caravita

Offered Fall 2015

Classical Texts**REL 162 Introduction to the Bible I**

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H}{L} Credits: 4

Joel Kaminsky

Offered Fall 2015

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

Offered Spring 2016

REL 214 Women in the Hebrew Bible

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. (E) {H}{L} Credits: 4

Joel Kaminsky

Offered Spring 2016

FYS 117 The Bible and the American Public Square

We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. {H}{L}{WI} Credits: 4

Joel Kaminsky

Offered Fall 2015

History, Politics and Thought**JUD 235 Perspectives on the Arab-Israeli Conflict**

Same as MES 235. Explores key issues in the political, social and cultural history of Zionism and the State of Israel, as examined through a specific topic of current interest. Discussions over controversies in historiography may be amplified by exploring a series of turning points in the Conflict and the

quest for peace, and the ways in which public memory is consistently reshaped through film, museums, and/or literary texts that challenge existing historical narratives. No prerequisites. {H} Credits: 4

Justin Cammy

Offered Fall 2015

JUD 287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? {H} Credits: 4

Ernest Benz, Justin Cammy

Offered Spring 2016

JUD 288 History of Israel

Israel from the pre-state origins of Zionism in the late 19th century to the present. Historical perspectives on ongoing challenges, such as the place of religion in civil life and Israel's relation to world Jewry. The tension—real or imaginary—in the state's definition as both Jewish and democratic. Special attention to contested identities, highlighting differing visions of a Jewish homeland, traditions of dissent and critical self-reflection. Sources include documents, fiction and films. {H} Credits: 4

Adi Gordon

Offered Spring 2016

HST 243 (C) Reconstructing Historical Communities

How much can historians learn about the daily lives of the mass of the population in the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. {H}{S} Credits: 4

Ernest Benz

Offered Spring 2016

REL 221 Philosophers and Mystics

The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain, and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the Zohar and other thinkers, as well as personal documents of religious experience and thought. All readings in English. {H} Credits: 4

Lois Dubin

Offered Fall 2015

REL 227 Women and Gender in Jewish History

An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. {H} Credits: 4

Lois Dubin

Offered Fall 2015

REL 320 Seminar: Jewish Religion and Culture*Topic: Judaism, Feminism and Religious Politics in the U.S.*

A critical examination of the impact of contemporary feminism upon Jews across the spectrum—traditional, modern and radical. We explore new approaches to the Jewish tradition evident in the study of Jewish women's history and experience; the critique and reinterpretation of classical texts; changing conceptions of God, Torah, community, ritual and sexuality; and new roles for women as religious leaders, scholars and activists. We discuss theoretical, interpretive and polemical works, as well as novels, poetry, newspapers and films, focusing on the tensions between continuity and innovation and between inclusion and transformation. Prerequisite: a course in religion, Jewish studies, women's studies, or permission of the instructor. Enrollment limited to 12. {H} {S} Credits: 4

Lois Dubin

Offered Spring 2016

Literature and the Arts**JUD 260 (C) Yiddish Literature and Culture**

Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Explores the Yiddish novel as a forum for political engagement and creative expression in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin and immigrant America. How have post-Holocaust writers memorialized not only a lost civilization but also a murdered language? All texts in translation. Enrollment limited to 18. No prerequisites {L} Credits: 4

Justin Cammy

Offered Spring 2016

CLT 214 Literary Anti-Semitism

How can we tell whether a literary work is anti-Semiticly coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today? A selection of seminal theoretical texts, examples from literature, including the graphic novel, and from cinema. Shakespeare, G.E. Lessing, Walter Scott, Charles Dickens, Heinrich Heine, Edith Wharton, Thomas Mann, Philip Roth, Will Eisner, David Lean, Carol Reed, Roman Polanski, Dani Levy. {L} Credits: 4

Jocelyne Kolb

Offered Fall 2015

CLT 231 American Jewish Literature

Same as ENG 230 Explores the significant contribution of Jewish writers and critics to the development of American literature, broadly defined. Topics include the American dream and its discontents; ethnic satire and humor; literary multilingualism; crises of the left involving Communism, Black-Jewish relations, and '60s radicalism; after-effects of the Holocaust; and the aesthetic engagement with folklore. Authors include Mary Antin, Henry Roth, Isaac Bashevis Singer, Saul Bellow, Philip Roth, E.L. Doctorow, Cynthia Ozick. Yiddish, Canadian and Latin-American writers provide transnational perspectives. Must Jewish writing in the Americas remain on the margins, "too Jewish" for the mainstream yet "too white" to qualify as multicultural? No prerequisites. {L} Credits: 4

Justin Cammy

Offered Fall 2015

Special Studies**JUD 400 Special Studies**

Advanced research and language study, conducted by a faculty member appointed in Jewish studies. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

JUD 430D Honors Project

Full year course offered each year. Credits: 4 per semester, 8 for yearlong course

Ernest Benz

Offered Fall 2015, Spring 2016

Landscape Studies

Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, *Director*
 Reid W. Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies
 Steven Thomas Moga, Assistant Professor of Landscape Studies

Associated Faculty

Dean Scott Flower, Ph.D., Professor of English Language and Literature
 Alice L. Hearst, Ph.D., J.D., Professor of Government **2
 Barbara A. Kellum, Ph.D., Professor of Art
 Michael A. Marcotrigiano, Ph.D., Professor of Biological Science and Director of
 the Botanic Garden *1
 James Middlebrook, M.Arch., Assistant Professor of Art
 Douglas Lane Patey, Ph.D., Professor of English Language and Literature
 Jesse Bellemare, Ph.D., Assistant Professor of Biological Sciences
 Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology

Landscape studies is a multidisciplinary exploration of the ways in which land becomes a landscape—that is, a cultural as well as physical construction that is both imagined and engineered. The minor offers approaches to the study of cultures, politics and potentials of place, with perspectives from architecture, landscape architecture and planning.

The Minor

The minor consists of six courses (24 credits or more), to be chosen in consultation with a landscape studies adviser. One course should normally be LSS 300.

Requirements for all minors include:

1. A one-semester introductory course: LSS 105 or an equivalent approved by the program
2. One other non-studio LSS course: LSS 200, 210, 220 (colloquia), 300, or LSS 100 taken twice
3. Biology 120 and 121 [landscape plants & issues + lab], or Biology 122 and 123 (horticulture + lab)

We do not require a studio course, although we strongly recommend at least two studios, including ARS/LSS 389, as well as LSS 300 for any student considering graduate studies in landscape-related fields.

Students select three other courses from the list of related courses (see our website), in consultation with the LSS minor adviser. We encourage you to concentrate these three courses in one of the following areas, in consultation with the minor advisor:

- Landscape design, history and theory (examples: LSS 250 and LSS 300, studio courses, LSS-related courses in art history and literature)
- Land use and development (examples: anthropology, archeology, environmental science and policy, engineering, urban studies, sociology, studio courses)
- Horticulture and plant biology

Advisers

For the Minor: Ann Leone, Hatfield 307; aleone@smith.edu, x3364

For Graduate Programs: Reid Bertone-Johnson, CEEDS 008, rbertone@smith.edu, x3328

LSS 100 Landscape, Environment and Design

Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging.

We look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. {A}{H}{S} Credits: 2

Ann Leone, Reid Bertone-Johnson

Offered Spring 2016

LSS 105 Introduction to Landscape Studies

This introductory course explores the evolving and interdisciplinary field of landscape studies. Drawing upon a diverse array of disciplinary influences in the social sciences, humanities and design fields, landscape studies is concerned with the complex and multifaceted relationship between human beings and the physical environment. Students in this course learn to critically analyze a wide variety of landscape types from the scale of a small garden to an entire region, as well as to practice different methods of landscape investigation. It is a course designed to change the way one sees the world, providing a fresh look at everyday and extraordinary places alike. Priority given to first-year students, sophomores and LSS minors. Enrollment limited to 30. {A}{H}{S} Credits: 4

Steven Moga

Offered Fall 2015

LSS 230 Power, Place, Politics and People: The Contested Urban Landscape

Students in this course investigate the production of the built environment and the landscape of cities, focusing on key actors such as neighborhood activists, real estate developers, city officials, and environmentalists, among other advocates and interested parties. Organized thematically and supplemented by readings in urban theory and related fields, the course tackles questions of how urban places are made, why different cities look and feel the way they do, and who shapes the city. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. {A}{H}{S} Credits: 4

Steven Moga

Offered Fall 2015

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

Steven Moga

Offered Spring 2016

LSS 250 Studio: Landscape and Narrative

Landscapes guide their use and reveal their past. This landscape design studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Students work through a series of site-specific projects that engage with the narrative potential of landscape

and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, model-making, collage and photography. Priority given to LSS minors and ARCH majors. Enrollment limited to 14. {A}{S} Credits: 4

Reid Bertone-Johnson

Not Offered This Academic Year

LSS 255 Art and Ecology

Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students will design a series of projects that explore the potential for melding art and ecology. Enrollment limited to 14. {A}{S} Credits: 4

Reid Bertone-Johnson

Offered Spring 2016

LSS 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists

Same as CLT 288. The work of certain writers—often women and often Wharton, von Arnim and Colette—is categorized as small in scope, narrowly focused and therefore marginal in some ways. Here are questions, based in part on readings in landscape and domestic design theory, that we can ask to help us see their work differently: When and how is it appropriate to juxtapose writers' biographies on their fiction? How do they represent domestic discord—loss, rage, depression—in their fiction? In particular, how do local landscapes and other domestic spaces—houses, rooms, gardens—figure in this representation? Texts include novels, short stories, correspondence, excerpts from journals and other autobiographical writing. Prerequisite: one other literature course at any level, or permission of the instructor. {L} Credits: 4

Ann Leone

Not Offered This Academic Year

LSS 300 Rethinking Landscape

This capstone course in the study of the built environment brings history and theory alive for those students with interests in diverse fields such as art, architecture, American studies, engineering and the natural sciences. Designed as an advanced-level seminar, it explores key concepts and theoretical debates that have shaped the interdisciplinary field of landscape studies. In particular, students investigate how the field has changed over time and critically consider where it is likely to go in the future. Classic texts from thinkers such as J.B. Jackson, Yi-Fu Tuan, John Stilgoe, Anne Spirn and Dolores Hayden are paired with contemporary critiques and new approaches to the study of space and place. Independent research work and participation in class discussion are strongly emphasized. Prerequisite: one 200-level course in LSS or permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. {H}{S} Credits: 4

Steven Moga

Offered Spring 2016

LSS 389 Broad-Scale Design and Planning Studio

Note: ARS 388 or ARS 389/LSS 389 fulfills the ARS 388 advanced studio requirement for Plan C (architecture) of the art major at Smith College. This class is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design

media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Prerequisites: Permission of instructor. Previous studio experience and two architecture and/or landscape studies courses suggested. Priority given to LSS minors and ARCH majors. Enrollment limited to 12. Note: ARS 388 or ARS 389/LSS 389 fulfills the ARS 388 advanced studio requirement for Plan C (architecture) of the art major at Smith College. {A} Credits: 4

Carolina Aragon, Reid Bertone-Johnson

Not Offered This Academic Year

LSS 400 Special Studies

Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in landscape studies-related fields. May be taken in conjunction with LSS 300 or as an extension of design work begun during or after a landscape studies or architecture studio. Credits: 1 to 4

Ann Leone, Fall 2015

Instructor: TBA, Spring 2016

Offered Fall 2015, Spring 2016

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers the many ways through which places are constructed, culturally, socially and physically. We examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication will be required. Prerequisites: ARS 283, ARS 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. {A} Credits: 4

James Middlebrook

Offered Spring 2016

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in discourse about the inhabitation of the built environment, which is explored through the architectural design process. Students create projects to represent their ideas and observations in response to challenging questions about the art and craft of space-making. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college level art history, architectural history, landscape studies or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of \$75 to cover group supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 24. {A} Credits: 4

James Middlebrook

Offered Fall 2015

Cross-Listed Courses

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in discourse about the inhabitation of the built environment, which is explored through the architectural design process. Students create projects to represent their ideas and observations in response to challenging questions about the art and craft of space-making. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college level art history, architectural history, landscape studies or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of

\$75 to cover group supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 24. {A} Credits: 4

James Middlebrook

Offered Fall 2015

ARS 386 Topics in Architecture

This course explores a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include the role of technology within the built environment, vernacular architecture and landscapes, the role of context in its many forms, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 283, ARS 285, (or equivalent LSS studio) and two art history courses, or permission of the instructor. This course may be repeated for credit with a different topic. Enrollment limited to 12. A required fee of \$75 to cover group supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required.

Re-envisioning the Spaces of Neilson Library

{A} Credits: 4

James Middlebrook

Offered Fall 2015

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers the many ways through which places are constructed, culturally, socially and physically. We examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication is required. Prerequisites: ARS 283, ARS 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. {A} Credits: 4

James Middlebrook

Offered Spring 2016

Related Courses

(Refer to landscape studies website for additional related courses. Many Five College courses may count, as well. Before including any of these courses in your LSS minor, please confer with your LSS adviser.)

Listed below are courses that may count toward the landscape studies minor. All courses are not offered every year. Check the Smith College course catalogue for current offerings.

American Studies

AMS 201 Introduction to the Study of American Society and Culture
AMS 302 Seminar: The Material Culture of New England, 1630–1860

Anthropology

ANT 230 Peoples and Cultures of Africa
ANT 233 History of Anthropological Theory
ANT 236 Economy, Ecology and Society
ANT 252 The City and the Countryside in China
ANT 352 Seminar: Topics in Anthropology

Art History

ARH 101 Approaches to Visual Representation (C)
ARH 140 Introduction to Art History: Western Traditions
ARH 216 The Art and Architecture of the Roman World
ARH 223 Architecture of East Asia
ARH 280 Art Historical Studies (C)
ARH 283 Architecture Since 1945 (L)
ARH 285 Great Cities

Biological Sciences

BIO 120 Horticulture: Landscape Plants and Issues
BIO 122 Horticulture
BIO 204 Microbiology
BIO 123 Horticulture Laboratory
BIO 155 Biodiversity, Ecology and Conservation Laboratory
BIO 205 Microbiology Laboratory
BIO 154 Biodiversity, Ecology and Conservation
BIO 202 Cell Biology
BIO 240 Plant Biology
BIO 241 Plant Biology Laboratory
BIO 250 Plant Physiology
BIO 251 Plant Physiology Laboratory
BIO 260 Invertebrate Diversity
BIO 261 Invertebrate Diversity Laboratory
BIO 262 Plant Biology
BIO 263 Plant Biology Laboratory
BIO 266 Principles of Ecology
BIO 267 Principles of Ecology Laboratory
BIO 268 Marine Ecology
BIO 269 Marine Ecology Laboratory
BIO 270 Microbial Diversity
BIO 356 Plant Ecology
BIO 357 Plant Ecology Laboratory
BIO 364 Plant Ecology
BIO 365 Plant Ecology Laboratory

Studio Art

ARS 161 Design Workshop I
ARS 162 Introduction to Digital Media
ARS 163 Drawing I
ARS 164 Three-Dimensional Design
ARS 173 Cross-Disciplinary Foundations: 3D and Time-Based
ARS 264 Drawing II
ARS 266 Painting I
ARS 281 Studio: Landscape and Narrative
ARS 283 Introduction to Architecture: Site and Space
ARS 386 Topics in Architecture
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
ARS 389 Broad-Scale Design and Planning Studio
ARS 390 Five College Advanced Studio Seminar

Chemistry

CHM 108 Environmental Chemistry

Comparative Literature

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading *Islands, Real and Imaginary*

We explore and compare how different cultures have imagined the island as a blank page and an idealized place to tell stories about themselves and their relation to other cultures, from the myths of Atlantis and Calypso's seduction of Odysseus to the castaway Robinson Crusoe, from Darwin's ecologically pristine Galapagos to the tourist paradise of the popular imagination, from Prospero's magical kingdom to the experimental playground of Dr. Moreau, from the space of freedom and social reinvention to the subjugation of colonial empire. Films and readings from a wide variety of genres and traditions, including short theoretical texts. {L} Credits: 4
Janie Vanpée

Not Offered This Academic Year

CLT 234 The Adventure Novel: No Place for a Woman?

We explore the link between plot, landscape and gender in adventure fictions. Beginning with essays on cartography and the organization of geographical space by Denis Wood, we read classic 19th-century boys and girls books (Verne, Stevenson, Hodgson-Burnett, Ingalls Wilder) and ask ourselves how the adventure landscape differs for boys and for girls. Who lives where within it? What boundaries mark safe and unsafe places? We then explore modern re-writings of these fictions in novels and films such as Forster's *A Room With a View*, LeGuin's *Tebanu* and Del Toro's *Pan's Labyrinth* in order to explore the ways in which this genre has embraced and resisted the female hero. Students will form groups to present a novel or film of their own choosing to the class. {L} Credits: 4
Margaret Bruzelius

Not Offered This Academic Year

CLT 242 What and Where Is Main Street?

Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4

Ann Leone

Offered Spring 2016

CLT 253 Literary Ecology

Literary ecology focuses on bio-social themes in literature—how human beings construct their relationship to their environment through literature and landscape art. We read works by “nature writers,” from the Romantic poets to early ecologists like John Muir and John Burroughs, and by contemporary writers such as John McPhee and Annie Dillard. We also analyze issues of contemporary eco-criticism and consider an expansion of the current range of canonical texts to include a broader diversity of viewpoints. {L} Credits: 4

Ann Leone

Not Offered This Academic Year

CLT 274 The Garden: Paradise and Battlefield

Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women's place, but also as a jungle that challenges definitions of the self and of that self's place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekhov, Colette, D.H. Lawrence and Alice Walker. {L} Credits: 4

Ann Leone

Not Offered This Academic Year

Economics

- ECO 123 Cheaper by the Dozen: Twelve Economic Issues for Our Times
- ECO 213 The World Food System
- ECO 224 Environmental Economics
- ECO 230 Urban Economics
- ECO 324 Seminar

Engineering

- EGR 101 Structures and the Built Environment
- EGR 315 Ecohydrology
- EGR 100 Engineering for Everyone
- EGR 319 Groundwater Geology
- EGR 100 Engineering for Everyone
- EGR 330 Engineering and Global Development

English

- ENG 238 What Jane Austen Read: The 18th-Century Novel
- ENG 382 Readings in American Literature

Environmental Science and Policy

- ENV 100 Environment and Sustainability: Notes from the Field
- ENV 101 Environmental Integration I: Perspectives
- ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
- ENV 300 Seminar in Environmental Science and Policy
- ENV 311 Environmental Integration III: Interpreting and Communicating Information
- ENV 312 Environmental Integration IV: Sustainable Solutions

French

FRN 230 Colloquium in French Studies

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

Dream Places and Nightmare Spaces: French Literary Landscapes

Through texts by authors from Louis XIV to Colette, we discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet and James Sacré. {F}{L} Credits: 4

Ann Leone

Offered Fall 2015

FRN 275 Design by Fiction

Fiction writers produce design and invite us to think about it in various ways. In our mind's eye, we see a virtual world created in their pages. We may discover design physically before us, on the page, or looking at the book itself as an object designed to tell us something quite different from the fiction it contains. Finally, a text may explore the seductions and dangers of the desire to design and to create. Authors include Guillaume de Lorris, Montaigne, Louis XIV, Alfred Jarry, Balzac, Zola, Huysmans, Apollinaire, Colette. Course may include observation of class meetings in art, architecture, landscape studies,

engineering and dance. Prerequisite: one course beyond FRN 230 or permission of the instructor. (E) {F}{L} Credits: 4

Ann Leone

Not Offered This Academic Year

First-Year Seminars

- FYS 101 Envisioning the Wasteland
- FYS 103 Geology in the Field
- FYS 141 Reading, Writing and Placemaking: Landscape Studies
- FYS 147 Science and Politics of Food, Water and Energy
- FYS 158 Reading the Earth
- FYS 191 Sense and Essence in Nature
- FYS 122 Eden and Other Gardens
- FYS 136 Moth to Cloth

Geology/Geosciences

- GEO 101 Introduction to Earth Processes and History
- GEO 102 Exploring the Local Geologic Landscape
- GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future
- GEO 105 Natural Disasters: Confronting and Coping
- GEO 106 Extraordinary Events in the History of Earth, Life and Climate
- GEO 109 The Environment
- GEO 111 Introduction to Earth Processes and History
- GEO 161 Exploring the Local Geologic Landscape
- GEO 251 Geomorphology

Government

- GOV 204 Urban Politics
- GOV 207 Politics of Public Policy
- GOV 254 Colloquium: Politics of the Global Environment
- GOV 306 Seminar in American Government

Philosophy

- PHI 304 Colloquium in Applied Ethics

Spanish and Portuguese

POR 220 Portuguese and Brazilian Literature and Culture

Contemporary Cityscapes: Mapping Brazilian Culture Onto an Urban Grid

This course addresses a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent. {F}{L} Credits: 4

Malcolm McNee

Offered Fall 2015

Latin American and Latino/a Studies

Advisers and Members of the Latin American and Latino/a Studies Committee

Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Ginetta E. B. Candelario, Ph.D., Associate Professor of Sociology and of Latin American and Latino/a Studies **1

Velma E. García, Ph.D.

Maria Estela Harrette, Ph.D., Professor of Spanish and Portuguese †1

Marguerite Itamar Harrison, Ph.D., Associate Professor of Spanish and Portuguese *1

Sarah T. Hines, M.A., Lecturer in Latin American and Latino/a Studies and History

Michelle Joffroy, Ph.D., Associate Professor of Spanish and Portuguese, *Director*

Elizabeth A Klarich, Ph.D., Assistant Professor of Anthropology

Dana Leibsohn, Ph.D., Professor of Art

Malcolm Kenneth McNee, Ph.D., Associate Professor of Spanish and Portuguese

Maria Helena Rueda, Ph.D., Associate Professor of Spanish and Portuguese

Nancy Saporta Sternbach, Ph.D., Professor of Spanish and Portuguese

Lester Tomé, Ph.D., Assistant Professor of Dance

Lecturers

Cora Anderson, Lecturer in Latin American and Latino/a Studies

The Major in Latin American Studies

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology and theatre.

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

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Majors should see their academic advisers.

Adviser for Study Abroad in Brazil: Malcolm McNee, Department of Spanish and Portuguese

Five-Year option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing a master of arts in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: LAS 260/HST 260 and LAS 261/HST 261.

- Other Requirements:** Two courses in Spanish American literature usually SPN 260 and SPN 261. Advanced language students may replace one of these with a topics course, such as SPN 372 or SPN 373. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
- Six semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least two of the six must be in the social sci-

ences (anthropology, economics, history, government, sociology); at least one 4-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300-level.

The Minor in Latin American Studies

Requirements: Six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include LAS 260/HST 260, LAS 261/HST 261, and SPN 260 or SPN 261, and at least one course at the 300 level.

The Minor in Latino/a Studies

Requirements: Six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history or literature; and three classes in Latino/a studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314 or any other course in LALS, SPN, and so on, dealing with Latino/a studies. At least one of the six courses must be at the 300-level. Students may count one course in Latino/a studies from another Five College institution towards the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: TBA

LAS 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

LAS 431 Honors Project

Credits: 8
Offered Fall 2015

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

See also the Five College Certificate in Latin American Studies.

LAS 201 Colloquium in Latin American and Latino/a Studies

"The Bronze Screen:" Performing Latina/o on Film and in Literature

This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts is to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture's portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender also inform our readings and viewings. Class discussions are in English, but bilingualism is encouraged throughout the course. {A/L}
Credits: 4

Nancy Sternbach

Offered Spring 2016

Latin American Economic History, 1825–present

This colloquium introduces students to the history and debates over Latin American economic development from the early independence period to the present, with an emphasis on the late 19th century to the late 20th century. We trace macroeconomic change, its impact on and roots in micro histories, regional commonalities and differences, and the fierce debates that emerged in the region over Latin America's place in the world economy at key moments, especially the mid-20th century. Readings draw on a core textbook, scholarly articles, and primary sources, including texts from influential Latin American economic actors and theorists. {H} Credits: 4

Sarah Hines

Offered Spring 2016

Sexual and Reproductive Rights in Latin America

This course aims to provide a survey of sexual and reproductive rights in Latin America comparing the region as a whole with other areas of the world, while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and gay rights movements in advancing more liberal legislation. In addition, we look at the role of the Catholic Church in these debates and their struggles to prevent any legislative change that goes against their doctrine from happening. Among the cases we explore are Argentina's gay marriage and gender identity legislation, Uruguay's decriminalization of abortion, Costa Rica's ban on IVF technologies and Peru's coercive sterilization program of indigenous populations. (E) {S} Credits: 4

Cora Anderson

Offered Spring 2016

LAS 260 (L) Colonial Latin America, 1492–1821

Same as HST 260. The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Basis for LALS major. {H} Credits: 4

Sarah Hines

Offered Fall 2015

LAS 261 (L) National Latin America, 1821 to the Present

Same as HST 261. A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. Basis for the LALS major. {H} Credits: 4

Sarah Hines

Offered Spring 2016

LAS 301 Seminar: Topics in Latin American and Latino/a Studies*Latina/o Racial Identities in the United States*

Same as SOC 314. This seminar explores theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention is paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course is the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students are expected to engage in extensive and intensive critical reading and discussion of course texts. {S} Credits: 4

Ginetta Candelario

Offered Fall 2015

LAS 404 Special Studies

Credits: 4

TBA

Offered Fall 2015, Spring 2016

Approved Courses

ANT 234 Culture, Power and Politics

Offered Spring 2017

ANT 237 Native South Americans

Offered Spring 2017

ANT 269 Indigenous Cultures and the State in Mesoamerica

Offered Spring 2016, Spring 2017

ARH 204 Art and Architecture of the Ancient Americas (L)

Offered Spring 2016

ARH 352 Studies in Art History (S)

Visual Culture and Colonization

Offered Fall 2015

DAN 144 Tango I

Offered Fall 2015

DAN 149 Salsa Dance I

Offered Fall 2015

DAN 244 Tango II

Offered Spring 2016

DAN 377 Advanced Studies in History and Aesthetics

Comparative Studies in Latin American Dance

Offered Spring 2016

FYS 159 What's in a Recipe?

Offered Fall 2015

GOV 220 Introduction to Comparative Politics

Offered Spring 2016

GOV 226 Latin American Political Systems

Offered Fall 2015

GOV 237 Colloquium: Politics of the U.S./Mexico Border

Offered Spring 2016, Spring 2017

GOV 307 Seminar in American Government

Latinos and Immigration Politics in the U.S.

Offered Fall 2015

HST 260 (L) Colonial Latin America, 1492–1825

Offered Fall 2015

HST 261 (L) National Latin America, 1821 to the Present

Offered Spring 2016

HST 263 (C) Continuity and Change in Spanish America and Brazil

Revolution and Counter-Revolution in Cold War Latin America

Offered Fall 2015

HST 361 Seminar: Problems in the History of Spanish America and Brazil

The Environmental History of Latin America

Offered Spring 2016

POR 220 Portuguese and Brazilian Literature and Culture

Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid
Offered Fall 2015

POR 221 Portuguese and Brazilian Literature and Culture

Envisioning "Lusofonia:" Transnational Encounters and Imaginaries in Portuguese-Language Film
Offered Spring 2016

SOC 213 Race and National Identity in the United States

Offered Spring 2016

SOC 222 Blackness in America

Offered Fall 2015

SOC 314 Seminar in Latina/o Identity

Latina/o Racial Identities in the United States
Offered Fall 2015

SPN 230 Latin American and Peninsular Literature

Doméstica: Precarious Subjects and the Politics of Intimacy in Literature and Film
Offered Fall 2015

Female Visions of Mexico

Offered Spring 2016

Central American Poetry of Love and Revolution

Offered Spring 2016

SPN 245 Topics in Latin American and Peninsular Studies

Buen Provecho: Food and the Spanish-Speaking World
Offered Fall 2015

SPN 246 Latin American Literature

Mirrors of the Self, or the Eye/I of the Artist
Offered Spring 2016

Race and Rebellion: Palenques and Cimarrones in the Americas

Offered Fall 2015

SPN 260 Survey of Latin American Literature I

Offered Fall 2015

SPN 261 Survey of Latin American Literature II

Offered Spring 2016

SPN 372 Seminar: Topics in Latin American and Iberian Studies

Human Rights, Memory and Post-Memory in Latin American Films
Offered Fall 2015

SPN 373 Seminar: Literary Movements in Spanish America

Contesting Feminisms: Transnational and Indigenous Voices Rethinking Latin American Feminisms
Offered Spring 2016

Linguistics

Jill Gibson de Villiers, Ph.D., Professor of Philosophy and Psychology, *Director*

Advisers

Giovanna Bellesia, Ph.D., Professor of Italian Language and Literature

Nalini Bhushan, Ph.D., Professor of Philosophy ^{†1}

Craig R. Davis, Ph.D., Professor of English Language of Literature ^{~2}

Peter A. de Villiers, Ph.D., Professor of Psychology

Jay Lazar Garfield, Ph.D., Professor of Philosophy ^{†1}

Maki Hirano Hubbard, Ph.D., Professor of East Asian Languages and Literatures

Lucy W. Mule, Ph.D., Associate Professor of Education and Child Study

Joseph O'Rourke, Ph.D., Professor of Computer Science ^{*1}

Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and Comparative Literature

Douglas Lane Patey, Ph.D., Professor of English Language and Literature

Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology

The Minor

Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a language, or philosophy, education, logic, psychology, computer science or anthropology. An alternative minor in linguistics and philosophy of language is listed under philosophy.

Requirements:

Six courses in linguistics and related fields.

1. Basis: PHI 236 Linguistics Structures (or its equivalent at the Five Colleges e.g. LING 201 at UMass.)
2. Four linguistics-related courses (see list below). One yearlong college course in a foreign language may substitute for one of these four.
3. A seminar (or other advanced work) to be agreed on with the adviser.

Note: The five colleges are rich in linguistics offerings. For more offerings, consult the Five-College catalog and your adviser.

Related courses at Smith (Note: some may have prerequisites).

Classics

CLS 150 Roots: Greek and Latin Elements in English

Comparative Literature

CLT 220 Colloquium: Imagining Language

East Asian Languages and Literatures

EAL 240 Japanese Language and Culture

Education

EDC 249 Children With Hearing Loss

EDC 338 Children Learning to Read

EDC 567 English Language Acquisition and Deafness

English

ENG 170 History of the English Language

ENG 207 The Technology of Reading and Writing

ENG 214 Medieval Welsh

Italian

ITL 340 The Theory and Practice of Translation

Logic

LOG 100 Valid and Invalid Reasoning: What Follows From What?

LOG 220 Intermediate Logic

Philosophy

PHI 213 Language Acquisition

Psychology

PSY 213 Colloquium: Language Acquisition

PSY 214 Colloquium: Disorders of Language and Communication

PSY 313 Seminar in Psycholinguistics

Spanish and Portuguese

SPN 481 The Teaching of French or Spanish

Logic

Advisers

James Marston Henle, Ph.D., Professor of Mathematics, *Director* **1
 Albert G. Mosley, Ph.D., Professor of Philosophy
 Jay Lazar Garfield, Ph.D., Professor of Philosophy †1

In the last century, logic has grown into a major discipline, with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

The Minor

Minors in logic, to be designed in consultation with the director, consist of at least 20 credits, including the following:

LOG 100
 MTH 153 or CSC 250
 LOG 400

Additional courses may be chosen from the following list:

CSC 111 Introduction to Computer Science Through Programming
 CSC 250 Theoretical Foundations of Computer Science
 CSC 270 Digital Circuits and Computer Systems
 CSC 290 Introduction to Artificial Intelligence
 CSC 294 Introduction to Computational Linguistics
 LOG 404 Special Studies
 MTH 153 Introduction to Discrete Mathematics
 PHI 203 Topics in Symbolic Logic
 PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
 PHI 236 Linguistic Structures
 PHI 262 Meaning and Truth: The Semantics of Natural Language

Depending on the topic, the courses listed below may also be taken for logic minor credit:

MTH 220 Probability and Statistics
 MTH 238 Topics in Number Theory
 MTH 246 Probability
 MTH 270 Topics in Geometry
 MTH 343 Topics in Mathematical Analysis

There are also courses in the Five College system that may be acceptable, such as courses in linguistics and law.

LOG 100 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

James Henle, Samuel Rubmkorff
 Offered Fall 2015

LOG 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 LOG 100. Students who have taken LOG 100 cannot receive credit for taking LOG 101 subsequently. Students who have taken LOG 101 can subsequently receive credit for taking LOG 100. Enrollment limited to 24. {M} Credits: 4

Albert Mosley

Offered Spring 2016

LOG 400 Special Studies

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Marine Science and Policy

Marine Science and Policy Advisers

Paulette M. Peckol, Ph.D., Professor of Biological Sciences, *Co-Director* **1

L. David Smith, Ph.D., Professor of Biological Sciences, *Co-Director*

Sara B. Pruss, Ph.D., Associate Professor of Geosciences †2

The marine science and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine science is obtained through completion of the two basis courses. Students then choose among upper-level courses that focus on or complement scientific investigation of the oceans and the policy aspects of ocean conservation, exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, including three required courses as follows: GEO 108, 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-abroad programs may be used to satisfy the requirements with consultation and approval of the minor adviser.

Biological Sciences

- BIO 260 Invertebrate Diversity
- BIO 366 Biogeography
- BIO 390 Seminar: Topics in Environmental Biology
The Ecological Impacts of Global Change
Coral Reef Ecology and Conservation
- BIO 400 Special Studies

Geosciences

- GEO 231 Invertebrate Paleontology and the History of Life
- GEO 232 Sedimentary Geology
- GEO 334 Carbonate Sedimentology
- GEO 400 Advanced Work or Special Problems in Geosciences

Social Sciences

- ECO 224 Environmental Economics
- GOV 306 Seminar in American Government
- GOV 404 Special Studies
- PPL 220 Public Policy Analysis

Five College Course Possibilities

Courses may be chosen from within the Five Colleges with approval of minor advisers; a sample of possible courses follows:

Mount Holyoke College

BIOL 321C Marine Conservation Biology

UMass

GEO-SCI 190BH Biological Oceanography
 BIOLOGY 273 Marine Vertebrates
 NRC 260 Fish Conservation and Management
 MICROBIO 494 A Sea of Microbes

Off-Campus Course Possibilities

Students may choose to fulfill up to three of their minor courses away from Smith through participation in a marine-oriented, off-campus program. In recent years, Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester); Williams-Mystic Maritime Studies Program; SEA Semester; Duke University Marine Laboratory (semester and summer programs); University of Maine Semester by the Sea (fall semester); marine programs of the School for Field Studies, the School for International Training and Shoals Marine Laboratory.

Mathematics and Statistics

Professors

James Marston Henle, Ph.D. ^{***1}
 Joseph O'Rourke, Ph.D. (Computer Science) ^{*1}
 Katherine Taylor Halvorsen, D.Sc.
 Ruth Haas, Ph.D. ^{**1,*2}
 Ileana Streinu, Ph.D. (Computer Science) ^{*2}
 Pau Atela, Ph.D.
 Christophe Golé, Ph.D. ^{†2}

Associate Professors

Patricia L. Sipe, Ph.D.
 Julianna S. Tymoczko, Ph.D., *Chair*

Assistant Professors

Rajan Mehta, Ph.D. ^{*1}
 Gwen Spencer, Ph.D.
 Nesity Tania, Ph.D. ^{†1}

Visiting Assistant Professors

Daniel Cuzzocreo, Ph.D.
 Eva Goedhart, Ph.D.
 Brandt Kronholm, Ph.D.
 Biana Thompson, Ph.D.

Research Associates

Danielle Ramdath, Ph.D.
 Sarah-Marie Belcastro, Ph.D.
 Nicholas J. Horton, D.Sc.
 Catherine McCune, Ph.D.
 Anne Schwartz, Ph.D.

2 credits toward the mathematics major. Note that courses that are cross-listed with mathematics and another department (CSC 250, PHI 202, PHI 203, PHI 220, and PHY 211) are counted as mathematics courses and given full credit toward the mathematics major. The following courses meet the criteria for 2 credits toward mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, CSC 334, ECO 240, ECO 255, EGR 220, EGR 315, EGR 320, EGR 326, EGR 374, EGR 389, LOG 100, PHY 210, PHY 317, PHY 318, PHY 319 and PHY 327. A student may petition the department if she wishes credit for any course not on this list.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

The Minor in Mathematical Sciences

The minor in mathematical sciences consists of 211 and 16 credits from 153, 205, and courses numbered above 211, including two courses above 218. Four of the credits may be replaced by eight credits from the list in the description of major requirements found above.

The Minor in Applied Statistics

Information on the interdepartmental minor in applied statistics can be found on the Statistical and Data Sciences page of this catalogue.

Honors

A student majoring in mathematics and statistics may apply for the departmental honors program. An honors project consists of directed reading, investigation and a thesis. This is an opportunity to engage in scholarship at a high level. A student at any level considering an honors project is encouraged to consult with the director of honors and any member of the department to obtain advice and further information.

Director: Patricia Sipe

MTH 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
 Offered Fall 2015, Spring 2016

MTH 431 Honors Project

Credits: 8
 Offered Fall 2015

MTH 432D Honors Project

Credits: 6 per semester, 12 for yearlong course
 Offered Fall 2015, Spring 2016

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 g.p.a. for courses through her junior year, and a 3.3 g.p.a. for courses in her major. A student may apply either in the second semester of her junior year or by the second week of the first semester of her senior year; we strongly recommend the former.

Requirements: In addition to the credits required for the major, students must take 430d or 432d (for either 8 or 12 credits). In unusual circumstances, a student may instead take 431. The length of the thesis depends upon the topic and

The Major

Advisers: Pau Atela, Benjamin Baumer, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Rajan Mehta, Patricia Sipe, Gwen Spencer, Nesity Tania, Juliana Tymoczko

Adviser for Study Abroad: Gwen Spencer

Requirements: The mathematics major has an entryway requirement, a core requirement, a depth requirement and a total credit requirement.

NOTE: a number of mathematics and statistics course numbers have changed starting in the 2013–14 academic year. The former course numbers appear in parenthesis after the new number when there has been a change. If there is no number in parenthesis, then there has been no change.

The entryway requirement consists of MTH 153, MTH 211 and MTH 212. An exceptionally well prepared student might place out of some of these.

The core requirement is one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 280 (225) or MTH 281 (243)). Alternatively, a student may focus on statistics; students pursuing this track through the major are not required to take a course in algebra but instead must complete MTH 220 (245), MTH 246, MTH 320 (346), and either MTH 291 (247) or MTH 290.

Majors are required to take at least one advanced course. This is the depth requirement. An advanced course is a mathematics course at Smith numbered between 310 and 390.

Majors are required to take a total of 40 credits in courses numbered MTH 111 and above, with the following exceptions. At most 8 credits may be awarded for MTH 111, MTH 153, MTH 201, and either MTH 112 or MTH 114. With the approval of the department, up to 8 of the 40 credits may be satisfied by courses taken outside the mathematics and statistics department. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and 212 or statistical content at a level more advanced than MTH 220 (245). Generally, such a 4-credit course will be given

the nature of the investigation, and is determined by the student, her adviser, and the department. The student will give an oral presentation of the thesis. The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

- 60 percent thesis
- 20 percent oral presentation
- 20 percent grades in the major

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the college. The student should obtain the department's requirements and deadlines from the director of honors.

Graduate

MTH 580 Graduate Special Studies

Credits: 4

Offered Fall 2015, Spring 2016

Courses

A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions, or analysis), but no calculus, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in Discrete Mathematics (153) and/or either Calculus II (112) during her first year. Placement in 112 will be determined not only by the amount of previous calculus but also by the strength of the student's preparation. If a student has a year of BC calculus, she may omit MTH 112.

A student with two years of high school mathematics, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus.

Discovering Mathematics (105), and Statistical Thinking SDS (107) are intended for students not expecting to major in mathematics or the sciences.

A student who receives credit for taking MTH 111 may not have AP calculus credits applied toward her degree. A student with 8 AP Calculus credits (available to students with a 4 or 5 on the AP exam for BC Calculus) may apply only 4 of them if she also receives credit for MTH 112 or MTH 114. A student who has a score of 4 or 5 on the AP Statistics examination may receive 4 AP credits. She may not however, use them toward her degree requirements if she also receives credit for MTH 107, 201, 219, 220 or SDS 107, PSY 201, (AP credits can be used to meet degree requirements only under circumstances specified by the college).

Students who are considering a major or minor in mathematics or a minor in statistics should talk with members of the department.

For further information about the mathematics and statistics program, consult our website, www.math.smith.edu.

MTH 101 Algebra

Same as QSK 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. Credits: 4

Catherine McCune

Offered Fall 2015

MTH 102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. Laboratory section must be taken concurrently with the lecture section. {M} Credits: 4

Patricia Sipe

Offered Fall 2015

MTH 103 Math Skills Studio

Same as QSK 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they use in developing their own future math skills study plan. Enrollment limited to 20 students, the course is usually full by early December. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2

Catherine McCune, Karyn Nelson

Offered Interterm 2016

MTH 105 Discovering Mathematics

Doughnuts, Coffee Cups and the Shape of the Universe

What did people think about the shape of our world before we knew it was a sphere? We take a tour of mathematics related to this question, from the Egyptians and Babylonians to the present. The "possible" shapes of the world are now mathematically well understood. The question of the shape of the universe involves higher dimensional mathematical objects and relates to the recently proved Poincaré conjecture. First stated in 1904, it was viewed as one of the seven most important problems of the new millennium. Our tour gives us a glimpse into the development and sociology of contemporary mathematics. The only prerequisites are curiosity and an open mind. {M} Credits: 4

Patricia Sipe

Offered Spring 2016

MTH 111 Calculus I

Rates of change, differential equations and their numerical solutions, integration, differentiation and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. {M} Credits: 4

Instructor: TBA, Patricia Sipe, Fall 2015

Instructor: TBA, Patricia Sipe, Spring 2016

Offered Fall 2015, Spring 2016

MTH 112 Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. Situations in science and social sciences in which calculus naturally arises are emphasized. Students may not receive credit for both 114 and 112 Prerequisite: MTH 111 or the equivalent. {M} Credits: 4

Daniel Cuzzocreo, Instructor: TBA, Fall 2015

Instructor: TBA, Pau Atela, Spring 2016

Offered Fall 2015, Spring 2016

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

Gwen Spencer

Offered Fall 2015, Spring 2016

MTH 211 Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Students may not receive credit for both MTH 211 and MTH 210. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. Enrollment limit of 25 students. {M} Credits: 4

Pau Atela, Ruth Haas, Fall 2015

Instructor: TBA, Rajan Mehta, Spring 2016

Offered Fall 2015, Spring 2016

MTH 212 Calculus III

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: MTH 112 or MTH 114. It is suggested that MTH 211 be taken before or concurrently with MTH 212. {M} Credits: 4

Daniel Cuzzocreo, Pau Atela, Fall 2015

Daniel Cuzzocreo, Spring 2016

Offered Fall 2015, Spring 2016

MTH 220 Introduction to Probability and Statistics

Same as 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. MTH 220 satisfies the basis requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, GOV 190, ECO 220, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. {M} Credits: 5

Benjamin Baumer, Instructor: TBA, Fall 2015

Katherine Halvorsen, Spring 2016

Offered Fall 2015, Spring 2016

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

Julianna Tymoczko

Offered Spring 2016

MTH 238 Topics in Number Theory

Topics to be covered include properties of the integers, prime numbers, congruences, various Diophantine problems, arithmetical functions and cryptography. Prerequisite: MTH 153, MTH 211, or permission of the instructor. {M} Credits: 4

Instructor: TBA

Offered Fall 2015

MTH 246 Probability

Same as SDS 246. An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or permission of the instructor. {M} Credits: 4

Julianna Tymoczko

Offered Fall 2015

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

Instructor: TBA

Offered Spring 2017

MTH 255 Graph Theory

The course begins with the basic structure of graphs including connectivity, paths, cycles and planarity. We proceed to study independence, stability, matchings and colorings. Directed graphs and networks are considered. In particular, some optimization problems including maximum flow are covered. The material includes theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} Credits: 4

Gwen Spencer

Offered Spring 2016

MTH 280 Advanced Calculus

Functions of several variables; vector fields; divergence and curl, critical point theory; implicit functions; transformations and their Jacobians; theory and applications of multiple integration; and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. {M} Credits: 4

Christophe Golé

Offered Spring 2016

MTH 281 Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. {M} Credits: 4

Christophe Golé

Offered Fall 2015

MTH 290 Research Design and Analysis

Same as SDS 290. Note: This course is no longer considered the same as PSY 301, starting in the 2014–15 academic year. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that 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, GOV 190, ECO 220, MTH 219, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. {M} Credits: 4

Katherine Halvorsen

Offered Fall 2015

MTH 291 Multiple Regression

Same as SDS 291. Formerly MTH 247. Theory and applications of regression techniques; linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: PSY 201, GOV

190, MTH 219, MTH 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 25. Credits: 4

Instructor: TBA

Offered Spring 2016

MTH 300 Dialogues in Mathematics and Statistics

In the class we don't do math as much as we talk about doing math and the culture of mathematics. The class includes lectures by students, faculty and visitors on a wide variety of topics, and opportunities to talk with mathematicians about their lives. This course is especially helpful for those considering graduate school in the mathematical sciences. Prerequisites: MTH 211, MTH 212 and two additional mathematics courses at the 200-level, or permission of the instructor. May be repeated once for credit. This course is graded satisfactory/unsatisfactory only. {M} Credits: 1

James Henle, Fall 2015

Julianna Tymoczko, Spring 2016

Offered Fall 2015, Spring 2016

MTH 301 Topics in Advanced Mathematics and Statistics

Research in Mathematics

In this course students work in small groups on original research projects. The course is specifically designed for students in the Center for Women in Mathematics, but open to all serious mathematics students. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. {M} Credits: 3

James Henle, Fall 2015

Julianna Tymoczko, Spring 2016

Offered Fall 2015, Spring 2016

MTH 320 Seminar: Mathematical Statistics

Same as SDS 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or permission of the instructor. {M} Credits: 4

Instructor: TBA

Not Offered This Academic Year

MTH 333 Topics in Abstract Algebra

Galois Theory

In high school algebra you learned a formula for finding the roots of a quadratic equation. The advanced algebra courses you have had in college probably seemed to have very little in common with that early goal. In this course we return to the problem of how to factor a polynomial. Our work requires learning about the algebraic structures rings and fields. This course begins with the fundamentals of rings and fields and then cover extension fields and Galois theory. Finally, using all this structure we will be able to understand fully how to factor polynomials and find their roots. Prerequisite: MTH 233 Credits: 4

Ruth Haas

Offered Fall 2015

MTH 353 Advanced Topics in Discrete Applied Mathematics

Optimization

A senior-level course in Mathematical Optimization. Develops geometric and algebraic views of linear programming in parallel. Proof-based treatment of the Simplex Algorithm and LP Duality. Introduction to classical models in combinatorial optimization (including problems in networks and scheduling). Also covers: modeling logical constraints, integer programming for NP-hard problems, branch-and-bound algorithm, integrality gap, specialized algorithmic methods, dynamic programming, intro to provably-good approximation, and intro to rigorous notions of efficiency. Course is lecture-based, and includes

weekly homework, regular computational lab sessions, two exams, and a final presentation (which connects to the applied optimization literature). Prerequisites: Linear Algebra (Math 211), Discrete Mathematics (Math 153) or similar, and preferred: some previous exposure to computing (either a software like Matlab, R, SPSS, Excel, etc, or a coding language like Java, Python, etc). {M} Credits: 4

Instructor: TBA

Offered Spring 2017

MTH 364 Advanced Topics in Continuous Applied Mathematics

Dynamical Systems, Chaos and Applications.

An introduction to the theory of Dynamical Systems with applications. A dynamical system is a system that evolves with time under certain rules. We look at both continuous and discrete dynamical systems when the rules are given by differential equations or iteration of transformations. We study the stability of equilibria or periodic orbits, bifurcations, chaos and strange attractors. Applications will often be biological during the course, but students do their final project on a scientific application of their choice. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. {M} Credits: 4

Christophe Golé

Offered Fall 2015

MTH 370 Topics in Topology and Geometry

Topology

Topology is a kind of geometry in which important properties of a figure are preserved under continuous motions (homeomorphisms). This course gives students an introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. The course could be taken concurrently with Real Analysis. Prerequisites: MTH 280 or 281 or permission of the instructor. {M} Credits: 4

Christophe Golé

Offered Spring 2016

MTH 381 Topics in Mathematical Analysis

Geometry and Mechanics

Introduction to modern geometric approaches to classical physics. The essential idea is that the notion of symmetry can be used to simplify the analysis of physical systems. Topics may include Lagrangian and Hamiltonian mechanics, Noether's Theorem and conservation laws, quantization and special relativity. Prerequisite: MTH 280 or MTH 281. MTH 233 is suggested (possibly concurrently). No prior exposure to physics is necessary. {M} Credits: 4

Rajan Mehta

Offered Spring 2016

MTH 382 Complex Analysis

Complex numbers, functions of a complex variable, algebra and geometry of the complex plane. Differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: MTH 280 or MTH 281, or permission of the instructor. {M} Credits: 4

Rajan Mehta

Not Offered This Academic Year

MTH 400 Special Studies

By permission of the department, normally for majors who have had at least four semester courses at the intermediate level. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

Cross-Listed Courses

IDP 325 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of 3-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques-as well as several small written assignments are a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E)

{A}{M} Credits: 4

Pau Atela

Offered Spring 2016

SDS 107 Statistical Thinking

(Formerly 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 Credits: 4

Instructor: TBA

Not Offered This Academic Year

CSC 205 Modeling in the Sciences

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, 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

Offered Spring 2016

SDS 292 Data Science

(Formerly MTH 292). Computational data analysis is an essential part of modern statistics. This course provides a practical foundation for students to compute with data, by participating in the entire data analysis cycle (from forming a statistical question, data acquisition, cleaning, transforming, modeling and interpretation). This course introduces students to tools for data management, storage and manipulation that are common in data science and applies those tools to real scenarios. Students undertake practical analyses using real, large, messy data sets using modern computing tools (e.g. R, SQL) and learn to think statistically in approaching all of these aspects of data analysis.

Prerequisites: CSC 111 or MTH 205/CSC 205 plus an introductory statistics course (e.g. MTH 245, ECO 220 or AP Statistics), CSC 107 recommended, but not required. Some programming experience is required. Credits: 4

Benjamin Baumer

Not Offered This Academic Year

Medieval Studies

Advisers and Members of the Medieval Studies Council

Nancy Mason Bradbury, Ph.D., Professor of English Language and Literature

Brigitte Buettner-Gorra, Ph.D., Professor of Art ^{**1, *2}

Craig R. Davis, Ph.D., Professor of English Language and Literature, *Director* ^{**2}

Eglal Doss-Quinby, Ph.D., Professor of French Studies

Alfonso Procaccini, Ph.D., Professor of Italian Language and Literature ^{†1}

Suleiman Ali Mourad, Ph.D., Professor of Religion ^{‡2}

Vera Shevzov, Ph.D., Professor of Religion

Joshua C. Birk, Ph.D., Assistant Professor of History

Ibtissam Bouachrine, Ph.D., Associate Professor of Spanish and Portuguese ^{**1}

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multi-disciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:

All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level.

Required Courses:

A total of 10 semester courses from the following list of approved courses, excluding the Latin requirement, distributed in four areas as follows:

- Two courses in medieval history: normally these are HST 224, HST 225 or HST 226;
- One course in medieval religion or philosophy;
- One course in medieval art;
- Two courses in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement;
- Two additional courses from the list of approved courses below;
- Concentration requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above (history, religion or philosophy, art, language and/or literature).

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

In addition to courses listed below, courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are encouraged to consult the current Five College catalog of courses for offerings at the other four institutions. We also encourage medieval studies majors to consider proposing a Special Studies project or an honors thesis.

The Minor

Required Courses:

Students who wish to qualify for a minor in medieval studies have the option of demonstrating a working knowledge of Latin as per the major requirement or demonstrating a working knowledge of one of the medieval vernaculars (these currently include ENG 216, ENG 217, ENG 218, ITL 332 and SPN 250). Beyond the language requirement, students must take four courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history and one course in art or music. Students are encouraged to select courses that deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Honors

Director: Joshua Birk

MED 430D Honors Project

Please consult the director of medieval studies or the program website for specific requirements or application procedures.

Approved Courses

English and Comparative Literature

CLT 177 Journeys in World Literature

Craig Davis

Offered Spring 2016

CLT 202 Western Classics in Translation, from Homer to Dante

Maria Banerjee, Robert Hosmer, Scott Bradbury, Fall 2015

Offered Fall 2015

ENG 205 Old Norse

Craig Davis

Offered Fall 2015

ENG 250 Chaucer

Nancy Bradbury

Offered Fall 2015

ENG 283 Victorian Medievalism

Cornelia Pearsall, Nancy Bradbury

Offered Spring 2016

ENG 333 Seminar: A Major British or American Writer

Craig Davis

Offered Spring 2016

First-Year Seminar

FYS 168 Damaged Gods: Myth and Religion of the Vikings

Craig Davis

Offered Fall 2015

History

HST 224 (L) History of the Early Middle Ages

Joshua Birk

Offered Spring 2016

HST 225 (L) Making of the Medieval World, 1000–1350

Joshua Birk

Offered Fall 2016

HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600

Joshua Birk

Offered Fall 2015, Spring 2017

HST 227 (C) Aspects of Medieval European History

Magic in the Middle Ages

Joshua Birk

Offered Spring 2016

Latin

LAT 100Y Elementary Latin

Nancy Shumate

Offered Fall 2015, Spring 2016

LAT 212 Introduction to Latin Prose and Poetry

Scott Bradbury

Offered Fall 2015

LAT 213 Introduction to Virgil's *Aeneid*

Nancy Shumate

Offered Spring 2016

LAT 330 Advanced Readings in Latin Literature I & II

Cicero and the Power of Rhetoric at Rome

Nancy Shumate

Offered Fall 2015

Ovid's Metamorphoses

Scott Bradbury

Offered Spring 2016

Religion

REL 110 Colloquia: Thematic Studies in Religion

The Holy Land

Suleiman Mourad

Offered Spring 2016

REL 221 Philosophers and Mystics

Lois Dubin

Offered Fall 2015

REL 245 The Islamic Tradition

Suleiman Mourad

Offered Fall 2015

REL 247 The Qur'an

Suleiman Mourad

Offered Fall 2015

REL 248 Topics in Modern Islam

Topic: Jibad

Suleiman Mourad

Offered Spring 2016

Special Studies

MED 404 Special Studies

Admission by permission of the instructor and the Medieval Studies Council.

Credits: 4

Instructor: TBA

Offered Fall 2015, Spring 2016

MED 408D Special Studies

This is a full year course. Credits: 4 per semester; 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

Middle East Studies

Middle East Studies Advisory Committee

Olla Najah Al-Shalchi, Ph.D., Lecturer in Arabic
 Joshua C. Birk, Ph.D., Assistant Professor of History
 Ibtissam Bouachrine, Ph.D., Associate Professor of Spanish and Portuguese **1
 Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language
 Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and
 Comparative Literature
 Steven Heydemann, Ph.D., Janet Wright Ketcham 1953 Professor of Middle
 East Studies
 Nadya J. Sbaiti, Ph.D., Assistant Professor of History †1
 John O. Weinert, Lecturer in Arabic
 Bozena Welborne, Ph.D., Assistant Professor of Government
 Gregory Whayne White, Ph.D., Professor of Government, *Director*

Middle East Studies Faculty

Steven Heydemann, Ph.D., Janet Wright Ketcham 1953 Professor of Middle
 East Studies
 Olla Najah Al-Shalchi, Ph.D., Lecturer in Arabic
 John O. Weinert, Lecturer in Arabic

There are two tracks for students interested in Middle East Studies at Smith:
 Minor in Middle East Studies
 Minor in Arabic

Students interested in self-designing a major in Middle Eastern studies are invited to consult the program webpage for guidelines. Self-designed majors at Smith require the approval of the Subcommittee on Honors and Independent Programs, a member of the advisory committee of the Program in Middle East Studies and the director of Middle East studies. A minimum of three full years of college-level study of a Middle Eastern language will be required for the program to endorse applications for a self-designed major in Middle East studies.

Students should consult the online catalog for an up-to-date list of courses. Students are encouraged to consider courses in the Five College consortium, in consultation with an adviser.

Study Abroad

The Program in Middle East studies encourages students to explore study abroad opportunities which allow them to deepen their understanding of Middle Eastern languages, history and cultures. A list of Smith-approved semester and yearlong programs is available from the Office of International Study. A list of recommended summer language programs is available on the MES program website.

Minor in Middle East Studies

The Middle East studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that treat the region in its historical, political, social and cultural complexity. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements: Six semester courses are required.

Language (1 course)

Completion of at least one year of college-level Arabic or modern Hebrew. Only the second semester of the beginner's language sequence counts as one of the six courses required for the minor, though students earn course credit towards overall Smith degree requirements for the full year. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five College consortium is strongly encouraged. Students may petition the MES Committee to substitute the minimum requirement of a year of Arabic or Hebrew with the study of another Middle Eastern language (Farsi, Turkish, etc).

Breadth Requirements (2 courses)

1. A course on classical Islam or pre-modern (prior to 1800) Middle Eastern history, broadly defined. (Courses do not necessarily have to be offerings from the history department, but must be historically oriented.)
2. A course on modern history, contemporary politics/economics/cultures/sociology/anthropology or modern/contemporary Islamic thought.

Electives (3 courses)

In consultation with their adviser, students may choose additional electives in religion, literature, arts, and/or history and the social sciences.

Students who wish to conduct independent research may approach an adviser for permission to enroll in MES 400 (Special Studies). MES 400 is a research-intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

Minor in Arabic

The minor in Arabic is designed for students wishing to achieve proficiency in modern Arabic.

Requirements: Six semester courses (4 credits each) in Arabic.

Students may count only the second semester of Elementary Arabic as one of the six courses to be counted towards fulfillment of the minor.

Students must complete the equivalent of a full year of both Intermediate Arabic and Advanced Arabic.

Capstone course: At least one course, offered in Arabic, should be a non-language course which focuses on a topic or issue. Such courses, which may consist of a special studies, might include Media Arabic, Arabic literature, Arabic translation, Arabic linguistics (syntax, semantics, pragmatics, discourse analysis), aspects of Arabic culture, film, religions, or philosophy.

Special studies in Arabic may count for as many as two of the six courses, so long as the special studies is worth 4 credits.

Courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages count toward the minor. If a course offered by the FCCSWL is worth less than 4 credits, students 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 head of the Arabic program at Smith (and by the student's adviser).

Language Courses

ARA 100Y Elementary Arabic

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound, students complete the Georgetown text *Alif Baa* and finish Chapter 15 in *Al-Kitaab*, Book 1 by the end of the academic year. Students acquire vocabulary and usage for everyday interactions as well as skills that allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students write short essays and participate in role plays, debates and conversations throughout the year. Enrollment limited to 18 students. ARA 100y may not be taken S/U. {F} Credits: 5 per semester, 10 for yearlong course

John Weinert

Offered Fall 2015, Spring 2016

JUD 100Y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students 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. This course involves regular collaboration with students from the Introduction to Modern Hebrew course at Mount Holyoke College. No previous knowledge of modern Hebrew is necessary. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish studies. JUD 100y is required for students wishing to study abroad in Israel. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 10

Joanna Caravita

Offered Fall 2015, Spring 2016

ARA 200 Intermediate Arabic 1

According to the ACTFL standards, this course is Intermediate Low Arabic. It covers the four skills of the language. Writers at the intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. At the intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics while readers at the same level can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Speakers at the intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Students should expect text assignments as well as work with DVDs, audio materials and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Prerequisite is ARA 100Y or the equivalent. {F} Credits: 4

Olla Al-Shalchi

Offered Fall 2015

JUD 200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent

or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. {F} Credits: 4

Joanna Caravita

Offered Fall 2015

ARA 201 Intermediate Arabic II

A continuation of ARA 200. We complete the study of the *Al-Kitaab* II book sequence along with additional instructional materials. In this course, we continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading and writing, using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most nontechnical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You will have broad enough vocabulary that will enable you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extra-curricular activities and a final project. Prerequisite: Arabic 201 or permission of the instructor. {F} Credits: 4

Olla Al-Shalchi

Offered Spring 2016

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 cover both linguistic and cultural knowledge. This course covers *Al-Kitaab*, Book 3, units 1–5 in addition to extra instructional materials. Prerequisite: ARA 202, or the completion of *Al-Kitaab*, Book 2, or its equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. {F} Credits: 4

John Weinert

Offered Fall 2015

ARA 301 Advanced Arabic 2

This course helps students reach advanced proficiency in Arabic through language study and content work focused on Arab history, literature and current events. We continue to focus on developing truly active control of a large vocabulary through communicative activities. Grammatical work focuses on complex grammatical constructions and demands increased accuracy in understanding and producing complex structures in extended discourse. Preparation for class and active, cooperative participation in group activities are essential to students' progress in this course. Requirements also include active participation in class, weekly essays, occasional exams and presentations and a final written exam. This course covers *Al-Kitaab*, Book 3, units 5–10 in addition to extra instructional materials. Prerequisite: ARA 301, or the completion of *Al-Kitaab*, Book 3, lessons 1–5, or the equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. {F} Credits: 4

Olla Al-Shalchi

Offered Spring 2016

MES 390 Media Arabic

This course introduces the language of the print and the internet news media to students of Arabic seeking to reach the advanced level. It makes it possible for those students to master core vocabulary and structures typical of front-page news stories, recognize various modes of coverage, distinguish fact from opinion, detect bias and critically read news in Arabic. The course enables students to read extended texts with greater accuracy at the advanced level by focusing on meaning, information structure, language form, and markers of cohesive discourse. The course requires significant independent work and initiative. Prerequisites: Equivalent of three years of college-level Arabic study, or permission of the instructor. {F} Credits: 4

Instructor: TBA

Not Offered This Academic Year

Advanced study in Hebrew is offered at UMass or through Special Studies at Smith. Please consult the website of the Program in Jewish Studies (www.smith.edu/jud) for a full list of summer Hebrew language programs.

Middle East Studies Courses**MES 220 The Arab Spring**

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

Steven Heydemann

Offered Fall 2015

MES 235 Perspectives on the Arab-Israeli Conflict

Same as JUD 235. Explores key issues in the political, social and cultural history of Zionism and the State of Israel, as examined through a specific topic of current interest. Discussions over controversies in historiography may be amplified by exploring a series of turning-points in the conflict and the quest for peace, and the ways in which public memory is consistently reshaped through film, museums, and/or literary texts that challenge existing historical narratives. No prerequisites. {H} Credits: 4

Justin Cammy

Offered Fall 2015

Cross-listed Courses**ARH 280 Art Historical Studies (C)**

Age of Imperial Encounter: 19th-Century Art of the Middle East

The 19th century Middle East witnessed a flourishing of strange and hybrid architecture and visual culture that blended local traditions with global trends. As local empires waned, European forces spread new models of elite culture. How did art of the 19th-century Middle East respond to shifts in political, social and cultural power? How do we define hybridity in art and can we break it free from Orientalist paradigms? Students acquire knowledge of 19th-century Islamic art and history, develop skills of critical looking, and gain an advanced vocabulary to evaluate visual culture under colonialism. Group B {A}{H} Credits: 4

Alexandra Seggerman

Offered Spring 2016

FRN 230 Colloquium in French Studies

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

“Banlieue Lit”

In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France’s multi-ethnic suburbs and housing projects, also known as the *banlieues* and *cités*. We examine the question of whether *banlieue* authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the “ghetto”; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the *banlieues* nevertheless produce vibrant cultural expressions that beg the question: is the *banlieue* a mere suburb of French cultural life, or more like one of its centers? {F}{L} Credits: 4

Mebammed Mack

Offered Spring 2016

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 will provide critical insight into the forces that are defining the future of Syria and the Middle East. Enrollment limited to 16 first-year students. {S}{WI} Credits: 4

Steven Heydemann

Offered Fall 2015

FYS 186 Israel: Texts and Contexts

What is the role of the writer in the construction of a nation’s founding myths and interpretation of its present realities? Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution. Focuses on efforts to negotiate tensions between sacred and secular, exile and homeland, language and identity, Arab and Jew, and Israel’s self-definition as a democratic and Jewish state. Reading of fiction and poetry complemented by discussion of historical documents, popular culture and landscape. Intended for students with an interest in the relationship between literature and politics. This course counts toward the comparative literature and Jewish studies majors and the Middle East studies minor. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Justin Cammy

Not Offered This Academic Year

GOV 224 Colloquium: Islam and Development

This course explores the development issues facing Muslim-majority countries through a political economic lens. The aim is to introduce students to the diversity of challenges facing the Muslim world, investigating the roots of underdevelopment and progress under a variety of socio-economic conditions and inquiring into whether these issues are unique to Muslim-majority countries. A range of contemporary topics is covered from the legacies of colonialism, chronic political instability, conflict, and the “resource curse” to the effects of widespread demographic change, urbanization and the evolution of gender roles. Enrollment limited to 20. {S} Credits: 4

Bozena Welborne

Offered Spring 2016

GOV 326 Seminar in Comparative Politics*The Middle East and North Africa*

This course serves as an overview of major themes in political science research pertaining to the Middle East and North Africa (MENA), while exploring the politics of individual countries from a comparative perspective. We investigate topics concerned with regime type and existing political institutions, political ideology and social movements, economic development, and civil-military relations. Assigned literature considers the interdisciplinary exchange of ideas on the contemporary MENA through a political, economic, and sociological lens, while explaining both regional trends and intra-regional variation. {S} Credits: 4

Bozena Welborne

Offered Fall 2015

HST 208 (L) The Making of the Modern Middle East

This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism; and social and cultural changes. {H} Credits: 4

Reem Bailony

Offered Fall 2015

HST 209 (C) Aspects of Middle Eastern History*Women and Gender in the Middle East*

Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region. {H} Credits: 4

Reem Bailony

Offered Fall 2015

HST 227 (C) Aspects of Medieval European History*Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition*

This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. {H} Credits: 4

Joshua Birk

Not Offered This Academic Year

HST 307 Seminar: Problems in Middle East History*The Middle East and World War One*

The Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal moment cemented new imaginings of both nation and state, with consequences for population movements; changing political compasses; and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism, and Islamism, as well as peasant, labor, communist and women's movements. We examine primary sources including diplomatic and political documents, memoirs, the press, photographs and film. {H} Credits: 4

Nadya Sbaiti

Offered Spring 2017

JUD 288 History of Israel

Israel from the pre-state origins of Zionism in the late 19th century to the present. Historical perspectives on ongoing challenges, such as the place of

religion in civil life and Israel's relation to world Jewry. The tension—real or imaginary—in the state's definition as both Jewish and democratic. Special attention to contested identities, highlighting differing visions of a Jewish homeland, traditions of dissent and critical self-reflection. Sources include documents, fiction and films. {H} Credits: 4

Adi Gordon

Offered Spring 2016

MUS 220 Topics in World Music*Popular Music of the Islamic World*

Music is a thorny issue in many Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we engage with Islamic debates on popular music, explore music in a variety of cultures (e.g., Afghanistan, Algeria, Egypt, Iran, Malaysia, Pakistan, Senegal and Turkey), and examine the ways they illuminate different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 is helpful. {A} Credits: 4

Margaret Sarkissian

Offered Fall 2015

REL 110 Colloquia: Thematic Studies in Religion*The Holy Land*

This course examines the concept of the "Holy Land" according to the religious traditions of Judaism, Christianity and Islam. It explores the ways the Holy Land has been defined and sanctified in scripture and in works of art, architecture, literature, poetry and film. It also explores the ways that political rulers have tried to tap into the sanctity of the Holy Land to promote their own legitimacy. The course emphasizes the significance of the common heritage of the Holy Land, as well as how it has inspired religious and political conflict. Enrollment limited to 20. {H} Credits: 4

Suleiman Mourad

Offered Spring 2016

REL 245 The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} Credits: 4

Suleiman Mourad

Offered Fall 2015

REL 246 Islamic Thought and the Challenge of Modernity

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} Credits: 4

Suleiman Mourad

Offered Spring 2016

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 CE). 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

Offered Fall 2015

REL 248 Topics in Modern Islam

Topic: Jihad

The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of “jihad” and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur’an, Muhammad, Sharia/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against “infidels” as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H} Credits: 4

Suleiman Mourad

Offered Spring 2016

REL 345 Seminar: Islamic Thought

Topic: The Qur’an

The Qur’an, according to the majority of Muslims, is God’s word revealed to Muhammad through angel Gabriel over a period of 22 years (610–632 CE). This seminar introduces students to Islam’s scriptural text: its content, form, structure and history. It also situates the Qur’an in the larger frame of the genre of Scripture: What does it mean for a text to be revealed? As such, the course will examine the Qur’an as a seventh-century product and as a text with a long reception-history among Muslims, exploring how it influenced to varying degrees the formulation of salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. {H} Credits: 4

Suleiman Mourad

Not Offered This Academic Year

SPN 245 Topics in Latin American and Peninsular Studies

Topic: Jewish Women of the Muslim Mediterranean

This course examines the experiences of Jewish women in al-Andalus and North Africa from the Middle Ages until today. Discussions focus on Jewish women’s literary and cultural contributions to predominantly Muslim societies, primarily in the western Mediterranean. Students are also invited to think critically about concepts such as “tolerance” and “dhimma,” as well as what it means to be a woman and a religious minority in mostly-Muslim countries. Course taught in Spanish. Prerequisite: SPN 220 or above, or permission of the instructor. Cannot be repeated for credit. Enrollment limited to 19. {A}{F}{L} Credits: 4

Ibtissam Bouachrine

Not Offered This Academic Year

SPN 250 Survey of Iberian Literatures and Society I

Sex and the Medieval City

This course examines the medieval understanding of sex and the woman’s body within an urban context. We read medieval texts on love, medicine and women’s sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women’s bodies and defined their health and illness. We also address women’s role as practitioners of medicine, and how such a role was affected by the gradual emergence of “modern” medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{L} Credits: 4

Ibtissam Bouachrine

Offered Fall 2015

SPN 332 Seminar: The Middle Ages Today

Islam in the West

This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about “convivencia,” “clash of civilizations,” “multiculturalism” and other theories that seek to make sense of the relationship between Islam and the West. Course taught in Spanish. Enrollment limited to 14. Permission of the Instructor. {F}{L} Credits: 4

Ibtissam Bouachrine

Offered Fall 2015

Special Studies

MES 400 Special Studies

Admission by permission of the Program in Middle East Studies, normally for junior and senior minors in Middle East studies, and for qualified juniors and seniors from other departments. Offered both semesters each year. Credits: 1 to 4

Mohamed Hassan, Fall 2015

Members of the department, Spring 2016

Offered Fall 2015, Spring 2016

MES 430D Honors Project

Credits: 4 to 8

Members of the department

Offered Fall 2015, Spring 2016

Museums Concentration

Advisory Committee

Jessica F. Nicoll, M.A., *Director*
 Martin Antonetti, M.S.L.S.
 Rosetta Marantz Cohen, Ed.D.
 David Dempsey
 Aprile Gallant
 Barbara A. Kellum, Ph.D.

Dana Leibsohn, Ph.D.
 Margaret Lind
 Richard H. Millington, Ph.D. ^{†1}
 Catherine H. Smith, M.F.A.
 Fraser Stables, M.F.A.
 Frazer D. Ward, Ph.D.

The museums concentration gives students a foundation in the history of museums and the critical issues they engage. Through a combination of academic coursework, practical experience and independent research, students learn about institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of artworks, artifacts, natural specimens, and manuscripts, as well as archives and historic sites.

The museums concentration supports the study of material culture within a broad range of scholarly disciplines and allows students to explore areas of professional practice through meaningful connections with museums locally, regionally, nationally and internationally. The museums concentration draws on the educational resource of the Smith College Museum of Art's collection of more than 23,000 original works of art, on the expertise of its professional staff, and on the exceptional special collections and academic programs of Smith College and the Five Colleges that support learning in this area.

Students may apply to participate in the museums concentration beginning in their sophomore year; the application deadline each year is December 1. Students are strongly encouraged to have taken MUX 118 (required for the concentration) before they apply. Once admitted they will be required to take MUX 300 as well as four electives; students may count up to two courses from their major and one course from a minor toward the museums concentration. In addition to their courses, students in the museums concentration must complete two relevant internships or other practical experiences. For more information see www.smith.edu/museums.

Required Courses

MUX 118 The History and Critical Issues of Museums

Through readings and lectures by Smith faculty and guests, we examine institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of material culture. We look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Gardens as case studies. The final lecture considers the future of museums and how they are evolving to meet society's needs. Graded S/U only.

Jessica Nicoll

Offered Fall 2015

MUX 300 Museums Concentration Research Capstone Seminar

Required for all seniors pursuing the museums concentration, this seminar provides a forum for students to develop research capstone projects that synthesize their previous coursework and practical experiences for the museums concentration. These projects are supplemented by weekly seminar meetings in which students will explore and critique the mission and work of museums and contemporary forces shaping them. Class sections will also provide a forum for

progress reports and discussion of individual research projects as well as final presentations. Students must have completed the requirements for the museums concentration (www.smith.edu/museums). Enrollment limited to 15 seniors completing the Museums Concentration. Credits: 4

Jessica Nicoll

Offered Spring 2016

MUX 400 Special Studies

Admission by permission of the museums concentration director. Normally, enrollment limited to museum concentrators only. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Recommended Courses

These are courses that have been offered over the past several years and are relevant to the museums concentration. Consult the course catalog for current availability. Other courses are eligible with adviser approval.

American Studies

AMS 210 The Democratization of Clothing in the United States, 1780–1930(C)

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

Anthropology

ANT 135 Introduction to Archaeology

ANT 249 Visual Anthropology

Art History

All art history courses can count toward the museums concentration; the following are recommended selections.

ARH 247 Colloquium: The Art and History of the Book (C)

ARH 110 Art and Its Histories

ARH 141 Introduction to Art History: Western Traditions to 1500

ARH 268 The Artist's Book in the 20th Century (C)

Studio Art

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

ARS 171 Introduction to the Materials of Art

Chemistry

CHM 118 Advanced General Chemistry

CHM 100 Perspectives in Chemistry

Education and Child Study

EDC 235 Child and Adolescent Growth and Development

EDC 238 Introduction to the Learning Sciences

EDC 305 The Teaching of Visual Art in the Classroom

EDC 390 The Teaching of Science, Engineering and Technology

EDC 347 Individual Differences Among Learners

Geosciences

- GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
 GEO 231 Invertebrate Paleontology and the History of Life

German

- GER 299 Exhibiting the Visual Art of Interwar Germany 1924–40: Education, Entertainment and Politics for the Masses

History

- HST 390 Seminar: Teaching History

History of Science

The history of science offerings change regularly; other relevant courses in this area of study can count towards the museums concentration provided the course is approved by the Museums Concentration Advisory Committee.

- HSC 207 The Technology of Reading and Writing

Selection of Recommended Five College Courses

The following are Five College courses that are recommended for museum concentration credit. Consult current catalog to check availability.

Amherst College

Anthropology

- ANTH 41-01 Visual Anthropology
 ANTH 332-01 Contemporary Anthropology

Art and Art History

- ARHA 92-05 Art and Its Display
 ARHA 380-01 Museums and Society

Geology

- GEO 224-01 Vertebrate Paleontology

History

- HIST 301-01 Writing the Past

Hampshire College

Humanities, Arts and Cultural Studies

- HACU 0112-1 Investigating Women's Art
 HACU 0120-1 The Anatomy of Pictures: Visual Cultures

Interdisciplinary Arts

- IA 0166-1 Introduction to Art Education

Social Science

- SS 0203-1 Artivism and the Social Imagination
 SS 0258-1 Preserving the Past

Mount Holyoke College

Anthropology

- ANTHR 216-01 Collecting the Past
 ANTHR 310-01 Visual Anthropology in a Material World
 ANTHR 334-01 Memory, History and Forgetting

Art History

- ARTH 310-01 Who Owns the Past

University of Massachusetts at Amherst

Anthropology

- ANTHRO 325 Analysis of Material Culture

Art and Art History

- ART 310/1 Visual Arts and Human Development I & II
 ART-HIST 782 Museum Studies

Biology

- BIO 392C Museum Specimen Prep

History

- HIST 391P Politics of Preservation
 HIST 659 Public History
 HIST 661 American Material Culture

Music

Professors

Peter Anthony Bloom, Ph.D. § (Fall)
 Karen Smith Emerson, M.M. **2
 Jane G. Bryden, M.M. *1
 Raphael Atlas, Ph.D. †1
 Margaret Sarkissian, Ph.D., *Choir* **2
 Joel Lee Pitchon, M.M. *2
 Steve Michael Waksman, Ph.D.

Associate Professor

Judith Gordon, B.Mus.

Assistant Professor

Kate Soper, D.M.A. †2

Senior Lecturers

Grant R. Moss, D.M.A. *2
 Jonathan M. Hirsh, D.M.A., Director of
 Orchestral and Choral Activities

Lecturer

Marie-Volcy Pelletier, G.D.M.

McPherson/Eveillard Postdoctoral Fellow and Lecturer

Micaela Baranello, Ph.D.

Lecturer and Assistant Director of Choral Activities

Amanda Huntleigh, M.M.

Visiting Artist and Lecturer

TBA

Staff Pianist

Clifton J. Noble, Jr., M.A.

Music Major with Concentration in Performance

Majors who intend to pursue graduate-level conservatory training may, before March of their junior year, seek via audition before a representative committee of the department admission to the concentration in performance, which consists of enrollment in 940y (intensive preparation for a senior recital) and two hours of performance lessons a week during the senior year.

The Minor

Advisers: Members of the department

Requirements: Six semester courses, including the basis (102, 110, 202) and three additional classroom courses of which at least two should be above the 100 level. Students who place out of 110—a placement test can be scheduled as necessary at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the six courses required for the minor. The S/U grading option is not allowed for courses counting toward the minor.

The Major

Advisers: Members of the department

Adviser for Study Abroad: Peter Bloom

Requirements: Ten semester courses, including 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

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.

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110 in the first year.

In music theory and analysis, students who place out of 110—a placement test can be scheduled as necessary at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the 10 courses required for the major.

Students who are contemplating graduate work in any branch of music should consult an appropriate member of the department for advice in selecting suitable elective courses. Students interested in graduate work in music are urged to acquire some knowledge of German, French or Italian (for studies in the Western tradition) or of a relevant foreign language (for studies beyond the Western tradition).

With the approval of the department, students may substitute one 4-credit Special Studies for one of the six additional classroom courses in the major.

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

Honors

Director: TBA

MUS 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

MUS 431 Honors Project

Credits: 8

Offered Fall 2015

Requirements: A g.p.a. of 3.5 in classroom courses in music through the end of the junior year; a g.p.a. of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to 8 credits and will take an oral examination on the subject of the thesis. The thesis in history, theory or cultural studies will normally be a research paper of approximately 50 pages. The thesis in composition will normally be a chamber work of substantial duration. The final grade (highest honors, high honors, honors, pass) will be calculated as follows: thesis (60 percent); grades in music (20 percent); performance on the oral examination (20 percent).

Examination: Students will take an oral examination on the subject of their thesis.

The Five College Ethnomusicology Certificate Program

Advisors: Members of the Five College Ethnomusicology Committee

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements: To obtain a Five College certificate in ethnomusicology, students must successfully complete a total of seven courses distributed as indicated in the following four categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements:

- Area studies or topics courses: at least two courses
- Methodology: at least two courses
- Performance: at least one course
- Electives: negotiated in consultation with the student's ethnomusicology adviser, including courses from related disciplines such as anthropology, sociology, history or media studies; area studies fields such as African studies, American studies, Asian studies or Middle East studies; or other fields related to a particular student's ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged (but not required) to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study-abroad or domestic-exchange experience, in-depth study of a single musical tradition or comparative studies of several musical traditions.

List of Courses and Ensembles

Will be posted and updated on our website: www.fivecolleges.edu/ethnomusicology

Introductory Courses

MUS 100 Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they emphasize class discussion and written work, which consists of either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores.

Fundamentals of Music

An introduction to music notation and to principles of musical organization, including scales, keys, rhythm and meter. Limited to beginners and those who did not place into 110. {A} Credits: 4

Grant Moss

Offered Spring 2016

MUS 102 First Nights

This course serves as an introduction to the history of Western music by studying in detail the first performances of a small number of singularly important works in the Western tradition including *Orfeo* (Monteverdi), *Messiah* (Handel), the Ninth Symphony (Beethoven), the *Symphonie fantastique* (Berlioz), and *Le Sacre du printemps* (Stravinsky). Using Thomas Kelly's textbook *First Nights* (which treats these five compositions), we analyze musical monuments as aesthetic objects and consider their relation to such issues as exoticism, politics and religious belief, as well as the status of this canon in the early 21st century. {A}{H} Credits: 4

Micaela Baranello

Offered Fall 2015

MUS 106 American Sounds

This course surveys developments in the history of American music, with a primary focus on the 20th century. We pay particular attention to blues and country music, two styles that arose early in the century and provided the foundation for much of what followed. The course may cover other styles such as: blackface minstrelsy, Tin Pan Alley, folk, jazz, classical or varieties of Latino music. Throughout, we attend to musical aspects of these styles, and connect them to larger historical themes and social issues concerning race, class, gender

and the making of "American" identity through music. Formal knowledge of music is not required. Enrollment limited to 45. {A}{H} Credits: 4

Steve Waksman

Offered Fall 2015

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 pitch and rhythmic notation in treble and bass clefs, major and minor key signatures, and time signatures, and the ability to name intervals. (A placement test is given before the fall semester for incoming students). One 50-minute ear training section required per week, in addition to classroom meetings. Class sections limited to 20. {A} Credits: 4

Katharine Soper

Offered Fall 2015

Intermediate and Advanced Courses

MUS 202 Thinking About Music

This course explores different approaches to the study of music as a cultural phenomenon. We consider basic questions, such as: Why is music so often at the center of our most profound personal and social experiences? Why is music a fundamental means of connecting with our own lives, our communities and the wider world in which we live? Through in-depth reading and in-class discussion, we study the institutions 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

Steve Waksman

Offered Spring 2016

AMS 220 Colloquium

Dance Music Sex Romance: Popular Music, Gender and Sexuality from Rock to Rap

Since the 1950s rock 'n' roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to "straight" desires over "queer." This course 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

Offered Fall 2015

MUS 220 Topics in World Music

Popular Music of the Islamic World

Music is a thorny issue in many Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we engage with Islamic debates on popular music, explore music in a variety of cultures (e.g., Afghanistan, Algeria, Egypt, Iran, Malaysia, Pakistan, Senegal and Turkey), and examine the ways they illuminate different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 is helpful. {A} Credits: 4

Margaret Sarkissian

Offered Fall 2015

MUS 233 Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110 or permission of the instructor. {A}

Credits: 4

Instructor: TBA

Offered Fall 2015

FLS 235 Colloquium: Listening to Cinema

Listening to Cinema

This course explores various aspects of film sound from both a theoretical and a historical perspective. Emphasis is placed on the development of critical listening skills through regular exercises in close listening and audio-visual analysis. Topics addressed include the history of sound technology; the aesthetics and politics of sound design; the voice in cinema; and film music. While the historical scope of the course ranges from the “silent” era to the present, two salient turning points will be the subject of focused attention: the introduction of synchronous sound film in the 1920s and the development of digital surround sound in the 1990s. Enrollment limit of 25. (E) {A} Credits: 4

Andrew Ritchey

Offered Fall 2015

MUS 242 German and French Diction for Singers

Prerequisite: voice or permission of the instructor. {A} Credits: 1

Karen Smith-Emerson

Offered Spring 2016

MUS 251 The History of the Opera: Courtesans, Divas and Femmes Fatales at the the Fin de Siècle

An introduction to opera with emphasis on the role of women in the late 19th and early 20th centuries. We consider the monstrous and beautiful representations of women in opera and the discourses that surrounded them, and we interrogate the real women who performed, listened to and sometimes wrote this music. Works include Verdi's *La traviata*, Bizet's *Carmen* and Strauss's *Salome*. {A}{H} Credits: 4

Micaela Baranello

Offered Spring 2016

MUS 253 Music and War

For centuries, and across different cultures, music has both served war and illustrated its victories and terror. Music has also provided powerful commentary of war, articulating human pain and protest in equal measure. In this class we consider these functions in key works of art and popular music of the 19th and 20th centuries—a period of nationalism, revolution and two world wars—as well as our own contemporary experience with the war in Iraq. We discuss music of war; about war; and in the shadow of war. (E) {A}{H} Credits: 4

Micaela Baranello

Offered Spring 2016

MUS 258 Performing Culture

Same as ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Prerequisite: 130 or permission of the instructor. Enrollment limited to 30. {N}{S} Credits: 4

Margaret Sarkissian

Offered Spring 2016

MUS 325 Writing About Music

In this seminar, we consider various kinds of writing, from daily journalism and popular criticism to academic monographs and scholarly essays about music. Via regular writing assignments and group discussions of substance and style, students have opportunities to improve the mechanics, tone and range of their written prose. Required of senior majors; open to others by permission of the instructor. {A} Credits: 4

Margaret Sarkissian

Offered Spring 2016

MUS 341 Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. {A} Credits: 4

Katharine Soper

Offered Spring 2016

MUS 400 Special Studies

In the history of Western music, world music, composition and digital music, or music theory and analysis. For juniors and seniors, by permission of the department. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Graduate Courses

The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the A.M. degree would be overseen by the appropriate members of the faculty.

Performance

Admission to performance courses is determined by audition. Students are accepted on the basis of musicianship, competence and potential. With the exception of voice, prior experience is assumed. Auditions take place during orientation. Please consult the music office or department website for details.

When no instructor for a particular instrument is available at Smith College, every effort is made to provide students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other campuses within the Five College system.

Courses in performance consist of weekly private lessons, with specific course expectations determined by the instructor. Two performance courses may not be taken concurrently without permission of the department; this restriction does not apply to chamber music or conducting.

Performance study requires a yearlong commitment. First- and second-year students normally take lessons in addition to a regular course load. All performance students are encouraged to study music in the classroom. Nonmajors and nonminors wishing to take performance beyond the second year must be taking or have already taken two 4-credit classroom courses in music (Fundamentals of Music [100] does *not* count).

No more than 24 credits in performance courses may be counted toward graduation.

Students wishing to study performance with Five College faculty must obtain departmental approval.

Performance courses require an additional fee, which is waived for music majors and minors.

Performance courses carry the following numbering sequence, credits and section letters:

MUS 914Y This is a full-year course.

{A} Credits: 2 per semester, 4 for yearlong course

MUS 924Y This is a full-year course.

{A} Credits: 2 per semester, 4 for yearlong course

MUS 930Y Advanced level.

Can be repeated once. Prerequisite: MUS 924Y and two 4-credit classroom music courses (not including 100). This is a full-year course.

{A} Credits: 2 per semester, 4 for yearlong course

MUS 940Y

{A} Credits: 4 per semester, 8 for yearlong course

A	Piano	M	Clarinet
B	Organ	N	Bassoon
C	Harpsichord	O	French Horn
D	Voice	P	Trumpet
E	Violin	Q	Trombone
F	Viola	R	Tuba
G	Violoncello	S	Percussion
H	Double Bass	T	Guitar
I	Viola da Gamba	U	Lute
J	Flute	V	Harp
K	Recorder	W	Other Instruments
L	Oboe		

Piano. *Judith Gordon, Grant Moss, TBA*

Organ. Prerequisite: piano 914Y or the equivalent. *Grant Moss*

Harpsichord. Prerequisite: piano 914Y or permission of the instructor. *Grant Moss*

Voice. *Karen Smith Emerson, Judith Gray, Mary Hubbell, Amanda Huntleigh*

Violin. *Joel Pitchon, Sarah Briggs, Ronald Gorevic, Colleen Jennings*

Viola. *Ronald Gorevic*

Violoncello. *Marie-Volcy Pelletier*

Double Bass. *Yasuaki Suzuki*

Viola da Gamba. *Alice Robbins*

Fiddle. *Donna Hébert*

Wind Instruments. *Ellen Redman*, flute; *Emily Samuels*, recorder; *Kirsten Hadden Lipkens*, oboe; *Lynn Sussman*, clarinet; *Rebecca Eldredge*, bassoon; *Bruce Krasin*, saxophone

Brass Instruments. *Donna Gouger*, trumpet; *Frederick Aldrich*, French horn; trombone, tuba (UMass)

Percussion. *John Van Eps*

Guitar. *Phillip de Fremery*

Harp. *Felice Swados*

Drum Set. *Claire Arenius, John Van Eps*

MUS 901 Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. {A} Credits: 1

Joel Pitchon, Judith Gordon

Offered Fall 2015, Spring 2016

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; admission by permission of the instructor. May be repeated for credit. {A} Credits: 2

Instructor: TBA

Not Offered This Academic Year

Instrumental Ensembles

Smith College Orchestra: A symphony orchestra open to Smith and Five College students, and members of the community. The orchestra gives one concert each semester and performs at annual events such as Family Weekend and Christmas vespers. Rehearsals on Tuesday evenings.

Jonathan Hirsh, Conductor

Smith College Javanese Gamelan Ensemble: One concert per semester. Open (subject to space) to Smith and Five College students, faculty and staff. No prior experience necessary. Rehearsals on Tuesday evenings.

Sumarsam and Margaret Sarkissian, Directors

Smith College Jazz Ensemble: One rehearsal per week; at least two concerts per semester. Open to Smith and Five College students, and members of the community with all levels of prior jazz training.

Genevieve Rose, Director

Smith College Wind Ensemble: One rehearsal per week; at least one concert per semester. Open to Smith and Five College students, faculty, staff and members of the community with prior instrumental experience.

Ellen Redman, Director

Smith College Irish Music Ensemble: The Wailing Banshees: One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff, and members of the community.

Ellen Redman, Director

Choral Ensembles

Jonathan Hirsh, Director of Choral Activities

Amanda Huntleigh, Assistant Director of Choral Activities

Encompassing four dynamic and diverse ensembles, the **Smith College Choirs** perform annually at Commencement and Family Weekends, Montage, Autumn Serenade, Christmas Vespers, at a cappella jams, and at various college events including Opening Convocation and Rally Day. Each choir, separately and together, chooses from a diverse repertoire, including the premiere women's choral pieces of Western art music, jazz, contemporary, and folk music from

the U.S. and from international traditions. Every spring, men's glee clubs from universities such as Harvard, Rutgers, Cornell, Michigan and Virginia come to campus to collaborate on a major work. Recent performances have included Mendelssohn's *Elijah*, the Mozart *Requiem*, *Carmina Burana* and the Bach *B-minor Mass*. In alternate years, the **Smith College Chamber Singers** perform on tour in the United States and abroad.

All students are welcome to join, regardless of prior experience. First-year students sing in the **Smith College Chorus**. Most of the time, the Chorus sings together with the **Smith College Glee Club**, an ensemble for students who have completed one year of college. Ada Comstock Scholars are welcome to join one of the Smith College choral organizations. All members of the Chorus and Glee Club are eligible to audition for the Chamber Singers, a small and selective ensemble, and for **Groove**, the choral program's student-run a cappella group. Chorus, Glee Club and Chamber Singers rehearse Mondays and Wednesdays in the late afternoon. Groove rehearses at various times during the week.

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses and may take, for a fee, individual and noncredit group instruction. Smith students should contact Emily Samuels or Alice Robbins for further details.

Robert Eisenstein, Director

Neuroscience

Neuroscience Committee

Mary Ellen Harrington, Ph.D., Professor of Psychology, *Director*
 Virginia Hayssen, Ph.D., Professor of Biological Sciences **2
 Richard F. Olivo, Ph.D., Professor of Biological Sciences
 Stylianos P. Scordilis, Ph.D., Professor of Biological Sciences
 David Bickar, Ph.D., Professor of Chemistry
 Maryjane Wraga, Ph.D., Professor of Psychology
 Adam Charles Hall, Ph.D., Professor of Biological Sciences
 Michael Joseph Barresi, Ph.D., Associate Professor of Biological Sciences
 Annaliese K. Beery, Ph.D., Assistant Professor of Psychology *1
 Beth Powell, Ph.D., Senior Lecturer in Psychology
 Lisa A. Mangiamele, Ph.D., Assistant Professor of Biological Sciences

Major

Core courses: BIO 150/151; BIO 230/231; CHM 111 or 118; CHM 222; PSY 110/NSC 110; BIO 200/201 or 202/203; PSY 201 or MTH 201 or MTH 220; NSC 230; two courses with laboratories from among the following: BIO 300/301, BIO 302/303, BIO 310/311, NSC 314/315.

Two electives:

1. Select one from among the following: BIO 159Y (2015-16 only), BIO 200, 202, 230, 300/301, 302, 310, 362, 363, NSC 314, PSY 105, 120, 130, 230.
2. Select one from among the following: NSC 312, 316, 400 (Special Studies, 4 or 5 credits), 430D/432D (Honors Project), BIO 323; BCH 380; PSY 314, 326, 327.

A total of 53 credits is required for the major. The S/U option may not be used for courses in the major. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors.

BIO 200, 202, 230, 300, 302, 310 or NSC 311 may be taken as either core or elective, but one course cannot be counted as both core and elective.

Adviser for Study Abroad: Mary Harrington

Adviser for Transfer Students: Virginia Hayssen

The Minor

Required core courses: PSY 110/NSC 110 and a 300-level course with laboratory selected in consultation with the adviser.

Choose four electives from among the following : PSY 105, 120, 130, 215, 230, 314, 326, 327; NSC 312, 314, 316; BIO 159Y(2015-16 only), 200, 202, 230, 300, 302, 310, 323, 362, 363; BCH 380.

The S/U option may not be used for courses in the minor.

Honors

Director: Adam Hall

NSC 430D Honors Project

This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

NSC 432D Honors Project

This is a full-year course. Credits: 6 per semester, 12 for yearlong course
Offered Fall 2015, Spring 2016

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

NSC 110 Introduction to Neuroscience

Same as PSY 110. An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. Students gain an appreciation of how brain cells interact to orchestrate adaptive responses and experiences. This course has no prerequisites. Seniors require permission of the instructor. Not open to senior neuroscience majors. {N} Credits: 4

Adam Hall

Offered Spring 2016

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/PSY 110 (can be taken concurrently) or permission of the instructor. Not open to seniors. Enrollment limited to 16. {N} Credits: 4

Beth Powell, Fall 2015

Mary Harrington, Spring 2016

Mary Harrington,

Fall 2015, Spring 2016

NSC 312 Seminar in Neuroscience

Biological Rhythms

Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of: BIO 200, 202, or 230, and permission of the instructor. Enrollment limited to 12. {N} Credits: 4

Mary Harrington

Not Offered This Academic Year

Neuroethology

This seminar approaches studying the nervous system by examining the mechanisms that have evolved to solve problems encountered by animals in their natural environment. Topics covered include behaviors related to orientation and migration, social communication, feeding and reproduction. Prerequisites: NSC/PSY 100 and one of NSC 230, BIO 200, BIO 300 or permission of the instructor. BIO 362 is recommended but not required. Enrollment limited to 12. {N} Credits: 4

Lisa Mangiamele

Not Offered This Academic Year

NSC 314 Neuroendocrinology

This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 315 is recommended but not required. Prerequisites: NSC/PSY 110 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Annaliese Beery

Offered Spring 2016

NSC 315 Neuroendocrinology Laboratory

Laboratory sessions in this course complement the material in NSC 314 by exploring the neuroanatomy of the endocrine system, methods of detecting and assessing hormone action, and correlations between hormone levels and experiences of daily life. Enrollment limited to 16. Prerequisite: NSC 314 (must be taken concurrently). {N} Credits: 1

Annaliese Beery

Offered Spring 2016

NSC 316 Seminar: Neuroscience in the Public Eye

Students enter this seminar with a topic of current public interest that they will research. Students critically analyze public media, original research reports and historical background on this topic. They conduct interviews with experts and produce media meant for the general public interpreting the current scientific understanding. Open to juniors and seniors, by permission. Prerequisites: background adequate for reading original neuroscience research reports (NSC/PSY 110, NSC 230, a course in statistics), a suitable research topic, and background adequate for research on that selected topic. Enrollment limited to 12 {N} Credits: 4

Mary Harrington

Offered Spring 2016

NSC 318 Systems Neurobiology

Systems neurobiology is the study of how networks of neurons function, and how these networks mediate sensation, movement and higher-order functions such as attention, decision-making, language and emotion. Course material focuses primarily on the neuroanatomy and functional organization of the vertebrate brain. Readings from the textbook and scientific journal articles are supplemented with computer-based hands-on exercises and simulations to demonstrate techniques used to study neural connectivity and image the brain. Students demonstrate their mastery of course material through group work, discussions and independent research projects. Prerequisites: NSC/PSY 110 and BIO 200 or 203 or permission of the instructor. {N} Credits: 4

Lisa Mangiamele

Offered Spring 2016

NSC 319 Systems Neurobiology Lab

Inquiry-based lab course in which students learn basic approaches to studying nervous system structure-function relationships at the systems level, including how to visualize neurons and neuronal circuits, analyze neuroanatomical features, and correlate neuroanatomical data with sensory and/or motor processes. Student designed research projects emphasize skills in experimental design and data analysis. Complements material in NSC 319. {N} Credits: 1

Lisa Mangiamele

Offered Spring 2016

NSC 400 Special Studies

A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. Credits: 1 to 5

Members of the department

Offered Fall 2015, Spring 2016

Cross-Listed Courses

BIO 150 Cells, Physiology and Development

Students in this course investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 151) is recommended but not required. {N} Credits: 4

Christine White-Ziegler, Robert Merritt, Fall 2015

Michael Barresi, Nathan Derr, Spring 2016

Offered Fall 2015, Spring 2016

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently) {N} Credits: 1

Jan Vriezen, Lori Saunders, Fall 2015

Graham Kent, Jan Vriezen, Spring 2016

Offered Fall 2015, Spring 2016

BIO 152 Genetics, Evolution and Molecular Biosciences

Students in this course achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include Central Dogma, genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics, speciation and macroevolution. These principles are illustrated using four central themes: (1) HIV and AIDS, (2) the making of a fly, (3) a matter of taste, (4) Origin of Species. In addition to attending lectures, each student participates in discussion sections that focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. {N} Credits: 4

Laura Katz, Robert Dorit, Robert Merritt, Steven Williams

Not Offered This Academic Year

BIO 153 Genetics, Evolution and Molecular Biosciences Laboratory

Laboratory sessions in this course combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). {N} Credits: 1

Instructor: TBA

Not Offered This Academic Year

BIO 159Y Modeling Human Disease: A Research Course in the Life Sciences

This yearlong research-based lecture-laboratory course exposes students to fundamental concepts across the life sciences through interdisciplinary research. Cannot be repeated for credit. Course only open to first-year students. Enrollment limit of 18 students. Fall: 2 credit; spring: 3 credits; 5 credits total. (E)

Modeling Neurological Diseases for a Cure

What is the cause of a disease? How do the cells and tissues of an organism respond to the disease state? In order to address these questions scientists need accurate animal models to investigate the pathology and potential treatments associated with a particular disease. This course focuses on neurological based diseases and attempt to generate gene specific disease models in the zebrafish. Students research neurological diseases and understand all facets influencing its causes and pathology. We employ the latest in gene mutagenesis to manipulate disease targets, and grow up these potential zebrafish models of Alzheimers,

Parkinsons, ALS, Autism and others. The goal is to study these models to better understand disease and identify solutions for their treatment. Students generate tangible products of their experimental design and novel results that are publicly disseminated. {N} Credits: 5

Michael Barresi

Offered Fall 2015, Spring 2016

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. {N} Credits: 4

Lisa Mangiamele

Offered Fall 2015

BIO 201 Animal Physiology Laboratory

Experiments demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. {N} Credits: 1

Lisa Mangiamele, Marney Pratt

Offered Fall 2015

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics.

This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4

Stylianios Scordilis

Offered Fall 2015

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} Credits: 1

Graham Kent

Offered Fall 2015

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics include DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 150, 152 or 154 or permission of the instructor. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4

Robert Dorit, Robert Merritt, Steven Williams

Offered Spring 2016

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary

bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1

Lori Saunders

Offered Spring 2016

BIO 300 Neurophysiology

The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. See website (tinyurl.com/bio300) for full syllabus.

Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. {N} Credits: 4

Richard Olivo

Offered Spring 2016

BIO 301 Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. {N} Credits: 1

Richard Olivo

Offered Spring 2016

BIO 302 Developmental Biology

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution.

The remarkable phenomena that occur during embryonic development are presented in concert with the experiments underlying our current knowledge.

We hold Web conferences with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230; BIO 154 is suggested. {N} Credits: 4

Michael Barresi

Not Offered This Academic Year

BIO 303 Research in Developmental Biology

Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus requires time outside of the normally scheduled lab period. Prerequisite: BIO 302 must be taken concurrently. Enrollment limited to 12. {N} Credits: 1

Michael Barresi

Not Offered This Academic Year

BIO 310 Cellular and Molecular Bases of Learning and Memory

This lecture course explores neurobiological mechanisms for learning and memory focusing on cellular and molecular level structure-function in the mammalian nervous system. Topics include: hippocampal function, mechanisms for synaptic plasticity, neurogenesis, long term potentiation as a cellular correlate of information storage, the roles of receptors, signal transduction and gene expression in memory consolidation, disorders of human memory. Prerequisites: BIO 202, or BIO 230, or permission of the instructor. Lecture may be taken without the lab. Enrollment limited to 20. {N} Credits: 4

Adam Hall

Offered Fall 2015

BIO 311 Research in Cellular and Molecular Neuroscience

This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones).

This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function by injecting DNA

encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20. {N} Credits: 1

Adam Hall

Offered Fall 2015

BIO 323 Seminar: Topics in Developmental Biology

Embryology, Ecology and Evolution

How does our environment shape the way we look and act? This seminar explores the role and influence of past and current environments on the development of plants and animals at embryological, ecological and evolutionary levels. Students examine how toxins in our environment cause teratogenic effects, how phenotypic plasticity influences predator-prey interactions, and how new taxonomic groups may have evolved due to molecular changes during embryonic development. Course material uses primary research literature as a springboard to hold videoconferences with the researchers who conducted the work. Students create a documentary movie on one of these topics. Prerequisites: BIO 150, 152 or 154, and at least one upper level BIO course. May not be repeated for credit. Enrollment limited to 12. {N} Credits: 4

L. David Smith, Michael Barresi

Not Offered This Academic Year

BIO 362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. {N} Credits: 3

Virginia Hayssen

Offered Fall 2015

BIO 363 Animal Behavior: Methods

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students. {N} Credits: 3

Virginia Hayssen

Offered Fall 2016

PSY 105 Brain, Behavior and Emotion

This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding motivation and happiness. Special attention is paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. {N} Credits: 4

Annaliese Beery

Not Offered This Academic Year

PSY 120 Human Cognition

Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. {N}{S} Credits: 4

Maryjane Wraga

Offered Spring 2016

PSY 130 Clinical Neuroscience

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical uses. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in neuroscience. Open to entering students. {N}{S} Credits: 4

Beth Powell

Offered Fall 2015

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 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 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, MTH 219, SDS 220, SOC 201, EDC 206. {M} Credits: 5

Offered Fall 2015, Spring 2016

David Palmer, Fall 2015

David Palmer, Philip Peake, Spring 2016

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 limit of 25 students. {N} Credits: 4

Mary Harrington

Offered Fall 2015

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 schizophrenia. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical use of marijuana, psychotherapeutic medication of children, the power of the pharmaceutical industry and the use of cognitive/performance enhancers. Prerequisites: PSY 110 or PSY 130 or permission of the instructor. Enrollment limit of 25 students. {N}{S} Credits: 4

Beth Powell

Offered Spring 2016

PSY 314 Seminar in Foundations of Behavior

Cognition in Film

This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques filmmakers use to capitalize on these processes, as well as the general portrayal of cognition by filmmakers. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th-century film. Prerequisite: PSY 100. {N} Credits: 4

Maryjane Wraga

Offered Spring 2016

PSY 326 Seminar in Biopsychology

Environmental Origins

How does experience get "under the skin" to influence health, physiology and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We critically examine biomarkers used as proxies of experience including hormone levels, markers of cellular aging, inflammation, and epigenetic regulation of

the genome. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. Enrollment limited to 12. {N} Credits: 4

Annaliese Beery

Not Offered This Academic Year

PSY 327 Seminar in Mind and Brain

Alzheimer's Disease

In this seminar we discuss the history of Alzheimer's Disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive and emotional disturbances are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. {N} Credits: 4

Mary Harrington

Offered Fall 2015

Philosophy

Professors

Jill Gibson de Villiers, Ph.D., Professor
of Philosophy and Psychology
Elizabeth V. Spelman, Ph.D. ^{**2}
Jay Lazar Garfield, Ph.D. ^{†1}
Albert G. Mosley, Ph.D.
Susan Levin, Ph.D. ^{*1}
Nalini Bhushan, Ph.D. ^{†1}

Associate Professor

Jeffrey Lee Ramsey, Ph.D., *Chair*

Visiting Assistant Professor

Samuel Gahan Ruhmkorff, Ph.D.

Research Associates

Ernest Alleva, Ph.D.
Janice Moulton, Ph.D.
Meredith W. Michaels, Ph.D.

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 Major

Advisers: Members of the department

Advisers for Study Abroad: Elizabeth Spelman

Requirements: Ten semester courses in philosophy including:

1. Two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125
2. LOG 100, LOG 101 or PHI 202
3. Three 200-level courses, one each from three of the following areas (check department website for designation of current courses): (1) Value Theory; (2) Social/Political Philosophy; (3) Culture and Material Life; (4) Metaphysics and Epistemology; (5) Language and Logic; (6) Science and Technology
4. PHI 200, normally taken in the sophomore year
5. Two 300-level courses

Note

- Topics courses, such as 210, may fall under different rubrics in different years
- Courses in related departments may be included in the major program of ten courses only with approval of the department; petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered

Students and their faculty advisers together will regularly assess the student's progress in the major in light of the following desiderata:

- Skills and competencies: e.g., LOG 100, PHI 200, the ability to write papers of varying lengths (from 2 to 25 pages to honors theses), knowing how to locate and assess scholarly literature, being comfortable at presenting philosophical material orally. Philosophy majors are expected to master all of these; and
- Breadth and depth of understanding of texts, topics and themes, traditions and perspectives. Each of the following is a strong desideratum for a philosophy major:
 1. systematic study of one or more major philosophical texts;
 2. topics and themes: such as human beings' relationship to technology, to the environment; the relationship between language and reality; the nature and functions of human cognition; human flourishing; the human body; the significance of race, gender and class; the meaning of work; the meaning of life; and end-of-life care;
 3. traditions: tracing philosophical dialogues through time—ancient, medieval, and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, and so on;

The Minor

Advisers for the Minor: Members of the department

The minor in philosophy consists of at least five courses: a two-course “basis,” which typically will include two courses at the 100-level, and a three-course “concentration,” to be built by the student in close consultation with her adviser and with the approval of the department.

Honors

Director: Jill de Villiers

PHI 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

PHI 431 Honors Project

Credits: 8
Offered Fall 2015

PHI 432D Honors Project

Credits: 6 per semester, 12 for yearlong course
Offered Fall 2015, Spring 2016

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

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows From What?

Formal logic and 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
James Henle, Samuel Rubmkorff
Offered Fall 2015

LOG 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 LOG 100. Students who have taken LOG 100 cannot receive credit for taking LOG 101 subsequently. Students who have taken LOG 101 can subsequently receive credit for taking LOG 100. Enrollment limited to 24. {M} Credits: 4

Albert Mosley

Offered Spring 2016

PHI 100 Thinking About Thinking

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers primarily in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. Maximum number of students per section 20. {H}{S} Credits: 4

Samuel Rubmkorff

Offered Fall 2015

PHI 125 History of Early Modern European Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. Maximum number of students per section 15. Credits: 4

Jeffry Ramsey

Offered Spring 2016

PHI 200 Philosophy Colloquium

Intensive practice in writing and discussing philosophy and in applying philosophical methods to key problems raised in essays written by members of the philosophy department. Required for majors, optional for minors. Normally taken in the sophomore year. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. Credits: 4

Elizabeth Spelman

Offered Spring 2016

PHI 204 Philosophy and Design

Design is one of the most pervasive human activities. Its effects—intended or unintended—permeate our lives. Questions abound about the role of design and the significance of being able to exercise it and of being subject to it. For example: Are there particular pleasures, as well as special responsibilities, characteristic of designing? What is the nature of deprivation imposed upon people when they lack the opportunity or the knowledge to share in the design of their living or working conditions? How much control do designers actually have over the meaning and use of what they design? {S} Credits: 4

Elizabeth Spelman

Offered Spring 2016

PHI 209 Philosophy and History of Psychology

Same as PSY 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We 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. {N} Credits: 4

Jill de Villiers

Offered Spring 2016

PHI 210 Colloquium: Issues in Recent and Contemporary Philosophy

Animal Rights

Speciesism is the view that human beings have an inherent right to dominate non-human species and use them for human ends. The course examines critics as well as proponents of the morality of speciesism. It involves synthesizing disparate areas in philosophy (ethics, philosophical psychology, philosophy of science) and applying them to the use of non-humans in areas such as agriculture, biology, psychology and medicine. Enrollment limited to 20. {S} Credits: 4

Albert Mosley

Offered Fall 2015

PHI 213 Language Acquisition

Same as PSY 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: Any of the following is required for entry to the course: PSY 160, PHI 236 or EDC 235. Enrollment limit of 25 students. {N} Credits: 4

Jill de Villiers

Offered Fall 2015

PHI 215 African-American Philosophy

This course explores debates about race, racism, moral status and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. Enrollment limited to 20. Credits: 4

Albert Mosley

Offered Fall 2015

PHI 220 Incompleteness and Inconsistency: Topics in the 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. Credits: 4

Samuel Rubmkorff

Offered Spring 2016

PHI 222 Ethics

An examination of the works of some major moral theorists of the Western philosophical tradition and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. Enrollment limited to 25 students. {H}{S} Credits: 4

Samuel Rubmkorff

Offered Spring 2016

PHI 225 Continental Philosophy

This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings' relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. {H} Credits: 4

Susan Levin

Offered Spring 2016

PHI 226 Topics in the History of Philosophy*Hume*

An examination of Hume's arguments and his influence in matters of epistemology, philosophy of religion, morals, aesthetics, political theory and economic theory. We read Hume's *Treatise of Human Nature*. Additional readings include excerpts from some of Hume's other works and contemporary and recent commentary on Hume. Prerequisite: one course in philosophy. {H} Credits: 4

Jeffry Ramsey

Offered Spring 2016

PHI 234 Philosophy and Human Nature: Theories of the Self*Desire*

For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people's capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we shall be examining questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? {S} Credits: 4

Elizabeth Spelman

Offered Fall 2015

PHI 236 Linguistic Structures

Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus is on the revolution in linguistics introduced by Noam Chomsky, and the profound questions it raises for human nature, linguistic universals and language acquisition. {M}{N} Credits: 4

Jill de Villiers

Offered Fall 2015

PHI 303 Talking Trash

Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. "Waste," along with close relatives such as "trash," "rubbish" and "garbage," is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. {S} Credits: 4

Elizabeth Spelman

Offered Fall 2015

PHI 304 Colloquium in Applied Ethics*Enhancing Humans: How We Could Do It, Whether We Should*

Humans have always sought to elevate the conditions of their existence. What differentiates enhancement's strongest proponents, so-called transhumanists, from earlier thinkers like the ancient Greeks is their belief that crossing the divide from our plane of being to a higher one is possible, even inevitable, through humans' technological ingenuity. Given their content and implications, scrutiny of transhumanists' views is essential. Areas this colloquium addresses include transhumanists' and their critics' views of human nature; the implications of existing brain science for transhumanists' more extravagant claims; their notions of knowledge, values and education; and transhumanists' handling of risks, including those that are potentially grave. {H}{S} Credits: 4

Susan Levin

Offered Spring 2016

Sustainability

An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as resource, as machine, as something with functional integrity, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to future people? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? How does sustainability compare with environmental objectives of longer standing such as conservation? Preference given to majors in either philosophy or environmental science and policy. {H}{S} Credits: 4

Jeffry Ramsey

Offered Fall 2015

PHI 310 Seminar: Recent and Contemporary Philosophy*African Philosophy*

This course explores the debate as to whether traditional African beliefs should be used as the foundation of contemporary African philosophy; the relationship between tradition and modernity in colonial and postcolonial Africa; and the relationship between African and African-American beliefs and practices. In exploring this issue we read selections from Africans (Mbiti, Senghor, Hountondji, Bodunrin, Wiredu, Appiah, Sodips, Eze), African-Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Levy-Bruhl, Tempels, Horton) and European-Americans (Crawford, Bernasconi, Janz). {H}{L}{S} Credits: 4

Albert Mosley

Offered Spring 2016

PHI 400 Special Studies

For senior majors, by arrangement with the department. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

PHI 408D Special Studies

For senior majors, by arrangement with the department. This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Instructor: TBA

Offered Fall 2015, Spring 2016

Cross-Listed Courses

FYS 104 God and Evil

If God is perfectly good, wise and powerful, why is there evil? For atheists, the problem of evil is a favored means of arguing against the existence of the God of the Abrahamic traditions (Judaism, Christianity and Islam). For atheists, reconciling God's existence with evil is one of the main challenges of faith. This course examines the problem of evil and related questions: What is the nature of human free will? Would a perfectly good God create hell or create species through natural selection? Texts include philosophical and religious works, novels, paintings, poems and movies. Enrollment limited to 16 first-year students. {H}{WI} Credits: 4

Samuel Rubmkorff

Offered Fall 2015

HSC 211 Perspectives in the History of Science*The Scientific Revolution*

What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of "science," which was known as "natural philosophy," change during this time period? Readings are drawn from primary and secondary sources. {H}{N} Credits: 4

Jeffry Ramsey

Offered Fall 2015

PSY 319 Research Seminar in Adult Cognition

The course introduces students to experimental research in adult human cognition. Topics include concept formation, analogical reasoning, event perception, theory of mind, memory and attention. The emphasis is on designing and conducting new studies using the eyetracker laboratory and other methods. Permission of instructor required. Prerequisites: PSY 100, 201 and 202 or equivalents. Enrollment limit of 12. {M}{N} Credits: 4

Jill de Villiers

Offered Spring 2016

Physics

Professors

Nalini Easwar, Ph.D.
Nathanael Alexander Fortune, Ph. D
Doreen Anne Weinberger, Ph.D ^{**2}

Associate Professors

Gary Neil Felder, Ph.D, *Chair*
Courtney Lannert, Ph.D ^{†1}

Assistant Professor

William Williams, Ph.D.

Lecturer/Laboratory Instructor

Joyce Palmer-Fortune, Ph.D

Lab Supervisor/Instructor

Dana Parsons, M.S.

Professors Emeriti

Bruce Hawkins, Ph.D.
Malgorzata Z. Pfabe, Ph.D.

Physics majors and minors are advised to acquire a facility in scientific computing and numerical analysis (e.g. CSC 111 Introduction to Computer Science or CSC 205 Modeling in the Sciences) and to learn to design and fabricate a working tool, instrument or device in the Center for Design and Fabrication. Students planning graduate study in physics are advised to take as many 300-level physics courses as possible.

The Minor

Advisers: Members of the department

The minor consists of: 117, 118, 215 and three additional 200- or 300-level physics courses. When appropriate, and with prior approval, one qualifying course in the student's major can be substituted for one of the three physics electives required for the physics minor. Interested students should consult with a member of the department.

Entering students planning to major in physics should take PHY 117 along with courses in mathematics in the first year. Students entering with a particularly strong background in physics should confer with a member of the department about taking a more advanced course in place of one or more of our introductory courses. Students with scores of 4 and 5 on the Advancement Placement tests in physics B and C may apply that credit toward the degree unless they complete 117 and 118 for credit, respectively.

Honors

Director: Gary Felder

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

PHY 432D Honors Project

This is a full-year course. Credits: 6 per semester, 12 for yearlong course
Offered Fall 2015, Spring 2016

PHY 107 Physics of Music

This course for non-science majors explores the physics of musical sound through lecture, discussion, hands-on activities and demonstrations. Sample topics include how sound is generated, travels and is heard; the physics of musical notes, pitches, harmonics and resonances; and how musical instruments (including the human voice) generate the sounds that we hear. Students select, design, construct and try out wind, string or percussive musical instruments. These instruments are theirs to keep at the end of the course. Enrollment limit of 14 students. {N} Credits: 4

William Williams

Not Offered This Academic Year

PHY 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

The Major

Advisers: Nalini Easwar, Nathanael A. Fortune, Gary Felder, Courtney Lannert, Doreen Weinberger, William Williams, Joyce Palmer-Fortune

Physics is crucial to understanding our world. 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. A foundation in physics provides a gateway to interdisciplinary careers incorporating many scientific and educational fields, including astronomy, biology, chemistry, climate science, environmental science, geoscience, mathematics, medicine 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: 117, 118, 210, 215, 240, 317, 318, 319, 327, 350 (at least 4 credits), 360 (or an approved 300-level alternative in physics or a related field), and 399.

Students double majoring in engineering may substitute EGR 220 for PHY 240 but are encouraged to take both.

Students may substitute CHM 331 for PHY 327 and CHM 332 for PHY 319. This option is intended for students double-majoring (and/or planning on graduate work) in chemistry.

Students double majoring in astronomy and/or planning on graduate work in astrophysics may substitute AST 330, 335, 337 or 352 for PHY 360 as their 300 level physics elective.

Students planning on graduate work in chemistry may substitute CHM 335, 336, 338, or 398 for PHY 360 as their 300 level physics elective.

Students planning on graduate work in the geosciences may substitute GEO 309 or 311 for PHY 360 as their 300 level physics elective.

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.

covering the basic principles and methods of integration and differentiation (MTH 111 or equivalent). In the spring semester, first-year students have the first opportunity to enroll. Students are enrolled in the following priority order: first-year students, then second-years, then juniors, then seniors. All upper-class students are wait-listed until first-years have registered. Sections are capped at 28. Credits: 5

Doreen Weinberger, Instructor: TBA, William Williams, Fall 2015
Instructor: TBA, Joyce Palmer-Fortune, Nathanael Fortune, Spring 2016
 Offered Fall 2015, Spring 2016

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 or permission of the instructor. Enrollment limited to 28. {N} Credits: 5

Joyce Palmer-Fortune, Fall 2015
Nalini Easwar, Spring 2016
 Offered Fall 2015, Spring 2016

PHY 209 The Big Bang and Beyond

According to modern science the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this "big bang model"? Throughout this course we focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for non-science majors. Enrollment limited to 20. {N} Credits: 4

Gary Felder
 Not Offered This Academic Year

PHY 210 Mathematical Methods of Physical Sciences and Engineering

This course covers a variety of math topics of particular use to physics and engineering students. Topics include differential equations, complex numbers, Taylor series, linear algebra, Fourier analysis, partial differential equations, and a review of multivariate calculus, with particular focus on physical interpretation and application. Prerequisites: MTH 212 and PHY 117, or permission of the instructor. {M}{N} Credits: 4

Gary Felder
 Offered Fall 2015, Spring 2016

PHY 215 Introductory Physics III

The special theory of relativity; the wave equation and mathematics of waves; optical phenomena of interference and diffraction; particle and wave models of matter and radiation, Bohr model of atomic structure; introduction to fundamental principles and problems in quantum mechanics; introduction to nuclear physics. Prerequisite: PHY 118 and prior or concurrent enrollment in PHY 210. {N} Credits: 4

Doreen Weinberger
 Offered Spring 2016

PHY 240 Electronics

A semester of experiments in electronics, with emphasis on designing, building and trouble-shooting circuits. Discrete electronic components: physics and applications of diodes and transistors. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: 118 or permission of the instructor. {N} Credits: 4

Nalini Easwar
 Offered Fall 2015

PHY 300 Physics Pedagogy: Theory

A course emphasizing the pedagogy in physics based on Physics Education Research (PER). Readings and discussion emphasize the research literature and strategies for implementing successful and effective methods of teaching physics at the introductory level in the classroom. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 and/or PHY 118. (E) {N} Credits: 2

Joyce Palmer-Fortune
 Offered Fall 2015, Spring 2016

PHY 301 Physics Pedagogy: Practicum

A practicum course involving actual classroom experience in implementing methods of teaching based on Physics Education Research (PER). Students have direct interaction with learners in the classroom during group activities, laboratory exercises and problem-solving. PHY300, the theory course based on PER, is a pre requisite/co-requisite. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 and/or PHY 118. (E) {N} Credits: 2

Joyce Palmer-Fortune
 Offered Fall 2015, Spring 2016

PHY 315 Modern Physics II

Classical distribution functions; blackbody radiation; quantum mechanics of the hydrogen atom, including orbital angular momentum and spin; spin-orbit interaction and fine structure; Zeeman effect; quantum statistics; lasers. Prerequisite: PHY 210 and PHY 215. {N} Credits: 4

William Williams
 Not Offered This Academic Year

PHY 317 Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 215 or permission of the instructor. {N} Credits: 4

Nathanael Fortune
 Offered Fall 2015

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

Doreen Weinberger
 Offered Spring 2016

PHY 319 Thermal Physics

Introduction to statistical mechanics and thermodynamics. Prerequisites: 215 or permission of the instructor. {N} Credits: 4

Gary Felder
 Offered Fall 2015

PHY 327 Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, including operator methods. Wave packets; quantum mechanical scattering and tunneling; central potentials; matrix mechanics of spin, addition of angular momenta; corrections to the hydrogen spectrum; identical particles and exchange symmetry; EPR paradox, Bell's Theorem and the interpretation of quantum mechanics. Prerequisites: 215 or permission of the instructor. Taking 317 before 327 is recommended. {N} Credits: 4

William Williams
 Offered Spring 2016

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. (E) {N} Credits: 1 to 4

Nathanael Fortune

Offered Fall 2015

PHY 360 Advanced Topics in Physics

Selected special topics which vary from year to year; typically some subset of the following: climate physics, cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Prerequisites will vary with the topics of the course. {N} Credits: 4

Gary Felder

Offered Spring 2016

PHY 399 Current Topics in Physics

For this course we read articles and attend talks on diverse topics in physics. The emphasis is put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 215, or permission of the instructor. Restricted to juniors and seniors. {N} Credits: 2

Nalini Easwar

Offered Fall 2015

PHY 432D Honors Project

This is a full-year course. Credits: 6 per semester, 12 for yearlong course

Gary Felder

Offered Fall 2015, Spring 2016

PHY 400 Special Studies

By permission of the department. Credits: 1 to 4

Offered Fall 2015, Spring 2016

Poetry Concentration

Poetry Committee

Ellen Doré Watson, *Chair*
 Floyd D. Cheung, Ph.D.
 Thalia A. Pandiri, Ph.D.
 Jocelyne Kolb, Ph.D.

Other Participating Faculty

Rosetta Marantz Cohen, Ed.D.
 Maria Estela Harretche, Ph.D. *1
 Barry Moser, B.S.
 Cornelia D.J. Pearsall, Ph.D.
 Kevin Everod Quashie, Ph.D.
 Michael T. Thurston, Ph.D. *1
 Sujane Wu, Ph.D.

ENG 112 Reading Contemporary Poetry

This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, which meet from 4–5 p.m. Students with class, lab or required work conflicts are excused from Q&As. Graded Satisfactory/Unsatisfactory only. Course may be repeated. {L} Credits: 2

Patrick Donnelly

Offered Fall 2015, Spring 2016

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 with particular expertise (and may serve as consultants for the senior capstone projects that focus in one of these areas: writing poetry, printing/presenting poetry, writing about poetry, translating poetry and teaching poetry. Students complete a creative exercise and reflection for each day of the course. Enrollment limited to 15 with priority to declared concentrators. Graded S/U only. Credits: 1

Instructor: TBA

Offered Interterm 2016

PYX 404 Poetry Capstone

The poetry concentration senior capstone project integrates the skills and perspectives learned through the electives in the concentration and practical experiences. Students design and complete an independent project and may, for example, write a chapbook of poetry or a portfolio of translations; create an integrated packet of curriculum materials for teachers of poetry in a particular grade (K–12); or curate an online exhibit of book arts or some part of the poetic process, such as drafts. Students work with the instructor, and in some cases an additional adviser, to shape and implement the project, and receive peer critique, as well, over the capstone semester. Credits: 4

Ellen Watson

Offered Spring 2016

The poetry concentration allows students to pursue work on and about poetry through a range of different experiences and courses. Through a combination of academic study, practical work and independent projects, students gain a deeper understanding of the craft of writing, the business of publication and the dissemination of poetry to others. The poetry concentration supports the study of poetry within a range of scholarly disciplines and lets students explore areas of professional practice through meaningful connections with local, regional and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught. The concentration draws on the educational resources of the Poetry Center and the Rare Book Room, as well on the unique expertise of poets and artists working both at the college and in the larger Pioneer Valley. For more information see www.smith.edu/poetry.

Requirements

1. Gateway Courses

ENG 112 Reading Contemporary Poetry
 PYX 140 The Art and Business of Poetry

2. Three electives

One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department.

3. Two practical experiences

Coursework is complemented by at least two practical experiences relating broadly to the field of poetry. These may include both internships and paid or volunteer work.

4. Capstone Course

PYX 404 Poetry Capstone

Five possible foci or strands may be pursued in the poetry concentration. These include:

1. Poetry Writing
2. Poetry Translation
3. Book Arts/Presentation of Poetry
4. The Teaching of Poetry, and
5. Writing about Poetry

The total combined coursework accrues no fewer than 19 credits.

Psychology

Professors

Jill Gibson de Villiers, Ph.D.
(Philosophy and Psychology)
Peter A. de Villiers, Ph.D.
Randy O. Frost, Ph.D.
Fletcher A. Blanchard, Ph.D.
Mary Ellen Harrington, Ph.D.
Philip K. Peake, Ph.D. †²
Patricia M. DiBartolo, Ph.D. †²
Bill Ed Peterson, Ph.D. †¹ †²
Lauren E. Duncan, Ph.D., *Chair*
Maryjane Wraga, Ph.D.
Byron L. Zamboanga, Ph.D.
Nnamdi Pole, Ph.D.

Adjunct Professors

Kathleen McCartney, Ph.D.
Marsha K. Pruett, Ph.D., M.S.L.

Associate Professor

Benita Jackson, Ph.D., M.P.H.

Assistant Professor

Annaliese K. Beery, Ph.D. *¹

Visiting Assistant Professor

Janet Chang, Ph.D.

Senior Lecturers

Beth Powell, Ph.D.
David C. Palmer, Ph.D.

Assistant in Statistics

David C. Palmer, Ph.D.

Research Associates

Robert Teghtsoonian, Ph.D.
Martha Teghtsoonian, Ph.D.
George Robinson, Ph.D.
Peter B. Pufall, Ph.D.
Michele Turin Wick, Ph.D.
Janet Chang, Ph.D.

Post-Doctoral Fellow

Alexandra Burgess, Ph.D.

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: MJ Wraga

Completion of 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
Offered Fall 2015

PSY 432D Honors Project

This is a full-year course.
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2015, Spring 2016

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

The Major

Advisers: Members of the department

Adviser for Study Abroad: Fletcher Blanchard

Foundation Courses: PSY 100, PSY 201 and PSY 202 or NSC 230.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the foundational courses in psychology (100, 201, 202). Students should normally complete these foundational courses by the end of their sophomore year. Foundational courses must be taken using the regular grading option (not S/U).

Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth of course selections. Breadth is achieved by selecting at least one course within each of the department's three curricular areas. Depth is achieved by selecting two colloquia as well as two courses at the advanced level (300- or above), at least one of which is a seminar. Furthermore, depth requires that at least one course at the advanced level combines with the student's other courses to create a constellation of three courses that represent a depth in a field of study that is important to the student and recognized by the department. Students may count no more than three 100-level courses toward the major, not including PSY 100. Although we discourage the use of the S/U option for courses in the major, students are allowed to *take one* non-foundational course S/U. All students (including transfer students) must take at least one colloquium and one advanced seminar within the department.

Students are encouraged to attend departmental colloquia. Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Courses

Courses in psychology are divided into four main sections:

1. Breadth courses (100-level): introductory courses, open to all students;
2. Foundational courses (PSY 100, PSY 201, PSY 202): required courses that serve as the gateway to the major;
3. Intermediate colloquia (numbered PSY 205–299): intended for sophomores and juniors who have taken the department's foundational courses
4. Advanced courses (300- and 400-level), including seminars, special studies, and honors theses: open to juniors and seniors

1. Breadth Courses

Normally, breadth courses have no prerequisites and are open to all students. Students who are planning to major in psychology are encouraged to take PSY 100 and to do so as soon as possible because it is a foundational course that emphasizes reading and writing in the discipline and is required for most intermediate and advanced classes in the department. Potential majors are also urged to take additional breadth courses at the 100-level of the curriculum as they begin their course of study in the major, but may take no more than three (excluding PSY 100).

A. Mind and Brain

PSY 105 Brain, Behavior and Emotion

This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding, motivation and happiness. Special attention is paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. {N} Credits: 4

Annaliese Beery

Not Offered This Academic Year

PSY 110 Introduction to Neuroscience

Same as NSC 110. An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences are gained. Seniors require permission of the instructor. This course has no prerequisites. Not open to senior NSC majors.

{N} Credits: 4

Adam Hall

Offered Spring 2016

PSY 120 Human Cognition

Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. {N}{S} Credits: 4

Maryjane Wraga

Offered Spring 2016

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 55. {N}{S} Credits: 4

Alan Rudnitsky

Offered Fall 2015

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

Janice Gatty

Offered Fall 2015

B. Health and Illness

PSY 130 Clinical Neuroscience

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical uses. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in neuroscience.

Open to entering students. {N}{S} Credits: 4

Beth Powell

Offered Fall 2015

PSY 140 Health Psychology

This course provides a broad overview of the field of health psychology using foundational concepts, theories, methods and applications. We examine critically state-of-the-art research and current gaps in knowledge to explore topics including conceptualizations of health and illness, stress and coping, and health behaviors. Our focus is on how health is constituted by and interacts with its multiple contexts, particularly social and environmental ones. Students gain competency in this field through lectures, small group discussions, weekly quizzes and written work. {N}{S} Credits: 4

Benita Jackson

Offered Spring 2016

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

Randy Frost

Offered Fall 2015

C. Person and Social Context

PSY 165 Adult Development

We will investigate aging from a lifespan perspective, studying the span of emerging adulthood to old age. In addition to focusing on psychological processes, we will spend time considering societal influences on aging. Topics include theories of the life-cycle, the impact of generations, identity formation, the experience of growing older, personality stability, and psychological adjustment to the myths and realities of old age. {N}{S} Credits: 4

Bill Peterson

Not Offered This Academic Year

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 observations in a variety of child-care and educational settings.

Enrollment limited to 55. {S} Credits: 4

Shannon Audley-Piotrowski, Spring 2016

Instructor: TBA

Spring 2016

PSY 180 Psychology of Personality

The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives. {N} Credits: 4

Philip Peake

Offered Spring 2016

2. Foundational Courses

Along with PSY 100, PSY 201 and 202 serve as the required foundational courses for the psychology major. Students who are planning to major in psychology are encouraged to take all three of their foundational courses as soon as possible. Normally, we require majors to complete these three foundational courses (or their equivalents) by the end of their sophomore year. We also recommend that students take PSY 201 prior to, or concurrent with, PSY 202.

PSY 100 Introduction to Psychology

An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Students must enroll in a discussion section. Discussion sections are limited to 22. {N} Credits: 4
Byron Zamboanga, Maryjane Wraga, Michele Wick, Nnamdi Pole
 Offered Fall 2015

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 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 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, MTH 219, SDS 220, SOC 201, EDC 206. {M} Credits: 5
David Palmer, Fall 2015
David Palmer, Philip Peake, Spring 2016
 Offered Fall 2015, Spring 2016

PSY 202 Introduction to Research Methods

Introduces students to a variety of methods used in psychological research. All sections of this course cover the basic methodological techniques of contemporary psychology such as observational, experimental and survey methods. Sections differ in the particular content theme used to illustrate these methods. PSY 100 or equivalent is required for PSY 202. We recommend that PSY 201 is taken prior to, or concurrently with, PSY 202. Priority is given to Smith College psychology majors and minors. {N} Credits: 4
Benita Jackson, Janet Chang, Peter de Villiers, Fall 2015
Alexandra Burgess, Beth Powell, Janet Chang, Spring 2016
 Offered Fall 2015, Spring 2016

3. Intermediate Colloquia PSY 205–299

Intermediate colloquia are primarily intended for sophomores and juniors who have taken the foundational courses in psychology. These courses further scaffold the methodological, quantitative and critical thinking skills necessary for more advanced work within the discipline. Prerequisites are common. Consistent with college policy, each colloquium has an enrollment limit (specifically, 25 students).

A. Mind and Brain**PSY 209 Colloquium: Philosophy and History of Psychology**

Same as PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly

requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. Enrollment limit of 25 students. {N} Credits: 4

Jill de Villiers

Offered Spring 2016

PSY 213 Colloquium: Language Acquisition

Same as PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: Any of the following is required for entry to the course: PHI 236 or EDC 235. Enrollment limit of 25 students. {N} Credits: 4

Jill de Villiers

Offered Fall 2015

PSY 214 Colloquium: Disorders of Language and Communication

Considers language and communication difficulties and disorders in adults and children arising from such factors as sensory impairment (deafness and blindness), cognitive and social impairment (Down's syndrome and autism), and specific language impairment. Studies the brain mechanisms underlying language disorders through cases of adult and childhood aphasia resulting from brain damage. Also covers issues of language assessment and intervention. Enrollment limit of 25 students. {N} Credits: 4

Peter de Villiers

Offered Spring 2016

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 limit of 25 students. {N} Credits: 4

Mary Harrington

Offered Fall 2015

PSY 216 Colloquium: Understanding Minds

We consider people's understanding of their own and others' mental states from a variety of perspectives: comparative psychology, neuroscience, cognitive, cross-cultural and developmental. The class analyzes and discusses primary psychological research on how such a "theory of mind" develops and the role it plays in social behavior and communication, as well as what is known about the brain mechanisms that underlie it and individual variations in theory of mind development arising from cultural, sensory and neurological differences. Enrollment limit of 25 students. (E) {N} Credits: 4

Peter de Villiers

Offered Fall 2015

PSY 224 Colloquium: Learning and Behavior Change: Methods, Theory and Practice

Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students conduct a self-control project and experiment with instructional technology with humans. Enrollment limit of 25 students. {N} Credits: 4

David Palmer

Offered Fall 2015

B. Health and Illness

PSY 230 Colloquium: Psychopharmacology

This course examines the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs are considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical use of marijuana, psychotherapeutic medication of children, the power of the pharmaceutical industry and the use of cognitive/performance enhancers. Prerequisites: PSY 110 or PSY 130 or permission of the instructor. Enrollment limit of 25 students. {N}{S} Credits: 4

Beth Powell

Offered Spring 2016

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 study interventions to improve their individual health, and in groups, design and implement a project focused on campus-level health promotion. Emphasis is on critically evaluating and applying primary empirical articles. Prerequisites: PSY 100 and 202. Recommended: PSY 140. Enrollment limit of 25 students. {N}{S} Credits: 4

Benita Jackson

Offered Fall 2015

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: 100 and 150 or 233 or permission of the instructor. Enrollment limit of 25 students. {N} Credits: 4

Patricia DiBartolo

Offered Fall 2015

PSY 287 Colloquium: Abnormal Psychology: Evidence-Based Practice

In-depth study of anxiety disorders. Course examines research on the phenomenology, etiology and treatment for selected anxiety disorders and clarifies the nature and quantity of evidence supporting the efficacy of current treatments. Attention is devoted to the strengths and weaknesses of different research designs for answering specific questions about psychopathology and psychotherapy. The course highlights landmark studies and documents which treatments have been shown to be most effective for which types of patients. Prerequisites: PSY 100, PSY 202 and PSY 150. {N} Credits: 4

Randy Frost

Offered Spring 2016

C. Person and Social Context

PSY 250 Colloquium in Culture, Ethnicity and Mental Health

This course aims to advance multicultural thinking in the study and practice of psychology by increasing understanding about mental health problems affecting the major U.S. ethnic minority groups. First, the course uses self-examination to provide an experiential understanding of ethnocultural development. Second, it provides theoretical models and concepts for understanding ethnic minority mental health in a sociocultural, historical, psychological and methodological context. Third, it reviews culturally sensitive and responsive approaches to psychological assessment and treatment of

psychological distress. Prerequisites: PSY 100 and research methods, statistics and permission of instructor. {S} Credits: 4

Byron Zamboanga, Nnamdi Pole

Offered Spring 2016

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, PSY 202. Enrollment limit of 25 students. {N}{S} Credits: 4

Byron Zamboanga

Not Offered This Academic Year

PSY 261 Colloquium: Adult Development

We explore adult development from the perspectives of personality and social psychology. Thus, emphasis is on the psychosocial aspects of aging. In this course we study the diverse methodologies that psychologist use to study development. Content areas covered include identity formation, work lives, attachment, parenting and aging consciousness. At times concepts learned in class are used to interpret creative works (e.g., autobiography, fairy tales). Students develop a nuanced understanding of how some developmental processes are faced by all people everywhere, whereas other processes are a product of sociohistorical circumstances. Prerequisites: PSY 100 and PSY 202; or permission of the instructor. Enrollment limit of 25 students. {N} Credits: 4

Bill Peterson

Not Offered This Academic Year

PSY 262 Colloquium: Intersecting Identities: The Asian American Experience

This course focuses on what it means to be Asian American and how the social and cultural context shapes the Asian American experience. We consider topics like bullying, acculturation, biculturalism, minority group status, cultural values and norms, relationships and roles and how they affect identity development and psychological functioning (e.g., stressors, support systems, academic achievement, mental health). We discuss the complications and consequences of migration and settlement in urban areas. Through film, literature, research and writing, we develop and apply critical thinking skills in addressing the Asian American experience. Enrollment limit of 25 students. {S} Credits: 4

Janet Chang

Offered Spring 2016

PSY 265 Colloquium: Political Psychology

This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leaders, Followers and Social Movements. In each of these sections, we examine how psychological factors influence political behavior, and how political acts affect individual psychology. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students. {N}{S} Credits: 4

Lauren Duncan

Not Offered This Academic Year

PSY 266 Colloquium: Psychology of Women and Gender

An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. Students are introduced to current psychological theory and empirical research relating to the existence, origins and implications of behavioral similarities and differences associated with gender. We examine the development of gender roles and stereotypes, power

within the family, workplace and politics, and women's mental health and sexuality, paying attention to social context, and intersectional identities. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students. {N} Credits: 4
Lauren Duncan
Offered Fall 2015

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 18. {N}{S} Credits: 4
Fletcher Blanchard
Offered Fall 2015

PSY 270 Colloquium: Social Psychology

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. Prerequisite: PSY 100 or PSY 269. Concurrent enrollment in PSY 372 is encouraged. Enrollment limited to 25 students. {N} Credits: 4
Fletcher Blanchard
Offered Spring 2016

4. Advanced Courses PSY 300–400

Advanced courses, including seminars, special studies and honors theses, are primarily intended for junior and senior students who have taken the foundational courses in psychology and built upon their disciplinary expertise with one or more intermediate colloquia. Permission of the instructor is required for advanced courses.

PSY 301 Research Design and Analysis

A tour via SPSS of the major statistical models encountered in psychology. Topics include most of the following each year: complex and mixed analysis of variance, analysis of covariance, multi-item scale analyses, factor and cluster analysis, multiple regression, path analysis and structural equation modeling. Adopting a pragmatic approach, we emphasize assumptions and requirements, rules of thumb, decision-making considerations, interpretation and writing statistical results according to the conventions of psychology. Prerequisites: One of the following: PSY 201, GOV 190, MTH 219, MTH/SDS 220, ECO 220, SOC 201, EDC 206 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20 and priority to psychology majors. {M} Credits: 4
Fletcher Blanchard
Offered Fall 2015

A. Mind and Brain

PSY 313 Seminar in Psycholinguistics

Language and Thought
The seminar considers contemporary work on the relationship between language and thought, including the recent rise in “Neo-Whorfianism” or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of PSY 120, PSY 160, PSY/PHI 209, PSY/PHI 213, PHI 236, PHI 262, or permission of instructor. {N} Credits: 4
Jill de Villiers
Not Offered This Academic Year

PSY 314 Seminar in Foundations of Behavior

Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques filmmakers use to capitalize on these processes, as well as the general portrayal of cognition by filmmakers. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th-century film. Prerequisite: PSY 100. {N} Credits: 4
Maryjane Wraga
Offered Spring 2016

PSY 315 Autism Spectrum Disorders

This seminar discusses research on the neurocognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of EDC 235, PSY 216, or PSY 253, or permission of the instructor. {N} Credits: 4
Peter de Villiers
Offered Spring 2016

PSY 319 Research Seminar in Adult Cognition

The course introduces students to experimental research in adult human cognition. Topics include concept formation, analogical reasoning, event perception, theory of mind, memory and attention. The emphasis is on designing and conducting new studies using the eyetracker laboratory and other methods. Permission of instructor required. Prerequisites: PSY 100, 201 and 202 or equivalents. Enrollment limit of 12. {M}{N} Credits: 4
Jill de Villiers
Offered Spring 2016

PSY 326 Seminar in Biopsychology

Behavioral Epigenetics
How does experience get “under the skin” to influence health, physiology and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We introduce epigenetics and critically examine how epigenetic mechanisms and others reflect and contribute to experience. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. {N} Credits: 4
Annaliese Beery
Offered Fall 2015

PSY 327 Seminar in Mind and Brain

Alzheimer's Disease
In this seminar we discuss the history of Alzheimer's Disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive and emotional disturbances are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. {N} Credits: 4
Mary Harrington
Offered Fall 2015

B. Health and Illness

PSY 340 Psychosocial Determinants of Health

Seminar. We examine scientific perspectives on how psychological and social factors influence the development and progression of physical health

and illness. Major topics include psychosocial origins of health disparities, relationships and health, emotion and disease, placebo effects, and complementary and alternative medical approaches. Emphasis is placed on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Enrollment preference is given to those who have completed a health psychology course. {N}{S} Credits: 4

Benita Jackson

Offered Spring 2016

PSY 345 Feminist Perspective on Psychological Science

Research Seminar. In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricist philosophies of science, including positivist, experiential and discursive approaches. The second part focuses on conceptualizations of gender—beyond difference-based approaches—and their operationalization in recent empirical articles. The capstone is an application of feminist perspectives on psychological science to a group research project in the domain of health and well-being. Prerequisites: PSY 100, 202, and a gender studies course (from any department). Instructor permission is required. {N}{S} Credits: 4

Benita Jackson

Not Offered This Academic Year

PSY 352 Seminar in Advanced Clinical Psychology

{N} Credits: 4

Patricia DiBartolo

Offered Spring 2016

PSY 353 Seminar in Advanced Developmental Psychopathology

Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 111 and 150 or 253. Permission of the instructor required. {N} Credits: 4

Patricia DiBartolo

Offered Spring 2016

PSY 354 Seminar in Advanced Abnormal Psychology

The Meaning of Possessions

A seminar on the role of possessions in people's lives, especially as related to compulsive hoarding, a form of obsessive compulsive disorder and related disorders. We study the empirical research, theories of OCD and hoarding behavior, and efforts to develop treatments for this condition. Related constructs such as compulsive buying and acquisition, materialism, kleptomania and psychopathologies of acquisition are also addressed. Prerequisites: PSY 150 or PSY 287.

{N} Credits: 4

Randy Frost

Offered Fall 2015

PSY 355 Practicum Seminar in Clinical Psychology

This course provides group instruction and supervision for a variety of mental health practicum placements. Undergraduate students are placed in community settings and have local mentoring by masters level social work students.

The seminar includes a thorough examination of community entry and engagement, clinical ethics and relevant obligations. It also includes a review of evidence based interventions and the theories that accompany them. Special focus is given to issues of diversity and inclusion. Prerequisites PSY100, and PSY130, 150, 230, 250, 350, 353, or 354 or equivalent. Permission of instructor required for admission. {N} Credits: 4

Marsba Pruetz, Nnamdi Pole

Offered Spring 2016

PSY 358 Research Seminar in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: PSY 100, PSY 201, PSY 202 and a relevant PSY intermediate colloquium course. {N} Credits: 4

Alexandra Burgess, Fall 2015

Randy Frost, Spring 2016

Offered Fall 2015, Spring 2016

C. Person and Social Context

PSY 304 Happiness: Buddhist and Psychological Understanding of Personal Well-Being

Same as REL 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of "happiness"—its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105; or one course in Buddhist traditions; or permission of an instructor. Enrollment limited to 15 juniors and seniors. {N}{S} Credits: 4

Jamie Hubbard, Philip Peake

Offered Spring 2017

PSY 361 Research Seminar: Alcohol Use and Misuse Among High School and College Students

An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, pregameing/prepartying (i.e., "drinking before drinking"), acculturation and alcohol use, motivations to drink, expectations about the effects of alcohol use, and athletic involvement and drinking behaviors among adolescents and emerging adults. Prerequisites: Permission of the instructor; PSY 201, PSY 202, with PSY 220 preferred. Enrollment preference is given to those who have discussed their research interests and goals with the instructor at least one semester prior to enrollment. {N} Credits: 4

Byron Zamboanga

Offered Spring 2016

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. Permission of the instructor is also required. Enrollment limited to 12. {N} Credits: 4

Bill Peterson

Not Offered This Academic Year

PSY 367 Research Seminar: Social-Cultural Psychology

This research seminar is an introduction to research literature and techniques in social-cultural psychology. Cultural psychology focuses on how sociocultural contexts and cultural practices impact and reflect the human psyche. We examine how culture influences social psychological processes, including the self, social support and psychological well-being. We read about and discuss methodological issues in conducting social-cultural research as well as theoretical and empirical work. One major aspect of this seminar involves

conceptualizing, designing and conducting an original research project.
Prerequisites: PSY 201, PSY 202, and one course in the Person and Social Context area, or the permission of the instructor. {N} Credits: 4

Janet Chang

Offered Spring 2016

PSY 369 Research Seminar on Categorization and Intergroup Behavior

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: PSY 202 and either PSY 170, PSY 180, PSY 266 or PSY 269. {N} Credits: 4

Fletcher Blanchard

Not Offered This Academic Year

PSY 371 Seminar in Personality

Well Being

A survey of current psychological research on the factors that contribute to a person's sense of well-being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person's sense of well-being influence health, relationships and other important life outcomes? Prerequisites: PSY 202 and any course in the Person and Society area. {N}{S} Credits: 4

Philip Peake

Offered Spring 2016

PSY 372 Experimental Study of Social Behavior

Police Shootings

This research course examines how we perceive other people, categorize and evaluate them and make sense of their behavior. Basic research (both current and classic) in the field of social cognition is emphasized. This course examines how we do research by actually designing and conducting research, but also by reading about and discussing methodological issues. Prerequisites: PSY 270 or concurrent enrollment. Enrollment limited to 16. {N} Credits: 4

Fletcher Blanchard

Not Offered This Academic Year

PSY 373 Research Seminar in Personality

An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112 and either 270 or 271 and permission of the instructor. {N} Credits: 4

Philip Peake

Offered Fall 2015

PSY 374 Psychology of Political Activism

This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We consider accounts of some large-scale liberal and conservative social movements in the United States and abroad. Prerequisite: Permission of the instructor. {S} Credits: 4

Lauren Duncan

Offered Spring 2016

PSY 400 Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department.

Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Public Policy

Director

Donald C. Baumer, Ph.D., Professor of Government ^{*2}

Advisory Committee

Carrie N. Baker, Ph.D., Associate Professor, Study of Women and Gender ^{†1}
 Riché J. Daniel Barnes, Ph.D., Assistant Professor of Afro-American Studies ^{†2}
 Randall K. Bartlett, Ph.D., Professor of Economics
 Brent M. Durbin, Ph.D., Assistant Professor of Government
 Deborah Haas-Wilson, Ph.D., Professor of Economics ^{†1}
 Leslie L. King, Ph.D., Associate Professor of Sociology

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

The Minor

Director: Donald C. Baumer, Professor of Government

Advisers: Donald Baumer (Government); Randall Bartlett (Economics); Deborah Haas-Wilson (Economics)

The minor consists of six courses:

1. GOV 207 or PPL 220
2. Any two public policy electives (listed below)
3. Any two courses from other departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser)
4. PPL 390, PPL 400 or an alternate selected in consultation with a minor adviser

GOV 207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. {S} Credits: 4

Donald Baumer

Offered Fall 2015

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues are considered, including violence, the media's representation of women and gender bias in health care. An international perspective on women's health is also considered. {N} Credits: 4

Leslie Jaffe

Offered Spring 2016

SOC 232 World Population

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends.

The course also provides an overview of various sources of demographic data as well as basic demographic methods. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Leslie King

Offered Spring 2016

ECO 234 Partisan Economic Issues

An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care; Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. {S} Credits: 4

Instructor: TBA

Not Offered This Academic Year

GOV 244 Foreign Policy of the United States

In this course we ask and answer the following questions: Just what is "United States foreign policy?" By what processes does the United States define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. {S} Credits: 4

Brent Durbin

Offered Fall 2015

PPL 250 Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220 or a course in American government. {S} Credits: 4

Randall Bartlett

Offered Fall 2015

ECO 324 Seminar

Economics of the Environment and Natural Resources

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. {S} Credits: 4

Susan Sayre

Offered Spring 2016

ECO 395 Seminar: Topics in International Trade

The globalization of the world economy has contributed to both boom and crisis. This seminar explores selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. Possible topics include the implications the new theories of international trade for the analysis of commercial policy; the national politics of commercial policy

in a global economy; regional integration; the emergence of China as a global trading power; the use of trade policy as a strategy for growth and development; direct foreign investment; the relationships between trade; international trade organizations and national sovereignty; the international implications of financial crisis and recession; and the constraints on the United States as a debtor nation. Prerequisites: ECO 250 and one 200-level course in international economics. {S} Credits: 4

Charles Staelin

Not Offered This Academic Year

PPL 400 Special Studies

By permission of the director. Variable credit. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

Quantitative Courses for Beginning Students

These courses engage students in quantitative analysis or develop quantitative skills. Some courses may have prerequisites.

Some courses may have prerequisites.

ECO 150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty.

{S} Credits: 4

James Miller, Roger Kaufman, Vis Taraz, Fall 2015

Instructor: TBA, James Miller, Mariyana Zapryanova, Spring 2016

Offered Fall 2015, Spring 2016

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 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 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, MTH 219, SDS 220, SOC 201, EDC 206. {M} Credits: 5

David Palmer, Fall 2015

David Palmer, Philip Peake, Spring 2016

Offered Fall 2015, Spring 2016

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

Instructor: TBA, Robert Linck, Fall 2015

Offered Fall 2015

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 regarding graphs, tables and other displays

of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. Credits: 4

Catherine McCune

Offered Spring 2016

QSK 103 Math Skills Studio

Same as MTH 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus), and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required, the course is usually full by early December. This course does not count towards the major. Credits: 2

Catherine McCune, Karyn Nelson

Offered Interterm 2016

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

Instructor: TBA

Offered Fall 2015

MTH 107 Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} Credits: 4

Instructor: TBA

Offered Spring 2016

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

Karen Riska

Offered Interterm 2016

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 Thacher

Offered Fall 2015

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. {N} Credits: 5

Andrew Berke, Elizabeth Jamieson, Instructor: TBA, Katherine Queeney

Offered Fall 2015

MTH 101 Algebra

Same as QSK 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. Credits: 4

Catherine McCune

Offered Fall 2015

MTH 111 Calculus I

Rates of change, differential equations and their numerical solutions, integration, differentiation and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. {M} Credits: 4

Offered Fall 2015, Spring 2016

Instructor: TBA, Patricia Sipe, Fall 2015

Instructor: TBA, Patricia Sipe, Spring 2016

ECO 220 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 190, SOC 201, MTH 201, PSY 201 MTH 220. Course limited to 55 students. {M}{S} Credits: 5

Mariyana Zapryanova, Fall 2015

Vis Taraz, Spring 2016

Offered Fall 2015, Spring 2016

MTH 103 Math Skills Studio

Same as QSK 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they use in developing their own future math skills study plan. Enrollment limited to 20 students, the course is usually full by early December. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2

Catherine McCune, Karyn Nelson

Offered Interterm 2016

MTH 102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific

fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. Laboratory section must be taken concurrently with the lecture section. {M} Credits: 4

Patricia Sipe

Offered Fall 2015

MTH 201 Statistical Methods for Undergraduate Research

Same as PSY 201. (Formerly MTH/PSY 190). An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basis requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. {M} Credits: 5

Not Offered This Academic Year

GOV 190 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention is paid to survey data and to data analysis using computer software. {M}{S} Credits: 5

Howard Gold

Spring 2016

QSK 101 Algebra

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. Credits: 4

Catherine McCune

Offered Fall 2015

SOC 202 Quantitative Research Methods

This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. {M}{S} Credits: 4

Tina Wildbagen

Offered Spring 2016

Religion

Professors

Carol Zaleski, Ph.D.
 Jamie Hubbard, Ph.D. ^{*1}
 Lois C. Dubin, Ph.D. ^{†2}
 Joel S. Kaminsky, Ph.D.
 Suleiman Ali Mourad, Ph.D. ^{†2}
 Vera Shevzov, Ph.D., *Chair*
 Andy N. Rotman, Ph.D.

Lecturer

Constance Kassor, 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

12 semester courses are required. Courses counting toward the major may not be taken S/U.

Breadth (Courses 1–4)

A student will normally take four 200-level courses in the religion department choosing one each from four of the following seven categories: (1) Philosophical, Theoretical, or Comparative; (2) Biblical Literature; (3) Jewish Traditions; (4) Christian Traditions; (5) Islamic Traditions; (6) Buddhist Traditions; (7) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in biblical literature, Jewish traditions and Christian traditions. A student may also count one of the broad-based departmental introductory courses (e.g., REL 105, REL 106, REL 108) in place of one of these four courses.

Colloquium (Course 5)

A student will take Approaches to the Study of Religion (REL 200).

Seminar (Course 6)

A student will take a seminar in the religion department.

Depth (Courses 7–8 or 7–9)

A student will take three related courses, defined by religious tradition, geographical area, discipline or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of religion, women and gender, religion and politics, religion and the arts, ritual studies, and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases, it may involve three courses independent of those counted above. In short, no more than one course from courses 1–6 may be counted toward this requirement. A student will define her concentration in consultation with her adviser and then submit it to the departmental curriculum committee. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)

A student will take three or four additional religion courses to complete the 12 courses for the major.

In consultation with her adviser, a student may count two relevant courses outside the department toward these electives. If no course outside the religion

department has been used to count toward the depth requirement, a student may take two courses outside the department as electives. If one outside course has been used to count toward the depth requirement, only one such course may be taken as an elective.

For relevant outside courses, students should check current offerings by other departments and programs, such as anthropology, archaeology, art, classics, government, history, Jewish studies, medieval studies, middle east studies, music and philosophy.

The Minor

Advisers: Same as for the major

Requirements for Minors

Five semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Breadth (Courses 1–3)

A student will normally take three 200-level courses, choosing one each from three of the following seven categories: (1) Philosophical, Theoretical or Comparative; (2) Biblical Literature; (3) Jewish Traditions; (4) Christian Traditions; (5) Islamic Traditions; (6) Buddhist Traditions; (7) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in biblical literature, Jewish traditions and Christian traditions.

Electives (Courses 4–5)

A student will take two additional courses of her choice in the religion department.

Honors

Director: Vera Shevzov

REL 430DHonors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2015, Spring 2016

The religion department encourages majors to apply to the departmental honors program and engage in a significant research project of their own design. Students in the honors program develop, research, write and defend a thesis in close consultation with a faculty mentor. For further details please contact the director of honors.

Language Courses

Students who take an introductory year in an ancient or modern language and who complete an advanced class in religious texts of that language will receive credit for two courses toward the religion major for the introductory year of study, in addition to the credit received for the advanced class (counted in courses 7–10). Students interested in pursuing courses at an advanced level in a particular language should contact the appropriate department member or their adviser.

Students who take a language related to their area of concentration (but

without an advanced class in religious texts) may receive up to one course credit toward the major, with that course counted as an elective outside the department (courses 11–12).

100-level courses are open to all students. They are either broad-based introductory courses that address multiple traditions or courses that have a more narrow focus.

200-level courses are specific to a tradition or methodology. They are open to all students and do not have prerequisites, unless otherwise indicated.

300-level courses have prerequisites as specified.

A reading knowledge of foreign languages, both modern and classical, is highly desirable for those students planning to major in religion. For more information on language study, see “Language Courses.”

100-Level Courses

Introduction to the Study of Religion

REL 105 An Introduction to World Religions

An exploration of the religious texts and practices of major traditions (Hindu, Buddhist, Chinese, Jewish, Christian, Islamic) as well as those of smaller, more localized communities. Diverse forms of classical and contemporary religious experience and expression are analyzed through texts, rituals and films as well as through fieldwork. {H} Credits: 4

Carol Zaleski, Vera Shevzov

Offered Fall 2015

REL 110 Colloquia: Thematic Studies in Religion

The Holy Land

This course examines the concept of the “Holy Land” according to the religious traditions of Judaism, Christianity and Islam. It explores the ways the Holy Land has been defined and sanctified in scripture and in works of art, architecture, literature, poetry and film. It also explores the ways that political rulers have tried to tap into the sanctity of the Holy Land to promote their own legitimacy. The course emphasizes the significance of the common heritage of the Holy Land, as well as how it has inspired religious and political conflict. Enrollment limited to 20. {H} Credits: 4

Suleiman Mourad

Offered Spring 2016

REL 162 Introduction to the Bible I

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H}{L} Credits: 4

Joel Kaminsky

Offered Fall 2015

FYS 117 The Bible and the American Public Square

We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views

of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. {H}{L}{WI} Credits: 4

Joel Kaminsky

Offered Fall 2015

FYS 145 Blasphemy

Commonly associated with pre-modern societies, the term “blasphemy” has taken on new life in today’s global and technologically connected world. This course examines the notion of blasphemy—its meanings, the invisible boundaries it invokes in some of the world’s major religious traditions, and the different ways of seeing it often signifies—and the contemporary public uses of this term. Based on case studies, it explores the challenges the term poses and the nature of the emotional responses it often triggers. The course considers the implications of the charge of blasphemy in light of such issues as religion and secularism, religious tolerance and intolerance, ethics and civility, religion and human rights. Religious, philosophical, literary and legal texts, as well as media accounts, images and film. Enrollment limited to 16 first-year students. (E) {H}{L}{WI} Credits: 4

Vera Shevzov

Offered Fall 2015

BUX 120 The Study of Buddhism

This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the second half of the semester only. Graded S/U only. (E)

Constance Kassor

Offered Fall 2015

200-Level Courses

No prerequisites unless specified.

Religious Studies: Philosophical, Theoretical or Comparative

REL 200 Colloquium: Approaches to the Study of Religion

This course is an introduction to various approaches that have characterized the modern and postmodern critical study of religion. The course explores the development of the field as a whole and its interdisciplinary nature. The first part of the course focuses on approaches found in disciplines such as anthropology, sociology, psychology and phenomenology. The second part examines the application of these approaches to the study of particular religious phenomena. {H}{S} Credits: 4

Andy Rotman

Offered Fall 2015

REL 203 Religion in Literature

Literature, like religion, is a systematic effort to make sense of the human experience. Through the creation of narrative and character, writers discover various ways of defining the truth that underlies our relationship with the world and each other. We surrender to the fictive drama of literature because it resonates with our personal narratives—the stories we weave to redeem our experience. This course explores a series of literary works that confront the

problem of meaning in our lives. There are reading and discussion. Enrollment limit of 20. Meets first half of the semester only. (E) {L} Credits: 2

William Hagen

Offered Spring 2016

REL 205 Philosophy of Religion

Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience. Readings from Plato, Anselm, Aquinas, Hume, Kant, Kierkegaard, William James and others. {H} Credits: 4

Carol Zaleski

Offered Fall 2015

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

Offered Spring 2016

Biblical Literature

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

Offered Spring 2016

REL 214 Women in the Hebrew Bible

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust, and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. (E) {H}{L} Credits: 4

Joel Kaminsky

Offered Spring 2016

Jewish Traditions

REL 221 Philosophers and Mystics

The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain, and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice and communal politics. Readings drawn from the works of the great

philosopher Maimonides, the mystical classic the Zohar and other thinkers, as well as personal documents of religious experience and thought. All readings in English. {H} Credits: 4

Lois Dubin

Offered Fall 2015

REL 225 Jewish Civilization: Food and Foodways

Same as JUD 125. An introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature and culture) organized around different themes; the theme for spring 2016 is Food and Foodways. Consideration of core ideas, texts and practices that have animated Jews and Judaism from antiquity to the present, with attention to both classical and modern formulations. {H}{L} Credits: 4

Lois Dubin

Offered Spring 2016

REL 227 Women and Gender in Jewish History

An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. {H} Credits: 4

Lois Dubin

Offered Fall 2015

Christian Traditions

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 it continues to challenge views of Christianity's Christ to this day. This course examines some of the most prominent texts, images and films that have informed understandings of Jesus over the past two millennia and have contributed to making Jesus one of the most well-known yet controversial figures in history. Enrollment limited to 35. Open to first-year students. {H}{L} Credits: 4

Vera Shevzov

Offered Spring 2016

REL 235 The Catholic Philosophical and Spiritual 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 Wojtyła (Pope John Paul II), Elizabeth Anscombe, Alasdair MacIntyre and others. {H} Credits: 4

Carol Zaleski

Offered Spring 2016

REL 242 The Russian Icon: Culture, Politics and the Sacred

Same as RES 242. As devotional object, political symbol and art commodity, the Russian icon has been revered as sacred, vilified as reactionary, and displayed and sold as masterpiece. This course examines the complex and multifaceted world of the Russian icon from its Byzantine roots to its contemporary re-emergence in the public sphere of post-Soviet Russia. Consideration of the iconographic vocation and craft, beauty and the sacred, devotions and rituals, the icon and Russian national identity, the "discovery" of the icon by the

modern art world, controversial images and forms of iconoclasm. In addition to icons themselves, sources include historical, devotional, liturgical, philosophical and literary texts. {H}{L} Credits: 4

Vera Shevzov

Offered Spring 2016

Islamic Traditions

REL 245 The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} Credits: 4

Suleiman Mourad

Offered Fall 2015

REL 246 Islamic Thought and the Challenge of Modernity

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} Credits: 4

Suleiman Mourad

Offered Spring 2016

REL 247 The Qur'an

The Qur'an, according to the majority of Muslims, is God's word revealed to Muhammad through angel Gabriel over a period of 22 years (610–632 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

Offered Fall 2015

REL 248 Topics in Modern Islam

Topic: 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, Shari'a/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against "infidels" as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H} Credits: 4

Suleiman Mourad

Offered Spring 2016

Buddhist Traditions

REL 266 Colloquium in Buddhist Studies

Buddhism in America

This course traces the development of Buddhist thought and practice in America, and considers what it means to be Buddhist (or to practice Buddhism) in

the United States. Topics to be considered include: socially engaged Buddhism, the secularization of meditation, Buddhist practice in prisons, and science and Buddhism. Film screenings and site visits to local Buddhist organizations are required outside of regular class meetings. {H} Credits: 4

Constance Kassor

Offered Fall 2015

Introduction to Tibetan Buddhism

This course introduces students to the fundamentals of Buddhist religious practice and philosophy from the standpoint of the Tibetan tradition, a tradition that endeavors to preserve the Mahayana tradition transmitted to Tibet from India. Among the topics to be addressed are the distinction between the Mahayana and Hinayana vehicles, the difference between sutra and tantra, teachings on emptiness and the two truths according to different Tibetan schools, and the intersections of Tibetan religion and politics. {H} Credits: 4

Constance Kassor

Offered Spring 2016

REL 270 Sites and Sights: A Pilgrim's Guide to Pre-Modern Japanese Buddhism

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

Offered Spring 2016

South Asian Traditions

REL 275 Religious History of South Asia: Ancient to Medieval

This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the medieval period. Readings include materials from the Vedas, Upanishads and epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration is given to the themes of dharma, karma, love and liberation as they are articulated in Classical Hinduism. {H} Credits: 4

Andy Rotman

Offered Fall 2015

REL 276 Religious History of India: Medieval to Modern

An introduction to the ideas and practices of South Asian Hindus, Buddhists, Jains, Muslims, Sikhs, Parsis and Jews, with an emphasis on how these religious identities are constructed and contested. Materials to be considered include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, newspaper clippings, personal memoirs, as well as ethnographic and popular films. {H} Credits: 4

Andy Rotman

Offered Spring 2016

REL 277 South Asian Masculinities

This course considers the role of religion in the construction of male identities in South Asia, and how these identities function in the South Asian public sphere. Topics to be considered include: Krishna devotion and transgender performance; the cinematic phenomenon of the "angry young man"; hijras and the construction of gender; wrestling and the politics of semen retention; and the connection between Lord Ram and the rise of militant Hindu nationalism. {S} Credits: 4

Andy Rotman

Offered Spring 2016

Religion in the Americas

FYS 117

The Bible and the American Public Square

Joel Kaminsky

Offered Fall 2015

REL 320 Seminar: Jewish Religion and Culture

Topic: Judaism, Feminism and Religious Politics in the U.S.

Lois Dubin

Offered Spring 2016

300-Level Courses

REL 320 Seminar: Jewish Religion and Culture

Topic: Judaism, Feminism and Religious Politics in the U.S.

A critical examination of the impact of contemporary feminism upon Jews across the spectrum—traditional, modern and radical. We explore new approaches to the Jewish tradition evident in the study of Jewish women's history and experience; the critique and reinterpretation of classical texts; changing conceptions of God, Torah, community, ritual and sexuality; and new roles for women as religious leaders, scholars and activists. We discuss theoretical, interpretive, and polemical works, as well as novels, poetry, newspapers and films, focusing on the tensions between continuity and innovation and between inclusion and transformation. Prerequisite: a course in Religion, Jewish Studies, Women's Studies or permission of the instructor. Enrollment limited to 12. {H}{S} Credits: 4

Lois Dubin

Offered Spring 2016

REL 360 Seminar: Problems in Buddhist Thought

Topic: Enlightenment

Buddhists the world over understand the Buddha as an enlightened being and Buddhahood as the highest goal of Buddhist practice, but there is little agreement beyond this. What do Buddhas know? Is enlightenment our innate nature or a nurtured quality? Is nirvana a state of joyous ecstasy or the elimination of all passions and pleasures? Can women be Buddhas? How can a Buddha simultaneously be free from all desire yet want to save all beings? Can Buddhas be found in the world today? Does this ideal still make sense in light of contemporary psychology? Is Prozac easier and faster than meditation? We explore contemporary views of Buddhahood as well as earlier ideas drawn from the classical Theravada, Tibetan and East Asian traditions. Prerequisite: one course in Buddhist traditions or permission of the instructor. {H} Credits: 4

Jamie Hubbard

Offered Spring 2016

Special Studies

REL 400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 2 to 4

Members of the department

Offered Fall 2015, Spring 2016

REL 408D Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 4 per semester, 8 for yearlong course

Members of the department

Offered Fall 2015, Spring 2016

Russian, East European and Eurasian Studies

Vera Shevzov, *Director*

REEES Advisory Committee

Steven M. Goldstein, Professor of Government *1

Vera Shevzov, Professor of Religion

Alexander Woronzoff-Dashkoff, Professor of Russian **1

Sergey Glebov, Assistant Professor of History

Justin Daniel Cammy, Associate Professor of Jewish Studies

The Program in Russian, East European and Eurasian Studies (REEES) offers students the opportunity to study the cultures and peoples of Russia, Eastern Europe and Eurasia from a broad, interdisciplinary perspective. In addition to completing the foundation courses in language, students take courses that are offered by faculty who teach in a wide variety of departments and programs that include but are not limited to comparative literature, history, government, Jewish studies and religion.

Requirements

The Russian, East European and Eurasian Studies Program (REEES) allows students to choose from two majors: **Russian, East European and Eurasian Studies** or **Russian Language and Literature**. To complete their course of study, students may choose from courses offered both at Smith and through the Five College Consortium; they are also encouraged to study abroad.

Both majors comprise 12 semester courses.

I. Russian, East European and Eurasian Studies

Advisers: Justin Cammy, Sergey Glebov, Steven Goldstein, Vera Shevzov, Alexander Woronzoff

Requirements for the Major:

1. Language basis: RUS 220Y (year-long, 8-credit course)
2. Nine 4-credit courses from the REEES list of approved courses. Students are expected to take at least one course from each of four fields: government, history, literature and religion
3. Seminar or Advanced Special Studies
4. An 8-credit honors thesis may be written during the senior year. This thesis will count as two courses.

II. Russian Language and Literature

Adviser: Alexander Woronzoff

Requirements for the Major:

1. Seven required courses:
 - RUS 126 Readings in 19th-century Russian Literature
 - RUS 127 Readings in 20th-century Russian Literature
 - RUS 220Y Intermediate Russian (counted as 2 courses)
 - RUS 331 Advanced Russian
 - RUS 332 Advanced Russian
 - RUS 338 Seminar in Language and Literature (capstone for the major)
2. Three additional 4-credit literature or language courses from the REEES list of approved courses.
3. Two 4-credit elective courses (not from language or literature) from the REEES list of approved courses

4. An 8-credit honors thesis may be written during the senior year. This thesis will count as two courses.

Specific course distribution appropriate for each student is to be created in consultation with the student's major adviser.

Additional Guidelines for Both Majors

1. Students are encouraged to take advantage of the rich offerings in REEES available in the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College and UMASS) which will count towards the major. Please consult the Five College REEES page for a current list of approved courses at <http://www.fivecolleges.edu/sites/REEES/courses>.
2. Courses taken while studying abroad or at an accredited institution during the summer may be counted toward the major. Students must petition the REEES Advisory Committee to count these courses after the completion of coursework; they should also consult with their adviser prior to embarking
3. Students are normally expected to take first- and second-year Russian at Smith.
4. No course counting toward the major may be taken as an S/U grade.

Honors

Students are encouraged to pursue a semester or yearlong Honors project in order to engage in in-depth research on a project of their own choice. In order to be considered for the Honors Program, students must have a 3.4 cumulative 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 program Advisory Committee. For further details, please consult the REEES website.

RES 430D Honors Thesis

Honors Project

Credits: 8

Vera Shevzov

Offered Fall 2015, Spring 2016

Study Abroad

Students are encouraged to study abroad in an academic semester or year. Usually one year of language study is required prior to study abroad. Students normally pursue study abroad during their junior year. In some circumstances, students may choose to study abroad during the summer. Students who wish to count courses taken while abroad must petition the REEES Advisory Committee.

Courses

Language Courses

RUS 100Y Elementary Russian

The four-skills (listening, speaking, reading and writing) introduction to the Russian language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, all tenses and verbal aspect. By the end of the course, students 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. {F} Credits: 10

Susanna Nazarova

Offered Fall 2015, Spring 2016

RUS 220Y Intermediate Russian

The course is designed to address the needs of both second language learners (those who completed Elementary Russian) and heritage students (who speak Russian at home). 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. This is a full-year course. {F} Credits: 8

Instructor: TBA

Offered Fall 2015, Spring 2016

History and Politics

GOV 221 European Politics

This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. {S} Credits: 4

Mlada Bukovansky

Offered Fall 2015

GOV 223 Russian Politics

After a brief discussion of the origins, evolution and collapse of the Soviet system, this course focuses on the politics of contemporary Russia. Issues to be addressed include constitutional change, electoral behavior, the role of civil society and the course of economic reform. {S} Credits: 4

Steven Goldstein

Not Offered This Academic Year

GOV 256 Colloquium: Corruption and Global Governance

What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course explores the theoretical and practical dimensions of the problem of corruption and analyzes how states and international organizations have attempted to combat the problem. {S} Credits: 4

Mlada Bukovansky

Offered Spring 2016

HST 101 Introduction to Historical Inquiry

Colloquia with a limited enrollment of 18 and surveys, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a History major or minor.

Soviet History Through Film

The course treats films produced during the Soviet era as cultural artifacts. Studying these films in their proper contexts introduces basic tools for historians: how to approach a historical artifact, how to read sources critically, and how to reconstruct intended and unintended meanings. The course follows the traditional outline of Soviet history, beginning with the Bolshevik takeover in October 1917 and ending with the post-Soviet period. Topics include the cultural experimentation of the 1920s, collectivization, industrialization, the Great Terror, World War II, the Cold War, and the rise of the Soviet middle class in the 1960s and 1970s. Enrollment limited to first-years and sophomores. {H} Credits: 4

Sergey Glebov

Offered Spring 2017

HST 201 (L) The Silk Road

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. {H} Credits: 4

Richard Lim

Offered Spring 2016

HST 239 (L) Imperial Russia, 1650–1917

The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H} Credits: 4

Sergey Glebov

Offered Spring 2016

HST 240 (C) Stalin and Stalinism

Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: Was it necessary result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin's own personality? Did it have total control over the people's lives? Why hasn't there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? The course is a combination of lectures and class discussions. {H} Credits: 4

Sergey Glebov

Offered Fall 2015

HST 241 (L) Soviet Union in the Cold War

Focuses on the history of the Soviet Union during the "greater Cold War," that is, between World War II and the disintegration of the USSR. Touches on foreign policy developments but the main focus is on the social, political and economic processes and cultural developments inside the USSR itself. Explores Soviet history in the second half of the 20th century through historical works and a range of primary sources. Topics include the post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent. {H} Credits: 4

Sergey Glebov

Offered Fall 2016

HST 247 (L) Aspects of Russian History

Affirmative Action Empire: Soviet Experiences of Managing Diversity

How the Communist rulers of the Soviet Union and Stalin in particular, mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing and supporting new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education and Stalin's Terror. How World War II and post-war reconstruction became formative experiences for today's post-Soviet nations. {H}{S} Credits: 4

Sergey Glebov

Not Offered This Academic Year

HST 340 Problems in Russian History*Topic: Russian Intellectual History***Stalinism and Its Histories**

The phenomenon of Stalinist society created in the Soviet Union in the 1930s and replicated across the former Communist world. Stalinism was responsible for mass murder and victory over Hitler's Germany. Detested by millions, it was often supported by Europe's leading intellectuals. Social, economic, cultural, ideological and political preconditions for the party-state, the cult of the leader, mass violence and terror, and the command economy. How and why Stalinist regimes mobilized populations for large-scale social change and war. How histories of Stalinism were written and imbedded in the culture and politics of the 20th century. Comparisons to other totalitarian regimes. {H} Credits: 4

Sergey Glebov

Not Offered This Academic Year

JUD 284 (C) The Jews of Eastern Europe, 1750–1945

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18.

{H} Credits: 4

Justin Cammy

Not Offered This Academic Year

JUD 287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution?

{H} Credits: 4

Ernest Benz, Justin Cammy

Offered Spring 2016

Literature**CLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy**

Same as ENG 203. Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Lecture and discussion. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. {L}{WI} Credits: 4

Maria Banerjee

Offered Spring 2016

CLT 218 Holocaust Literature

Creative responses to the destruction of European Jewry, differentiating between literature written in extremis in ghettos, concentration/extermination camps or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety

of artistic genres (diary, reportage, poetry, novel, film, monuments, museums) and critical theory of representation. All readings in translation. {L} Credits: 4

Justin Cammy

Not Offered This Academic Year

CLT 264 Dostoevsky

A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. {L} Credits: 4

Maria Banerjee

Offered Fall 2015

CLT 305 Studies in the Novel*The Philosophical Novel*

This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course focuses on the Central European novel of the 20th century, the age of "terminal paradoxes." Texts include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man Without Qualities* and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*. {L} Credits: 4

Maria Banerjee

Not Offered This Academic Year

CLT 342 A Double Vision: Heroine/Victim

We shall examine how the iconic status of woman as moral redeemer and social path breaker is shadowed by a darker view of female self and sexuality in some representative works by male authors of the Russian 19th century. The primary texts are Pushkin's *Eugene Onegin*, Turgenev's *On The Eve*, Chernyshevsky's *What Is To Be Done?*, Dostoevsky's *A Gentle Spirit* and Tolstoy's *Anna Karenina* and the *Kreutzer Sonata*. These novelistic narratives are supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev.

{F}{L} Credits: 4

Maria Banerjee

Offered Spring 2016

JUD 260 (C) Yiddish Literature and Culture

Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Explores the Yiddish novel as a forum for political engagement and creative expression in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin, and immigrant America. How have post-Holocaust writers memorialized not only a lost civilization but also a murdered language? All texts in translation. Enrollment limited to 18. No prerequisites {L} Credits: 4

Justin Cammy

Offered Spring 2016

RUS 126 Readings in 19th-Century Russian Literature*Alienation and the Search for Identity*

This course presents the shorter works of major Russian 19th-century authors in their chronological sequence. Some of the authors considered include Pushkin, Gogol, Dostoevsky, Tolstoy and Chekhov. The discussion of their cultural context addresses questions related to the transformation of Western European styles and themes within the crucible of Petersburg Russia. In translation. {L} Credits: 4

Alexander Woronzoff-Dasbkoff

Offered Fall 2015

RUS 239 Major Russian Writers*Women's Memoirs and Autobiographical Writings in Russia*

This course is a study of Russian culture, history and literature through out-

standing examples of women's autobiographical writings from the 18th to the 20th century. We focus on issues on gender, class, race and disguise, among others. Authors will include Anna Akhmatova, Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Evgenia Ginzburg and Yelena Khanga. All readings in English. {L} Credits: 4

Alexander Woronzoff-Dashkoff

Offered Fall 2015

Russia Between East and West

The course examines the riddle of Russia's identity and destiny as it appears in the distorting mirror of Gogol's *Dead Souls* and in Tolstoy's *War and Peace*. The underlying debate between the Westernizers and Slavophiles is illustrated by polemical writings of Chaadaev, Aksakov, Herzen and Dostoevsky. In the 20th century the arguments are reshaped in the crucible of the Revolution, as exemplified in the Berdiaev's *The Origins of Russian Communism* and Trotsky's *Literature and Revolution*. Readings from the Soviet period include literary texts by Solzhenitsyn and philosophical reflections by dissident thinkers from Russia and Eastern Europe. {L} Credits: 4

Maria Banerjee

Not Offered This Academic Year

Turgenev and the Novel of Ideas

This course focuses on Turgenev's major fiction and the question of the representation of ideas in the novel. It includes the critical and ideological debates of the 1840s and 1860s, such as serfdom, the question of women in society, the conflict of generations, etc. (E) {L} Credits: 4

Maria Banerjee

Not Offered This Academic Year

Religion

REL 236 Eastern Christianity

An introduction to the history and spirituality of Eastern Orthodox Christianity, with focus on the Byzantine and Russian traditions. Topics include the meanings and markers of tradition; icons and ritual; the spiritual elder and monastic culture; points of difference with Catholicism and Protestantism. Given that Eastern Christianity has made an unexpected comeback in post-Soviet society and culture, this course also examines contemporary Orthodox discourse on such issues as human rights, modernization, globalization and church/state relations. Readings from ancient and contemporary mystical, philosophical, liturgical, literary and political sources. Occasional films.

{H}{L} Credits: 4

Vera Shevzov

Not Offered This Academic Year

REL 238 Mary: Images and Cults

Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the "history of Mary" since early Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective identities? Topics include Mary's "life;" rise of the Marian cult; differences among Protestant, Catholic and Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons, especially in Byzantium and Russia; Mary, liberation and feminism; Mary, politics and the Pussy Riot affair. Devotional, theological, polemical and literary texts, art and film.

Enrollment limited to 35. {H}{L} Credits: 4

Vera Shevzov

Not Offered This Academic Year

REL 240 Renaissance and Revolution: Modern Russian Religious Thought

The 19th and early 20th centuries marked one of the most brilliant yet destructive periods in Russia's history. This course examines the broad range of spiritual and philosophical ideas that fueled a renaissance in the arts as well as a political revolution, both of which had enormous influence worldwide. It also considers the religious thought of Russian philosophical luminaries who found themselves in the West after the 1917 Russian Revolution. Topics include freedom, the individual and the collective; beauty and the divine; wisdom and the divine feminine; mystical apocalypticism; death and resurrection; liberation, social justice and the sacred; the notion of "Russia" as a religious idea. (E)

{H}{L} Credits: 4

Vera Shevzov

Not Offered This Academic Year

RES 242 The Russian Icon: Culture, Politics and the Sacred

Same as REL 242. As devotional object, political symbol and art commodity, the Russian icon has been revered as sacred, vilified as reactionary, and displayed and sold as masterpiece. This course examines the complex and multifaceted world of the Russian icon from its Byzantine roots to its contemporary re-emergence in the public sphere of post-Soviet Russia. Consideration of the iconographic vocation and craft; beauty and the sacred; devotions and rituals; the icon and Russian national identity; the "discovery" of the icon by the modern art world; controversial images and forms of iconoclasm. In addition to icons themselves, sources include historical, devotional, liturgical, philosophical and literary texts. {H}{L} Credits: 4

Vera Shevzov

Offered Spring 2016

Special Studies

RES 400 Special Studies

Offered both semesters of each year. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

RUS 404 Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

Sociology

Professors

Rick Fantasia, Ph.D.
Nancy E. Whittier, Ph.D.

Assistant Professors

Tina Wildhagen, Ph.D.
Payal Banerjee, Ph.D. *2

Associate Professors

Marc William Steinberg, Ph.D., *Chair*
Ginetta E. B. Candelario, Ph.D.
(Sociology and Latin American
Studies) **1
Leslie L. King, Ph.D.
Eeva K. Sointu, Ph.D.

Requirements

- 10 semester courses beyond the introductory course (SOC 101): 201, either 202 or 203, 250, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
- a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
- 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.

The Major

Advisers: Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101), 201, either 202 or 203, 250, four courses at the 200- or 300-level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—any 300-level course. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit.

Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203, 250 or their senior seminar on a satisfactory/unsatisfactory basis.

The department will permit Introduction to Sociology and up to four upper-level transfer courses from outside the Five Colleges to be used for the completion of major requirements.

The Minor

Advisers: Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Honors Director for 2015–16: Nancy Whittier

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

SOC 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

SOC 431 Honors Project

Credits: 8
Offered Fall 2015

SOC 432D Honors Project

Credits: 6 per semester, 12 for yearlong course
Offered Fall 2015, Spring 2016

SOC 101 Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format. {S} Credits: 4

Eeva Sointu, Leslie King, Mary Scherer, Nancy Whittier, Fall 2015
Ginetta Candelario, Leslie King, Tina Wildhagen, Spring 2016

Offered Fall 2015, Spring 2016

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

Instructor: TBA

Offered Fall 2015

SOC 202 Quantitative Research Methods

This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. {M}{S} Credits: 4

Tina Wildhagen

Offered Spring 2016

SOC 203 Qualitative Methods

Qualitative research methods offer a means of gaining insight and understanding into complex perspectives held by people about social practices and social phenomena. Whereas good quantitative research captures scale, good qualitative research reaches the depth of perceptions, views, experiences, behaviors and beliefs. Qualitative research deals with meanings; it seeks to understand not just what people do, but why they choose to do what they do. This course provides students with a theoretical as well as practical grounding in qualitative research including research ethics, research design, practicalities in research, research techniques, data analysis and theorizing and dissemination of research findings. Prerequisite: 201. {S} Credits: 4

Eeva Sointu

Offered Spring 2016

SOC 213 Race and National Identity in the United States

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. Enrollment limited to 35. Credits: 4

Ginetta Candelario

Offered Spring 2016

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. Enrollment limited to 35. Prerequisite: SOC 101.

{S} Credits: 4

Marc Steinberg

Offered Spring 2016

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. Enrollment limited to 35. {S} Credits: 4

Rick Fantasia

Offered Fall 2015

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

Eeva Sointu

Offered Fall 2015

SOC 222 Blackness in America

This course comparatively examines the African experience in both Central and South American and Caribbean contexts, historically and contemporarily. A relative consideration of the impact of these various hemispheric race ideologies is undertaken. Enrollment limited to 20. Prerequisites: SOC 101 required; LAS 100 or AAS 117 helpful. Credits: 4

Ginetta Candelario

Offered Fall 2015

SOC 226 Sociological Perspectives on Power and Privilege in American Education

This course examines the institution of education from a sociological perspective, exploring issues of power and privilege, relationships between education and other social institutions, and the varying purposes of education in society. A recurring theme throughout the course is meritocracy. We consider how merit is defined in education, factors that affect who succeeds in the educational system and whether meritocratic education is a viable goal. Course readings include current empirical research in the sociology of education and both classical and contemporary sociological theories of education. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Tina Wildbagen

Offered Fall 2015

SOC 229 Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including work, politics, families and sexuality. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Nancy Whittier

Offered Fall 2015

SOC 232 World Population

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends.

The course also provides an overview of various sources of demographic data as well as basic demographic methods. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Leslie King

Offered Spring 2016

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. Credits: 4

Payal Banerjee

Offered Spring 2016

SOC 237 Gender and Globalization

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101.

Enrollment limited to 35. {S} Credits: 4

Payal Banerjee

Offered Fall 2015

SOC 239 How Power Works

This course focuses on a series of perspectives that examine the workings of power. These include Bourdieu, critical race, feminist, Foucault, Marxist, and post-structuralist and queer theories. The course spans the very micro-bases of social life, starting with the body, to the very macro-ending with the nation-state and the world system. On the macro side specific attention is given to the neoliberal state, including welfare and incarceration. In addition, the course focuses on several key institutions and spheres of social life, including education, media and culture, and work. Enrollment limited to 35 students.

Prerequisite: SOC 101. {S} Credits: 4

Marc Steinberg

Offered Spring 2016

SOC 250 Theories of Society

This course introduces majors to widely used theoretical perspectives that inform the sociological imagination. It focuses on how these perspectives analyze core facets of social life, such as structure and stratification, power and inequality, culture, agency, self and identity. Each topic is surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Enrollment limited to 40 with majors and minors having priority. Prerequisite: SOC 101. {S} Credits: 4

Marc Steinberg

Offered Fall 2015

SOC 253 Sociology of Sexuality: Institutions, Identities, and Cultures

This course examines sexuality from a sociological perspective, focusing on how sexuality is constructed by and structures major social institutions. We examine the social construction of individual and collective identities, norms and behaviors, discourses, institutional regulation, and the place of sexuality in the state, education, science and other institutions, and social movements. Consideration of gender, race, class, time and place are integrated throughout. Topics include the social construction of sexual desire and practice, sexuality and labor, reproduction, science, technology, sexuality and the state, sexuality education, globalization, commodification, and social movements for sexual purity, sexual freedom and against sexual violence. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Nancy Whittier

Offered Spring 2016

SOC 314 Seminar in Latina/o Identity

Latina/o Racial Identities in the United States

This seminar explores theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention is paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course is the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students are expected to engage in extensive and intensive critical reading and discussion of course texts. Credits: 4

Ginetta Candelario

Offered Fall 2015

SOC 317 Seminar: Inequality in Higher Education

This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S} Credits: 4

Tina Wildbagen

Offered Fall 2015

SOC 320 Seminar: Special Topics in the Sociology of Culture

Sociology of the Arts

Sociological perspectives on the arts in society, with particular attention to the fine arts (primarily painting), to literature, and to theatre, among other forms of cultural expression. Theories of the place of art in society, the social context of artistic production and the social production of the artist, as well as sociological perspectives on the changing nature of arts institutions and audiences, and the social position and aesthetic disposition of the artist. Prerequisite: SOC 101 and permission of instructor. {S} Credits: 4

Rick Fantasia

Offered Fall 2015

SOC 323 Seminar: Gender and Social Change

Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the

intersection of race, class and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self help, anti-abortion and pro-choice movements. {S} Credits: 4

Nancy Whittier

Offered Spring 2016

SOC 327 Seminar: Global Migration in the 21st Century

This 300-level seminar provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101, a course on global political economy, or permission of the instructor. Enrollment limited to 12. {S} Credits: 4

Payal Banerjee

Offered Spring 2016

SOC 329 Seminar: Sociology of the Body

This seminar is premised on the idea that bodies are socially and culturally located and produced. Norms pertaining to, for example, social class, gender, race and sexuality shape the body. The kinds of inequalities that bodies encounter—and the privileges that some bodies may enjoy—have effects on our identity. Power and powerlessness are inscribed in bodies, making them reflections of unequal power relations in society. In this course bodies are considered as surfaces to be shaped and as artifacts that define the person in the body according to wider social assumptions. This seminar seeks to bring the body to the center of sociological analysis. Enrollment limited to 12.

Prerequisite: SOC 101 and permission of instructor. {S} Credits: 4

Eeva Sointu

Offered Spring 2016

General Courses

SOC 404 Special Studies

By permission of the department, for junior and senior majors. Credits: 4
Offered Fall 2015, Spring 2016

SOC 408D Special Studies

This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

South Asia Concentration

Director

Andy Rotman

Smith College Participating Faculty

Elisabeth Armstrong, Payal Banerjee, Nalini Bhushan, Ambreen Hai, Pinky Hota, Leslie Jaffe, Marilyn Rhie, Margaret Sarkissian, Charles Staelin, Vis Taraz

Five College Faculty

Amherst College: Amrita Basu, Sujani Reddy, Nusrat Chowdhury, Christopher Dole, Maria Heim, Nasser Hussain, Tariq Jaffer, Yael Rice, Krupa Shandilya, Dwaipayan Sen, Adam Sitze

Hampshire College: Dula Amarasiriwardena, Salman Hameed, Talya Kingston, Junko Oba, Uditi Sen

Mount Holyoke College: Kavita Datla, Girma Kebede, Kavita Khory, Susanne Mrozik, Indira Peterson, Ajay Sinha, Amina Steinfeld

UMass: Karen Cardozo, Anne Ciecko, Ranjanaa Devi, Asha Nadkarni, Svati Shah, Priyanka Srivastava

Requirements

- The gateway course and an introductory course
 - The 1-credit gateway course
 - An additional introductory course with a focus on South Asia
- Additional requirements
 - One course in the visual, literary or performing arts
 - One course in history, philosophy or religion
 - One course in the social sciences
- One advanced seminar and the capstone seminar
 - One advanced seminar in any discipline that addresses South Asia
 - The 1-credit capstone seminar, typically offered in the spring semester.
- Each student is also required to complete two internships or a study abroad program and an internship (which may coincide with study abroad programs).

The gateway course and capstone seminar are to be taken at Smith, the remaining courses can be taken at Smith or at any of the other Five Colleges.

The South Asia concentration is open to any student by application. Applications can be made at www.smith.edu/southasia/about_reqs.php.

Courses

The South Asia concentration focuses on the interdisciplinary study of South Asia. It brings together the perspectives of various disciplines to develop a sustained curricular and co-curricular focus on South Asian life and culture. For more information see www.smith.edu/southasia.

SAX 140 Introduction to South Asia Studies

The subcontinent of South Asia includes the modern nations India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives. This course introduces students to the study of South Asia: the history of the region; its cultures and cultural productions; the economic, political and religious forces that shape South Asia; the intersections, cross-affiliations, and linkages among its different

nations; and the cross-connections among South Asia, its diaspora, and the contemporary world. It is the gateway course to the South Asia concentration and is required for all concentrators. It is co-taught by all of the Smith faculty associated with the South Asia concentration. Offered first half of the semester only. Graded S/U only. Credits: 1

Ambreen Hai

Offered Fall 2015

SAX 300 Integrating Capstone Seminar for South Asia Concentrators

This course is designed for graduating South Asia concentrators. The goal is to provide an opportunity for every student to synthesize the material to which she has been exposed through her concentration courses and internships, and to present her integrating project to the rest of the class for feedback. The product of such work is presented publicly at the Collaborations event in April. Students read assigned material, do Moodle posts and participate in class discussion. The course meets for the first seven weeks in a semester. Credits: 1

Andy Rotman

Offered Spring 2016

SAX 400 Special Studies in South Asia Concentration

Admission by permission of the director of the South Asia concentration.

Normally, enrollment limited to South Asia concentrators only. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

Listed below are courses offered this year at Smith College that may be counted toward the South Asia concentration. All core courses count toward the concentration. A supplemental course may also count toward the concentration if the course includes at least one third South Asia content and the course instructor agrees to allow the student to do work with a South Asia focus,

There are also many South Asia-related courses offered throughout the Five Colleges.

Core

FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema

Payal Banerjee

Offered Fall 2015

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics

Constance Kassor

Offered Interterm 2016

REL 275 Religious History of South Asia: Ancient to Medieval

Andy Rotman

Offered Fall 2015

REL 276 Religious History of India: Medieval to Modern

Andy Rotman

Offered Spring 2016

REL 277 South Asian Masculinities

Andy Rotman

Offered Spring 2016

SOC 327 Seminar: Global Migration in the 21st Century*Payal Banerjee*

Offered Spring 2016

Supplemental courses**ENG 241 The Empire Writes Back: Postcolonial Literature***Ambreen Hai*

Offered Fall 2015

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile*Leslie Jaffe*

Offered Fall 2015

MUS 220 Topics in World Music*Popular Music of the Islamic World**Margaret Sarkissian*

Offered Fall 2015

SWG 230 Gender, Land and Food Movement*Elisabeth Armstrong*

Offered Fall 2015

Spanish and Portuguese

Professors

Nancy Saporta Sternbach, Ph.D.
 María Estela Harrette, Ph.D. ⁺¹

Associate Professors

Reyes Lázaro, Ph.D.
 Michelle Joffroy, Ph.D.
 Marguerite Itamar Harrison, Ph.D. ⁺¹
 Maria Helena Rueda, Ph.D., *Chair*
 Ibtissam Bouachrine, Ph.D. ^{**1}
 Malcolm Kenneth McNee, Ph.D.

Senior Lecturer

Patricia E. González, Ph.D.
 Silvia Berger, Ph.D.

Lecturers

Phoebe A. Porter, Ph.D.
 Molly Falsetti-Yu, M.A.
 Lisandro Sebastian Kahan, M.A.
 Simone M. Gugliotta, M.A.

Teaching Assistant

Melissa M. Belmonte, M.A.

language, history (especially HST/LAS 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Members of the department

Spanish Minor

Requirements: Five semester courses in Spanish above the 100-level, with SPN designation. A maximum of two can be language courses.

Portuguese–Brazilian Studies Minor

Requirements: POR 100y or POR 125, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature, history (especially HST/LAS 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

The Majors

Majors, as well as non-majors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year.

Teacher Certification: A major in Spanish and five courses in education will certify students to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

300-level courses that are the basis for the majors are normally to be taken at Smith College during the senior year.

Advisers for the Spanish Major: Members of the Spanish faculty

Advisers for the Portuguese-Brazilian Studies Major: Malcolm K. McNee
Advisers for Study Abroad

For students interested in Smith Consortium Program PRESHCO, Córdoba, Spain: Nancy Saporta Sternbach. Students interested in Approved Programs in Latin America and Spain should consult SPN Faculty. Students interested in Brazil and other Portuguese-speaking countries should consult POR Faculty: Malcolm K. McNee.

Major in Spanish

Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 225), one semester of Introductory Portuguese (POR 100 or 125),* two 300-level courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above; one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level.

*All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.

Major in Portuguese–Brazilian Studies

Eight semester courses. POR 100y, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and

Honors

Director: Malcolm McNee (*Portuguese and Brazilian Studies*)
 Nancy Saporta Sternbach (*Spanish*)

SPB 430D Honors Project

Credits: 8
 Offered Fall 2015, Spring 2016

SPB 431 Honors Project

Special approval required. Credits: 8
 Offered Fall 2015

SPN 430D Honors Project

Credits: 8
 Offered Fall 2015, Spring 2016

SPN 431 Honors Project

Credits: 8
 Offered Fall 2015

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

The department has two abbreviations for the language and culture of three broad areas of study: POR (Portuguese-speaking world), and SPN (Spain and Spanish America).

All courses are taught in Spanish or Portuguese unless otherwise indicated. Students with prior Spanish language experience must take the placement test.

Approved courses on Latina/o literature, FYS, CLT, LAS, REL, SWG are cross-listed after POR and SPN.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. In recent years, some 40–50 students have benefited annually from this experience, profiting from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with PRESHCO, for Study Abroad in Córdoba, Spain; and with Brown in Brazil for Study Abroad in Rio de Janeiro.

Many other programs in Latin America and Spain are also approved for study abroad.

Those intending to spend a junior year or semester abroad in a Spanish or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or 260 or 261, or permission of the instructor. A student may repeat a course when the topic is different.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the S/U option is not normally granted for language classes.

Portuguese and Brazilian Studies

Credit is not granted for the first semester only of a yearlong language course.

POR 100Y Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester is on development of oral proficiency and acquisition of reading and writing skills. Second semester also includes the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world from Brazil, Portugal, Angola, Mozambique and Cape Verde. Yearlong courses cannot be divided at midyear with credit for the first semester. {F} Credits: 8

Simone Gugliotta

Offered Fall 2015, Spring 2016

POR 125 Elementary Portuguese for Spanish Speakers

A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading and writing. Classes are in Portuguese and students' individual knowledge of Spanish will support the accelerated pace of the course, with 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 18. Prerequisite: Spanish placement test or SPN 220 or its equivalent. {F} Credits: 4

Malcolm McNee

Offered Fall 2015, Spring 2016

POR 220 Portuguese and Brazilian Literature and Culture

Contemporary Cityscapes: Mapping Brazilian Culture Onto an Urban Grid
This course will address a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading, and writing, through the medium of short stories, essays, articles, images, music, and film. In order to promote a hands-on approach to understanding culture, class assignments will also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent. {F}{L} Credits: 4

Malcolm McNee

Offered Fall 2015

POR 221 Portuguese and Brazilian Literature and Culture

Envisioning "Lusofonia": Transnational Encounters and Imaginaries in Portuguese-Language Film

A focus on film from the Portuguese-speaking world. This course introduces the intertwined histories and diverse cultures of Portuguese-speaking communities spread across three continents through a survey of films from Brazil, Angola, Cape Verde, Guine-Bissau and Portugal. We discuss through these films and a selection of short, critical readings, questions of colonialism and post-colonialism, immigration and diaspora, and the historical and contemporary contours of a Portuguese-language globalization. Course taught in Portuguese. {A}{F}{L} Credits: 4

Malcolm McNee

Offered Spring 2016

POR 400 Special Studies in Portuguese and Brazilian Literature

By permission of the department, normally for senior majors. Credits: 1 to 4
Members of the department

Offered Fall 2015, Spring 2016

Spanish Language, Literature and Culture

Credit is not granted for the first semester only of a yearlong language course.

SPN 112Y Accelerated Elementary Spanish

An accelerated introduction to Spanish aimed at basic proficiency, emphasizing all modes of communication. The course also serves as an introduction to Hispanic culture. Three contact hours. Priority is given to first- and second-year students. Yearlong courses cannot be divided at midyear with credit for the first semester. Enrollment limited to 18 per section. {F} Credits: 8

Lisandro Kaban, Phoebe Porter, Fall 2015

Lisandro Kaban, Phoebe Porter, Spring 2016

Offered Fall 2015, Spring 2016

SPN 120 Low Intermediate Spanish (Intensive)

This course prepares students to communicate comfortably in Spanish about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information and understanding (spoken, written) texts in the target language, and that allow them to learn about the structure of the language (its grammar). Five contact hours. Students completing this course can go to SPN 220, if they receive an A- or higher. Enrollment limited to 18 per section. {F} Credits: 6

Lisandro Kaban, Melissa Belmonte, Molly Falsetti-Yu

Offered Fall 2015

SPN 200 Intermediate Spanish

The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the "realities" of Spanish-speaking countries. Prerequisite: SPN 112y, 120 or the equivalent. {F} Credits: 4

Molly Falsetti-Yu, Patricia González, Fall 2015

Lisandro Kaban, Molly Falsetti-Yu, Spring 2016

Offered Fall 2015, Spring 2016

SPN 220 Contemporary Culture in the Spanish-Speaking World

This is a high-intermediate course that aims at increasing students' ability to communicate comfortably in Spanish (orally and in writing). The course explores an array of issues relevant to the Spanish-speaking world, and prepares students to think more critically and in depth about those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Enrollment limited to 18 per section. Prerequisite: SPN 120, 200 or the equivalent. {F} Credits: 4

Patricia González, Silvia Berger, Fall 2015

Molly Falsetti-Yu, Silvia Berger, Spring 2016

Offered Fall 2015, Spring 2016

SPN 225 Advanced Composition

This course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The course focuses on expository and argumentative writing, but some attention is devoted to writing narratives and descriptions. Grammar is reviewed

within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority given to majors, minors and second-year students planning to study abroad. {F} Credits: 4

Silvia Berger, Fall 2015

Patricia González, Spring 2016

Offered Fall 2015, Spring 2016

SPN 230 Latin American and Peninsular Literature

Creative Writing of Spain by and for Women

This is a hinge course between beginning-intermediate and advanced-intermediate courses. Students read and practice creative writing (essays and pieces of fiction) with the aid of fictional and biographical pieces written by Spanish women from the 12th century to our day. Its goal is to develop: students' competence and self-confidence in the analysis of short and longer fiction in Spanish; knowledge of the history of women's writing in Spain; and acquisition of linguistic and cultural literacy in Spanish through playful fiction writing. Enrollment limited to 19. {F}{L} Credits: 4

Reyes Lázaro

Offered Fall 2015

Doméstica: Precarious Subjects and the Politics of Intimacy in Literature and Film

This course explores the realities and representation of women's domestic labor from the thematic perspectives of *precariousness* (a condition and expression of subjectivity under globalization) and *intimacy* (understood as both an experience of affect and a condition of labor). This course uses short fiction, documentary and film from the Spanish-speaking world (the Americas and Spain), as well as film from the Portuguese-speaking world, where appropriate, to explore the ways in which women's transnational domestic labor has shaped new cultural subjects and political identities in the public as well as the private sphere. Students work independently and in groups on the theme of women's domestic labor from the perspective of their choosing (for example, human rights, migration policies, racial and gendered labor regimes, neoliberal reforms and resistance). Readings and films are targeted to the high-intermediate-level student. Taught in Spanish. Enrollment limited to 19. {F}{L} Credits: 4

Michelle Joffroy

Offered Fall 2015

Female Visions of Mexico

In the strong male-dominated environment, women have always worked, written and fought side-by-side with men in the construction of Mexican identity. Starting with the period of the Revolution of 1910, women participated actively in the transformation of their country. This course recounts history and literature through women's perspectives by studying influential women throughout the 20th century. Mexican artists include Carmen Mondragon (Nahui Olin), Remedios Varo, Frida Khalo and Leonora Carrington. Fiction writers such as Nellie Campobello, Rosario Castellanos, Elena Garro, Elena Poniatowska and more contemporary writers encompass most of the readings for the class. Enrollment limited to 19. {F}{L} Credits: 4

Patricia González

Offered Spring 2016

Central American Poetry of Love and Revolution

This course offers an overview of Central American poetry since the late 19th century and continuing into the present through the lens of war and peace. We study the role of poetry in revolutionary struggles, especially in Nicaragua, El Salvador and Guatemala. Students engage in an exploration of language and education as creative tools for communication. Prerequisites: SPN 220 or above. Enrollment limited to 19. {F}{L} Credits: 4

Nancy Sternbach

Offered Spring 2016

SPN 241 Culturas de España

A study of the Spain of today through a look at its past in art, history, film and popular culture. The course analyzes Spain's plurality of cultures, from the past relations among Jews, Christians and Muslims to its present ethnic and linguistic diversity. Highly recommended for students considering Study Abroad in Spain. Prerequisite: SPN 220 or above, or permission of the instructor. Enrollment limited to 19. {F} Credits: 4

Phoebe Porter

Offered Spring 2016

SPN 245 Topics in Latin American and Peninsular Studies

Buen Provecho: Food and the Spanish-Speaking World

This course embarks upon the critical study of both the past and the contemporary Spanish-speaking world by examining the relationship between cuisine, race and national identity. Through native and imported foodways we interpret the history Spain, Latin America, the U.S. Southwest and the Ottoman Empire by examining migrations, empires, multiple geographic locations and identity. By invoking the premise that history is contained in cookbooks and their oral counterparts, we study food of the indigenous cultures that inhabited Latin America long before the arrival of Europeans, as well as examine the impact of colonialism and nationalism on the continent. We explore the role of women in and out of the kitchen, the history of slavery and forced migrations from Spain and Latin America, and the impact of industrialization through recipes, food and eating. In Spanish. Prerequisites: SPN 220 and above or equivalent. {A}{F}{L} Credits: 4

Nancy Sternbach

Offered Fall 2015

SPN 246 Latin American Literature

Race and Rebellion: Palenques and Cimarrones in the Americas

Most accounts of the slave trade and anti-slavery and abolition movements reflect European historical points of view. Few are the original documents by former slaves, but many are the actions and events documented in archives and chronicles regarding revolts. The goal of this class is to search for the voices and actions of the *cimarrones*, the "rebellious subjects" that sought freedom from the moment they were captured. The class explores the cultural phenomena of *cimarronaje* and the many run-away enclaves formed by Africans throughout the Americas. Attention is given to strategies of resistance particularly in Brazil, Cuba and Colombia. {F}{L} Credits: 4

Patricia González

Offered Fall 2015

Mirrors of the Self, or the Eye/I of the Artist

This course examines the different strategies writers and artists use in their quest for self-representation. Through different materials such as films, memoirs, photographs and paintings, students are able to establish meaningful connections between the image created by the artists, the tools they choose to use, and the place that self-representation has within a specific artistic context. Issues of globalization and cross-cultural exchanges are also explored. Most readings and class discussions are conducted in Spanish, with some materials in their original English. Prerequisite: Spanish 220 or above. Enrollment limited to 18. {F}{L} Credits: 4

Silvia Berger

Offered Spring 2016

SPN 250 Survey of Iberian Literatures and Society I

Sex and the Medieval City

This course examines the medieval understanding of sex and the woman's body within an urban context. We read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We also address women's role as practitioners

of medicine, and how such a role was affected by the gradual emergence of “modern” medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{L} Credits: 4
Ibtissam Bouachrine
 Offered Fall 2015

SPN 251 Survey of Iberian Literatures, Art and Society II

A society and its artistic and cultural journeys is examined through the eyes of writers and other artists and intellectuals who lived both in Spain itself as well as in exile. From Romanticism to the Post-Franco and Postmodern eras (Goya to Almodóvar). Prerequisite: SPN 220 or above. Enrollment limited to 19. {F}{L} Credits: 4
Reyes Lázaro
 Offered Spring 2016

SPN 260 Survey of Latin American Literature I

An historical and thematic perspective of literature and culture in the Americas and the Caribbean, from the colonial period until the present time. Topics include the Coloniality, indigenous knowledge and the natural world; slavery, piracy and power; and gender, conquest and empire. Taught in Spanish. Enrollment limited to 19. {F}{L} Credits: 4
Michelle Joffroy
 Offered Fall 2015

SPN 261 Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention is given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. {F}{L} Credits: 4
Maria Helena Rueda
 Offered Spring 2016

SPN 332 Seminar: The Middle Ages Today

Islam in the West
 This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about “convivencia,” “clash of civilizations,” “multiculturalism” and other theories that seek to make sense of the relationship between Islam and the West. Course taught in Spanish. Enrollment limited to 14. Permission of the instructor. {F}{L} Credits: 4
Ibtissam Bouachrine
 Offered Fall 2015

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 Quijote*, a close reading of Miguel de Cervantes’ novel in English (see below). SPN 356 supplements CLT 204 through close readings and translation of selected fragments in Spanish, and additional critical literature. SPN 356 is taught once a week (F) within the same time-block as CLT 204 (MW). The combination CLT 204/SPN 356 meets the Spanish major seminar requirement. Enrollment limited to 14. {F}{L} Credits: 1
Reyes Lázaro
 Offered Fall 2015

CLT 204 Writings and Rewritings

Queering Don Quijote
 This course is devoted to a slow reading of *Don Quijote de la Mancha* (1605–15), allegedly the first and most influential modern novel. Our approach to this hilarious masterpiece by Cervantes is through a “queering” focus, i.e., as a text that exposes all sorts of binary oppositions (literary, sexual, social, religious

and ethnic), such as: high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role played by *Don Quijote* in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism) and examples of its worldwide impact. With an optional 1-credit course in Spanish (SPN 356) for those who want to perfect their linguistic and literary skills by reading, translating and commenting selected sections of Miguel de Cervantes’ masterpiece and additional secondary literature in Spanish. {L} Credits: 4
Reyes Lázaro
 Offered Fall 2015

SPN 366 Comparative Topics on Spanish and Portuguese Literatures and Cultures

Rewriting the Spanish Civil War
 The search for identity has always been part of the human condition. Wars have been too. In this course, we follow the itinerary of 20th-century women and men during the Spanish Civil War, both in Spain itself, and in foreign *exile*. We explore this path through the poetic word, an X-ray of the sensible, or, perhaps better, a tool to express the ineffable; and we see changes that took place in the philosophic, political and artistic worlds of the exiled poets. These writers, who collectively may be viewed as a “dislocated society,” a society in crisis, expose us to a different “architecture of reality,” one of new horizons, languages, landscapes and rhythms. Experiencing it, we ourselves participate, through autobiographies, correspondence, diaries and films, in their exiled perplexity. The contrasts lead us also to compare early 20th-century Madrid to Spain’s other cities and locales and to ask as well how “European” was Spain at this time. How did it picture Latin America? Did the Transatlantic cultural link go beyond a common language? Works by Rafael Alberti, Luis Cernuda, Concha Méndez, Rosa Chacel and María Zambrano, among others. Credits: 4
Reyes Lázaro
 Offered Spring 2016

SPN 372 Seminar: Topics in Latin American and Iberian Studies

Human Rights, Memory and Post-Memory in Latin American Films
 Many Latin American filmmakers have addressed questions of human rights and national trauma. This seminar reflects on the role of films in debates over these issues, on their importance for the preservation of memory, and also on how they impact the relationship of later generations to past traumas. Studying films from Argentina, Chile, Colombia, Brazil and Peru, the course focuses on two periods: first, the 1980s and early 1990s, when many countries were overcoming repressive regimes or civil wars; and second, the years since the early 2000s, marked by the globalized ways of filmmaking in our times. {A}{F} Credits: 4
Lucia Suarez, Maria Helena Rueda
 Offered Fall 2015

SPN 373 Seminar: Literary Movements in Spanish America

Contesting Feminisms: Transnational and Indigenous Voices Rethinking Latin American Feminisms
 This course explores a range of critical and activist perspectives that rethink Latin American feminist theories and praxis in light of new cultural and social identities that have emerged from indigenous, autonomous and transnational social movements under neoliberal conditions. The course uses a case study approach, focusing on specific feminist nodes in distinct cultural regions that provide the opportunity to study how particular feminist concerns are defined, critiqued, revised, appropriated and/or rejected from within these contemporary social locations. Critical frameworks include gender, race, ethnicity, class, motherhood, the body, sexuality, land and citizenship, labor and subjectivity, and citizenship and migration. Students engage a critical feminist vocabulary that reflects the complexities of contemporary feminist thinking and activism, including notions of intersectionality, identification, performativity, agency and

resistance. Most readings in Spanish; class conducted in Spanish. Enrollment limited to 14. {F}{L} Credits: 4

Michelle Joffroy

Offered Spring 2016

SPN 400 Special Studies in Spanish and Spanish American Literature

By permission of the department, normally for senior majors. Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

Cross-Listed Courses

FYS 159 What's in a Recipe?

What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story or to resist assimilation? Does a recipe bolster or undermine national cooking? This seminar looks at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading informs our writing as we try to establish such connections as the politics of the traveling tomato, the overuse of corn and other indigenous crops of the Americas. How to read, write, construct and deconstruct a recipe informs our collective work in this class. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. {L}{WI} Credits: 4

Nancy Sternbach

Offered Fall 2015

LAS 201 Colloquium in Latin American and Latino/a Studies

"The Bronze Screen." Performing Latina/o on Film and in Literature

This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts is to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture's portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender also inform our readings and viewings. Class discussions are in English, but bilingualism is encouraged throughout the course. {A/L} Credits: 4

Nancy Sternbach

Offered Spring 2016

Statistical and Data Sciences

Professor

Katherine Taylor Halvorsen, D.Sc., Mathematics and Statistics

Assistant Professor

Benjamin S. Baumer, Ph.D., *Director*

Visiting Assistant Professor, MassMutual Faculty Fellow

Amelia A. McNamara, Ph.D.

Research Associate

Nicholas J. Horton, D.Sc.

Members of the Steering Committee

Glenn William Ellis, Ph.D., Engineering

Howard Jonah Gold, Ph.D., Government

Leslie L. King, Ph.D., Sociology

Philip K. Peake, Ph.D., Psychology ^{†2}

Gwen Spencer, Ph.D., Mathematics and Statistics

Charles P. Staelin, Ph.D., Economics ^{†2}

Dominique F. Thiebaut, Ph.D., Computer Science ^{*2}

Members of the Advisory Committee

Shannon Audley-Piotrowski, Ph.D., Education and Child Study ^{*1}

Patricia M. DiBartolo, Ph.D., Psychology ^{†2}

Joanne Corbin, School for Social Work

Robert Dorit, Ph.D., Biological Sciences

Simon Halliday, Ph.D., Economics ^{*2}

Thomas C. Laughner, Director of Educational Technology

Catherine McCune, Ph.D., Director of Spinelli Center for Quantitative Learning

David C. Palmer, Ph.D., Psychology

Elizabeth Savoca, Ph.D., Economics

L. David Smith, Ph.D., Biological Sciences

Vis Taraz, Ph.D., Economics ^{†2}

Nancy E. Whittier, Ph.D., Sociology

Tina Wildhagen, Ph.D., Sociology

The Minor

Advisers: Members of the Program, or the Steering or Advisory Committees

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 Undergraduate Research Credits: 5
- PSY 201 Statistical Methods for Undergraduate Research Credits: 5
- ECO 220 Introduction to Statistics and Econometrics Credits: 5
- SOC 201 Statistics for Sociology Credits: 5
- MTH 220/SDS 220 Introduction to Probability and Statistics Credits: 5
- GOV 190 Empirical Methods in Political Science Credits: 5

The student must also take both of the following courses:

- SDS 290 Research Design and Analysis
- SDS 291 Multiple Regression

The student must choose two (or more) application courses. Courses not on the following list must be approved by the student's SDS adviser if they are to count toward the minor.

- BIO 232 Evolution
- BIO 234 Genetic Analysis
- BIO 235 Genes and Genomes Laboratory
- BIO 266 Principles of Ecology
- BIO 267 Principles of Ecology Laboratory
- BIO 334 Bioinformatics and Comparative Molecular Biology
- ECO 240 Econometrics
- ECO 311 Seminar: Topics in Economic Development
- ECO 331 Seminar: The Economics of College Sports and Title IX
- ECO 351 Seminar: The Economics of Higher Education
- ECO 396 Seminar: International Financial Markets
- EGR 389 Techniques for Modeling Engineering Processes
- GOV 312 Seminar in American Government
- PSY 301 Research Design and Analysis
- PSY 319 Research Seminar in Adult Cognition
- PSY 325 Research Seminar in Health Psychology
- PSY 335 Research Seminar in the Study of Youth and Emerging Adults
- PSY 358 Research Seminar in Clinical Psychology
- PSY 369 Research Seminar on Categorization and Intergroup Behavior
- PSY 373 Research Seminar in Personality
- PSY 375 Research Seminar on Political Psychology
- SDS 246 Probability
- SDS 292 Data Science
- SOC 202 Quantitative Research Methods

Students planning to minor in applied statistics should consult with their advisers when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field.

Also see the statistics track within the mathematics major in the Department of Mathematics and Statistics

Advisers: Members of the Steering and Advisory Committees

SDS 107 Statistical Thinking

(Formerly 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 Credits: 4

Instructor: TBA

Not Offered This 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 Baumer

Offered Spring 2016

SDS 201 Statistical Methods for Undergraduates

(Formerly MTH/PSY 201 and 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: 5

Instructor: TBA

Not Offered this Academic Year

SDS 220 Introduction to Probability and Statistics

Same as MTH 220. (Formerly MTH 245). An application-oriented introduction to modern statistical inference: study design, descriptive statistics; random variables; probability and sampling distributions; point and interval estimates; hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basis requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/ PSY 201, GOV 190, ECO 220, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. Credits: 5

Amelia McNamara, Benjamin Baumer; Fall 2015

Katherine Halvorsen, TBA, Spring 2016

Offered Fall 2015, Spring 2016

SDS 246 Probability

Same as MTH 246. An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or permission of the instructor. Credits: 4

Julianne Tymoczko

Offered Fall 2015

SDS 290 Research Design and Analysis

Same as MTH 290. Note: This course is no longer considered the same as PSY 301, starting in the 2014–15 academic year. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that 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/MTH 201, GOV 190, ECO 220, MTH 219, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. Credits: 4

Katherine Halvorsen

Offered Fall 2015

SDS 291 Multiple Regression

Same as MTH 291. Formerly MTH 247. Theory and applications of regression techniques; linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: MTH 201/PSY 201, GOV 190, MTH 219, MTH 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 25. Credits: 4

Amelia McNamara

Offered Spring 2016

SDS 292 Data Science

(Formerly MTH 292). Computational data analysis is an essential part of modern statistics. This course provides a practical foundation for students to compute with data, by participating in the entire data analysis cycle (from forming a statistical question, data acquisition, cleaning, transforming, modeling and interpretation). This course introduces students to tools for data management, storage and manipulation that are common in data science and applies those tools to real scenarios. Students undertake practical analyses using real, large, messy data sets using modern computing tools (e.g. R, SQL) and learn to think statistically in approaching all of these aspects of data analysis.

Prerequisites: CSC 111 or MTH 205/CSC 205 plus an introductory statistics course (e.g. MTH 245, ECO 220 or AP Statistics), CSC 107 recommended, but not required. Some programming experience is required. Credits: 4

Benjamin Baumer

Not Offered This Academic Year

SDS 320 Mathematical Statistics

Same as MTH 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or permission of the instructor. Credits: 4

Instructor: TBA

Not Offered This Academic Year

SDS 352 Parallel and Distributed Computing

Same as CSC 352. The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to expose students to the challenges of developing distributed applications. This course deals with the fundamental principles in building distributed applications using C and C++, and parallel extensions to these languages. Topics include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 212 and 252. Credits: 4

Instructor: TBA

Not Offered This Academic Year

SDS 390 Topics in Statistical and Data Sciences

Topics in statistics and data science. Statistical methods for analyzing data must be chosen appropriately based on the type and structure of the data being analyzed. The particular methods and types of data studied in this course will vary, but topics may include: categorical data analysis, time series analysis, survival analysis, structural equation modeling, survey methodology, Bayesian methods, resampling methods, spatial statistics, missing data methods, advanced linear models, statistical/machine learning, network science, relational databases, web scraping, and text mining. This course may be repeated for credit with different topics. Prerequisites: MTH/SDS 290 or MTH/SDS 291 or MTH/SDS 292. (E) {M} Credits: 4

Katherine Halvorsen

Offered Fall 2015

SDS 400 Special Studies

Admission by permission of the program, normally for juniors and seniors.

Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

Cross-Listed Courses

MTH 205 Modeling in the Sciences

MTH 211 Linear Algebra

CSC 111 Introduction to Computer Science Through Programming

CSC 212 Programming With Data Structures

CSC 252 Algorithms

CSC 290 Introduction to Artificial Intelligence

Theatre

Professors

Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.
Andrea D. Hairston, M.A. (Theatre and
Afro-American Studies) †2
Ellen Wendy Kaplan, M.F.A., *Chair*
Kyriaki Gounaridou, Ph.D.

Associate Professor

Daniel Elihu Kramer, M.F.A. †1

Lecturer and Professor Emeritus

John Douglas Hellweg, Ph.D.

Senior Lecturer

Edward M. Check, M.F.A.

Lecturer

Nan Zhang, M.F.A. *1

Research Associates

Edward Maeder

Nancy Rexford

The Major

Advisers: Members of the department

Adviser for Study Abroad: TBA

All majors are encouraged to include courses in art and music in their programs as well as dramatic literature in any of the language departments.

Requirements for a general theatre major:

1. Twelve semester courses, at least two of which must be at a 300-level, including 198 and 199 Theatre History and Culture
2. Three courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
3. 141 Acting I
4. 100 The Art of Theatre Design or 252 Set Design I or 253 Introduction to Lighting Design or 254 Costume Design I
5. 344 Directing I or 261 Writing for Theatre
6. Four credits of 200 Theatre Production (these count as a single semester course)
7. Two additional courses from either Division A or B
8. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on acting:

1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theatre History and Culture
2. Two courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
3. 141 Acting I
4. Two additional acting courses from 242 Acting II and 312 Masters and Movements in Performance
5. 142 Voice for Actors
6. 100 The Art of Theatre Design or 252 Set Design I, or 253 Introduction to Lighting Design or 254 Costume Design I
7. 344 Directing I or 261 Writing for Theatre
8. Four credits of 200 Theatre Production (these count as a single semester course)
9. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on design:

1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theatre History and Culture
2. Three courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319

3. 141 Acting I
4. Two of the following: 252 Set Design I, 253 Introduction to Lighting Design, 254 Costume Design
5. One of the following: 352 Set Design II, 353 Advanced Studies of Lighting Design, 354 Costume Design II, 318 Movements in Design, 390 Production Design for Film
6. 344 Directing I or 261 Writing for Theatre
7. Four credits of 200 Theatre Production (these count as a single semester)
8. Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on playwriting:

1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theater History and Culture
2. Two courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 313, 316, 319
3. 141 Acting I
4. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
5. 100 The Art of Theatre Design, or 252 Set Design or 253 Introduction to Lighting Design or 254 Costume Design I
6. 344 Directing I
7. 4 credits of 200 Theatre Production (these count as a single semester course)
8. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on directing:

1. Twelve semester courses, at least two of which must be at a 300 level, including 198 and 199 Theatre History and Culture
2. Two courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
3. 141 Acting I
4. One additional acting course from 242 Acting II and 312 Masters and Movements in Performance
5. 100 The Art of Theatre Design
6. 261 Writing for Theatre
7. 344 Directing I and 345 Directing II
8. Four credits of 200 Theatre Production (these count as a single semester course)
9. 398 Senior Collaboration Capstone

Courses cross-listed under the theatre department may be considered for fulfillment towards these major requirements at the discretion of the department.

All majors are encouraged to include in their programs, as component courses counted outside of the theatre major courses in art and music in their programs as well as dramatic literature in any of the other language departments.

Students may count up to 16 credits from programs outside the Five Colleges towards the major. On a case-by-case basis, the department will accept courses from other programs towards specific course requirements. The judgment of the major advisers will prevail, without need for full theatre faculty deliberation.

The Minor

Advisers: Members of the department

Requirements: Six courses.

Basis: 198 and 199.

In addition to the basis: one semester course approved by an adviser in each of the following different divisions plus one 4-credit course of the student's choice (including, as an option, 4 credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Directing or Playwriting; and
- c. Design: 100, 252, 253, 254.

Honors

Director: Leonard Berkman

THE 430D Honors Project

Credits: 4 per semester, 8 for yearlong course
Offered Fall 2015, Spring 2016

THE 431 Honors Project

Credits: 8
Offered Fall 2015

THE 432D Honors Project

Credits: 6 per semester, 12 for yearlong course
Offered Fall 2015, Spring 2016

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

Graduate

Adviser: Leonard Berkman

Master of fine arts in playwriting, please refer to the Graduate and Special Programs section of the print catalog.

THE 512 Advanced Studies in Acting, Speech and Movement

Credits: 4
Ellen Kaplan
Offered Fall 2015, Spring 2016

THE 513 Advanced Studies in Design

Credits: 4
Catherine Smith, Edward Check
Offered Fall 2015, Spring 2016

THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

Credits: 4
Andrea Hairston, Kyriaki Goumaridou, Leonard Berkman, Fall 2015
Andrea Hairston, Leonard Berkman, Spring 2016
Offered Fall 2015, Spring 2016

THE 580 Special Studies

Credits: 4
Andrea Hairston, Leonard Berkman, Fall 2015
Members of the department, Spring 2016
Offered Fall 2015, Spring 2016

THE 590 Research and Thesis Production Project

Credits: 4
Andrea Hairston, Leonard Berkman
Offered Fall 2015, Spring 2016

THE 590D Research and Thesis Production Project

This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Andrea Hairston, Leonard Berkman
Offered Fall 2015, Spring 2016

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
Edward Check
Offered Spring 2016

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
Kyriaki Goumaridou
Offered Fall 2015

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
Kyriaki Goumaridou
Offered Spring 2016

A. History, Literature, Criticism

THE 213 American Theatre and Drama

This course discusses issues relevant to the theatre history and practices, as well as dramatic literature, theories and criticism of 18th-, 19th- and 20th-century United States of America, including African American, Native American, Hispanic American, Asian American, and gay and feminist theatre and performance. Lectures, discussions and presentations are complemented by video screenings of recent productions of some of the plays under discussion. {A}{H}{L} Credits: 4
Kyriaki Goumaridou
Offered Spring 2016

THE 217 Modern European Drama I

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. A leap from Büchner to Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky onwards to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, 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. {A}{H}{L} Credits: 4
Leonard Berkman
Offered Fall 2015

THE 218 Modern European Drama II

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied may include later Brecht, Camus, Sartre, Anouilh, Gombrowicz, Carr, Kirkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, 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
Offered Spring 2016

THE 221 Rehearsing the Impossible: Black Women Playwrights Interrupting the Master Narrative

Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy and Ntozake Shange, this course explores the work of Pearl Cleage, Lynne Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to the present go about reinventing the narrative of America. We consider their theatrical/artistic production in the context of black feminism. As artists, audiences and critics grapple with the enduring legacy of minstrel storytelling in the late 20th and early 21st centuries, what were/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? {A}{H}{L} Credits: 4
Andrea Hairston
Offered Fall 2015

THE 313 Masters and Movements in Drama

Sequential Decades of Feminist Drama in English From the 1960s to the Present

This course focuses on the array of feminist perspectives and voices that we have experienced among several generations of feminist playwrights writing in English around the globe, numbers of whom have been honored as finalists and winners of the International Susan Smith Blackburn Playwrights Prize. Playwrights whose scripts are studied and interrelated include Alice Childress, Marie-Irene Fornes, Caryl Churchill, Wendy Wasserstein, Judith Thompson, Susan Yankowitz, Sharon Pollock, Louise Page, Marina Carr, Suzan-Lori Parks, Paula Vogel, Joanna Murray-Smith, Sarah Ruhl and Lucy Kirkwood. {A}{H}{L} Credits: 4
Leonard Berkman
Offered Fall 2017

THE 316 Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political/personal issues of gender, class, race, sexuality and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored are Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. {A}{L} Credits: 4
Leonard Berkman
Offered Spring 2017

THE 319 Shamans, Shapeshifters and the Magic If

To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and audience on an extensive journey in the playground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else's skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this "imagined" world we investigate the normative principles of our current world. This course investigates the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Olandersmith, Derek Walcott,

Bertolt Brecht, Lorraine Hanberry, Craig Lucas and Doug Wright, as well as films such as *The Curious Case of Benjamin Button*; *Pan's Labyrinth*; *Children of Men*; *Crouching Tiger*; *Hidden Dragon*; *X-Men*; *Contact* and *Brother From Another Planet*. Enrollment limited to 18. {A}{L} Credits: 4
Andrea Hairston
Offered Spring 2016

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

THE 141 Acting I: Fundamentals of Acting

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. {A} Credits: 4
Ellen Kaplan, Fall 2015
Kimberly Stauffer, Spring 2016
Offered Fall 2015, Spring 2016

THE 142 Voice for Actors

An introduction to the study of voice, exploring the connections between thought, feeling and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15. {A} Credits: 4
Norma Noel
Offered Fall 2015

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 hands-on class using garments from the Smith College 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. {H} Credits: 2
Catherine Smith
Offered Spring 2016

THE 200 Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment, students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There is one general meeting in the fall (September 10) and in the spring, in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. Credits: 1
Samuel Rush
Offered Fall 2015, Spring 2016

THE 201 Theatre Production

Same description as above. There is one general mandatory meeting. Attendance at weekly production meetings for some assignments may also be required. Grading for this course is satisfactory/unsatisfactory. Credits: 1
Samuel Rush
Offered Fall 2015, Spring 2016

THE 242 Acting II

Acting II offers intensive focus on different, specific topics pertaining to acting training. This course can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent.

Improvisation

An intensive exploration of specific approaches to improvisation (authentic movement, contact improvisation, Johnstone, Boal, transformational exercises and theatre games) that enhance the agility, resourcefulness and creativity of the performer. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12. {A} Credits: 4

John Hellweg

Offered Spring 2016

THE 252 Set Design I

The course develops overall design skills for designing sets for the theatre. After reading assigned plays, students learn to develop their designs by concentrating on character analysis and visualizing the action of the play. Visual research, sketches, basic drafting skills and model building are some of the areas in which students learn to develop their ideas. This course also emphasizes the importance of collaborating with every member of the creative team. Enrollment limited to 12. {A} Credits: 4

Edward Check

Offered Fall 2015

THE 253 Introduction to Lighting Design

This course introduces students to the theory and practice of stage lighting design. Over the semester, we cultivate sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, we learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama, and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, we also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. {A} Credits: 4

Nan Zhang

Offered Spring 2016

THE 254 Costume Design I

The elements of line, texture and color, and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. {A} Credits: 4

Catherine Smith

Offered Fall 2015, Spring 2016

THE 261 Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students considered for staging. L and P with writing sample required, best submitted weeks prior to registration. {A} Credits: 4

Andrea Hairston, Leonard Berkman, Fall 2015

Leonard Berkman, Spring 2016

Offered Fall 2015, Spring 2016

THE 262 Writing for the Theatre

Intermediate and advanced script projects. Prerequisite: 261. L and P. {A} Credits: 4

Andrea Hairston, Leonard Berkman, Fall 2015

Leonard Berkman, Spring 2016

Offered Fall 2015, Spring 2016

THE 312 Masters and Movements in Performance*Theatre for Social Change*

The course explores theoretical and practical initiatives in community-based theatre work. The primary objective is to introduce theatre students (actors, directors, writers) and students with an interest in the intersection between education, arts and culture, to processes involved in creating this kind of work in community settings. {A} Credits: 4

Ellen Kaplan

Offered Spring 2016

THE 344 Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style.

Prerequisites: Acting I or FLS 280. Permission of instructor required. Enrollment limited to 12. {A} Credits: 4

Ellen Kaplan

Offered Spring 2016

THE 353 Advanced Studies in Lighting Design

This course further explores light as a tool to illuminate, sculpt and articulate ideas and their execution on and off stage. We examine various contemporary approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We also probe light as an expressive medium in creative realms beyond theatrical venues, and investigate its role in cinematography, digital animation, architecture, interior design, industrial design, 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. Prerequisite: THE 253 and permission of the instructor. Can be repeated once for credit with permission of the instructor. {A} Credits: 4

Nan Zhang

Offered Spring 2016

THE 354 Costume Design II

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Production work may be required outside of the class meeting time. Prerequisites: 254 and P. {A} Credits: 4

Catherine Smith

Offered Fall 2015

THE 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. Enrollment limit of 12 students. {A} Credits: 4

Edward Check

Offered Spring 2016

THE 361 Screenwriting

The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: 261 or 262 or permission of the instructor. Enrollment limited to 12. Writing sample required. {A} Credits: 4

Andrea Hairston

Offered Spring 2016

THE 362 Screenwriting

Intermediate and advanced script projects. Prerequisite: 361. L and P.

{A} Credits: 4

Andrea Hairston

Offered Spring 2016

THE 398 Collaboration Capstone

This course is designed as the capstone course in the theatre major. Students from across the subdisciplines of theatre work in groups as theatre companies. Each group collaborates to establish a mission statement; ties their company to historical and contemporary theatre practice; chooses a season; writes a broad range of dramaturgical, educational and promotional materials; and presents work (scripts, designs, scenes, etc.) from the season. A range of guest artists and outside faculty work with the students on the act of collaboration, and on the building of a company and a mission. Prerequisites: THE 198 or THE 199, junior or senior majors. Credits: 4

Daniel Kramer

Offered Fall 2016

THE 400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.

Credits: 1 to 4

Members of the department

Offered Fall 2015, Spring 2016

Cross-Listed Courses

FYS 119 Performance and Film Criticism

An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar explores different critical perspectives, such as psychoanalytic, feminist, political and intercultural approaches. The students attend live performances and film and video screenings, and write their own reviews and critical responses. Seminar discussions and student presentations are complemented by visits and conversations with invited critics and artists.

This course counts toward the theatre major. Enrollment limited to 16 first-year students. {A}{L}{WI} Credits: 4

Kyriaki Gounaridou

Offered Fall 2015

FYS 136 Moth to Cloth

For thousands of years, producing cloth has been one of the major occupations of women, a vital part of every economy, a promoter of technological development, a signifier of status and power, and a primary expression of identity and social connection. Literally and metaphorically, cloth spans nearly every branch of scholarship—anthropology, archaeology, art, biology and botany, classics, chemistry, dance, economics, engineering, history, linguistics, literatures, mathematics, physics, psychology, religion, sociology, theatre, urban studies, women and gender studies. In this course we examine the components of cloth—fiber, yarn, construction, finish—through group and individual projects, situate them in history and culture (and the curriculum), and create a website that will be a resource for scholars everywhere. Enrollment limited to 16 first-year students. (E) {A}{N}{WI} Credits: 4

Catherine Smith, Marjorie Senechal

Not Offered This Academic Year

Translation Studies Concentration

Director

Janie M. Vanpée

Advisory Committee

Maria Nemcova Banerjee *2

Giovanna Bellesia

Margaret Bruzelius

Eglal Doss-Quinby

Dawn Fulton **2

Christophe Golé †2

Patricia E. González

Kyriaki Gounaridou

Mohamed Hassan

Maki Hirano Hubbard

Judith Keyler-Mayer

Reyes Lázaro

Catherine McCune

Malcolm Kenneth McNee

Thalia A. Pandiri

Caitlin Szymkowicz

Ellen K. Watson

Sujane Wu

The translation studies concentration offers students studying a foreign language and culture an opportunity to refine their knowledge of the foreign language through translation. A student who wants to create a bridge between two majors, one of which is in a foreign language and culture and the other in a different discipline, will also find the concentration to be an important supplement to her curriculum. Student concentrators may not only be drawn to the literary side of translation; they may also seek to link their knowledge in the social sciences or sciences to their practice of a foreign language, translating governmental or legal documents, working with immigrant or refugee communities who need the help of a translator or interpreter, or translating scientific papers.

The translation studies concentration encourages study in a broad range of scholarly disciplines, including courses in the various departments of foreign languages and cultures. Comparative literature, classics, film studies, American studies and English, The Poetry Center and the Five College journal *Metamorphoses: A Journal of Literary Translation* provide opportunities for guest translators as well as for student internships. Other resources include the Five College Center for the Study of World Languages (www.fivecolleges.edu/fclang) and the UMass Translation Center (www.umasstranslation.com).

The requirements for the concentration are deliberately flexible to allow students to pursue the translation practice that most suits their interests or needs—from literary to technical translation to the ethical complexities that arise in interpretation.

Courses

CLT 150 The Art of Translation: Poetics, Politics, Practice

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. Can be taken concurrently with FRN 295 for 4 credits. {L} Credits: 2

Carolyn Sbread

Offered Spring 2016

TSX 340 Capstone Seminar in Translation Studies

The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar

readings focus on renowned practitioners' reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono's iconic 1956 African novel, *Une vie de boy*. We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Enrollment limit of 12 students. {L} Credits: 2

Janie Vanpée

Offered Spring 2016

Academic Courses

Course lists are not exhaustive. Students should consult the current catalog to verify when courses are offered and with their advisers as to whether particular courses are acceptable for credit.

Electives With a Focus on Translation Theory, Technology or Practice

- CLT 271 Bilingual Writers
- CLT 220 Colloquium: Imagining Language
- CLT 300 Foundations of Contemporary Literary Theory
- CLS 260 Transformations of a Text: Shape-Shifting and Translation
- FRN 295 French Translation in Practice [2 credits]
- ITL 340 The Theory and Practice of Translation
- GER 350 Language and the German Media
- EAL 360 Topics in East Asian Language and Literature
- JPN 350 Contemporary Texts
- RUS 339 Topics Course: Translation

Mount Holyoke College

- FRN 361 Atelier de Traduction

Hampshire College

- HACU-0219 Poetry as Translation: Borders and Bridges
- HACU-0278 Introduction to Comparative Literature
- Writing for Film: Text and Memory in Transnational Cinema (future course)
- Yiddish Literature and Culture (future course)
- The Task of the Translator (future course)

University of Massachusetts

- COMP-LIT 290T Translation, Cross-Cultural Communication and the Media
- COMP-LIT 391P Transatlantic Translation: Cuba, New York, Spain
- COMP-LIT 393T Theory and Practice of Translation
- COMP-LIT 481 Interpreting Studies: Research and Practice I
- COMP-LIT 482 Interpreting Studies: Research and Practice II
- COMP-LIT 551 Translation and Technology

Graduate courses in the translation program for qualified students
In development for Spring 2015: Graduate course on Translation and Migration.

Electives in the Language/Literature/Culture of the Foreign Language

Consult with a concentration adviser.

Electives in Translation Studies, Linguistics, the Foreign Language or with a Focus on the Problems of Language

- CLS 150 Roots: Greek and Latin Elements in English [2 credits]
 ENG 170 The English Language
 ENG 207 The Technology of Reading and Writing
 PHI 236 Linguistic Structures
 PHI 260 Hermeneutics: Meaning and Interpretation

Requirements

The concentration is composed of six courses. In addition to the gateway course and the capstone experience, a student must take four courses, two of which should be in her language and culture of expertise, one with a focus on translation theory or practice, and one elective. In addition to the course work, students will engage in two practical learning experiences, one of which must be the equivalent of one semester on study abroad. The practical experiences do not carry credit. The combined course work in the concentration will total between 17 and 19 credits.

Gateway course

CLT 150: The Art of Translation

(2 credits, S/U, offered every spring semester)

Four academic courses, taken within the Five Colleges or while on study abroad, one of which may be a 2-credit translation workshop, chosen in consultation with an adviser, to be distributed as outlined in the translation studies “Courses” section (14 to 16 credits):

- One course with a focus on translation theory, technology or practice (4 credits)
- Two courses in the language/literature/culture of the foreign language, chosen from available courses in the Five Colleges or when studying abroad (8 credits)
- One elective in translation studies, linguistics, the foreign language or one elective that focuses on problems of language (4 credits total).

Two practical experiences, which may include:

- A minimum of a semester, or equivalent, studying abroad in the foreign language and culture.
- An internship or independent research project that focuses on translation/interpretation or cross-cultural issues; that engages the foreign language in a significant way; and which may be undertaken while on study abroad.

Financial support for internships or practical experiences are available through Smith’s own study abroad and consortia, Praxis, International Experience Grants and Global Engagement Seminars, as well as a number of other grants for specific regions available for students studying or interning abroad or in immigrant communities in the United States. The Study Abroad programs, the Office for International Study, and the Lazarus Career Center have built databases of students who have worked, interned or studied abroad with organizations or companies and that offer a ready resource for concentrators.

Demonstration of achievement in the foreign language[s] from which the student translates. Student must reach a high intermediate level or B2 level according to the Common European Framework of References for Languages. Students are encouraged to take the officially recognized tests whenever possible, for example, when studying abroad on Smith’s Study Abroad programs. Normally, advanced-level courses (at the 300 or above level) will be considered

to be equivalent to the B2 level of the CEFRL. For students working in “critical languages”—or non-Western languages such as Arabic, Chinese, Japanese, Korean, Russian, Turkish, Urdu—the level of achievement should be the 300-level at Smith and with consultation with their adviser. International students, or students whose native language is other than English, should consult with their concentration adviser on how best to show they have attained the equivalent of a B2 level in English, the language from which they will translate.

E-Portfolio Language Passport

Students will be expected to develop an e-portfolio Language Passport. The European Council on Languages has developed a model of the Language Passport that can be adapted to non-European languages. See www.coe.int/t/dg4/linguistic/Portfolio_en.asp and www.coe.int/t/dg4/education/elp/elp-reg/Source/Guidetocompile/COE_language-passport_EN.pdf. Students may include the following in their e-portfolio: a detailed language self-assessment; a reflection on their language-learning; a reflection on how their practical experiences have deepened their understanding of the language and culture they are studying; a shortened version of the introduction to their final translation project.

Capstone: A choice of three possibilities:

1. An independent translation project (10 pages minimum, depending on the type of translation) with a substantial introduction that reflects on the obstacles, difficulties and successes of the task of translation.
2. An extra translation project within the context of an existing seminar or 300-level course in the language or culture of the student’s translation focus. (If students choose this option, the course will be in addition to the other four academic courses required for the concentration.)
3. An Honors thesis that is a translation project or reflects on translation.

Whichever of the three options the student chooses for the capstone, she will consult with her concentrator adviser. All students working on their capstone project will take TRX 340, a 2-credit course spring semester of their final year in the concentration. The course will include readings on issues of translation and focus on discussion of the students’ projects. This course will be offered starting spring 2015.

Urban Studies

Advisers

Randall K. Bartlett, Ph.D., Professor of Economics, *Director*
 Rick Fantasia, Ph.D., Professor of Sociology
 Samuel M. Intrator, Ph.D., Professor of Education and Child Study

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers. A sample listing of approved Smith courses can be found on this site under the "Courses" tab. However, each student will craft her own minor with the help of her adviser and may include courses not on this list. Please consult home departments for year and semester each course is offered.

Afro-American Studies

AFR 245 The Harlem Renaissance
 AFR 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art

ARH 283 Architecture Since 1945 (L)
 ARH 285 Great Cities

Economics

ECO 230 Urban Economics

Education

EDC 200 Education in the City
 EDC 336 Seminar in American Education

Government

GOV 204 Urban Politics

History

HST 209 (C) Aspects of Middle Eastern History
 Urban Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities
 HST 227 (C) Aspects of Medieval European History
 Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition
 HST 267 (L) The United States Since 1877

Landscape Studies

LSS 230 Power, Place, Politics and People: The Contested Urban Landscape

Sociology

SOC 213 Race and National Identity in the United States
 SOC 218 Urban Sociology

Study of Women and Gender

Members of the Committee for the Program for the Study of Women and Gender 2015-16

Elisabeth Brownell Armstrong, Ph.D., Professor of the Study of Women and Gender, *Director*

Carrie N. Baker, Ph.D., Associate Professor of the Study of Women and Gender ^{†1}

Payal Banerjee, Ph.D., Assistant Professor of Sociology ^{*2}

Darcy C. Buerkle, Ph.D., Associate Professor of History ^{**1,*2}

Ginetta E. B. Candelario, Ph.D., Associate Professor of Sociology ^{**1}

Jennifer DeClue, Ph.D., Assistant Professor of the Study of Women and Gender

Paula J. Giddings, B.A., Elizabeth A. Woodson 1922 Professor of Afro-American Studies ^{†2}

Ambreen Hai, Ph.D., Professor of English Language and Literature

Juliana Hu Pegues, Ph.D., Assistant Professor of the Study of Women and Gender

Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies

Daphne M. Lamothe, Ph.D., Associate Professor of Afro-American Studies

Gary L. Lehring, Ph.D., Associate Professor of Government

Mehammed Mack, Ph.D., Assistant Professor of French Studies ^{*1}

Naomi J. Miller, Ph.D., Professor of English Language and Literature ^{†2}

Cornelia D.J. Pearsall, Ph.D., Professor of English Language and Literature

Elizabeth Stordeur Pryor, Ph.D., Assistant Professor of History

Kevin Everod Quashie, Ph.D., Professor of Afro-American Studies and the Study of Women and Gender

Bozena Welborne, Ph.D., Assistant Professor of Government

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

The Major

The Program for the Study of Women and Gender examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. This examination requires inquiry into the construction and operation of power relations, social inequalities and resistances to them in both national and transnational contexts. We understand women, gender, feminism, queer, masculinity and transgender as politicized terms. As categories of analysis they help reveal how subjects become racialized, sexualized, gendered and class located.

Building on its origins in women's studies, our program continues to examine the experiences, ideologies, works and actions of women in a variety of national, cultural, historical and political contexts. As an interdisciplinary endeavor, the study of women and gender shows students how different academic disciplines view the operation of gender in the labor market, the family, political systems and cultural production. Research and theory emerge from these everyday realities and feminist theory, in turn, informs our analysis of political choices. The Study of Women and Gender is joined to an understanding of the forms of activism around the globe.

Requirements

The major requires the completion of 10 semester courses, including at least two 300-level seminars, totaling 40 credit hours. These courses shall comprise SWG prefix courses and department-based courses chosen from a list of possibilities compiled yearly by the Program for the Study of Women and Gender. Any given course may fill more than one of the requirements listed.

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 queer studies course
3. One course in the women, race and culture thematic focus
4. Three courses within one of the following thematic foci (including one 300-level seminar):
 - a) Forms of literary or artistic expression {L/A}
 - b) Historical perspectives {H}
 - c) Forms of political/social/economic thought/action/organization {S}
 - d) Modes of scientific inquiry {N/M}
 - e) Queer studies
 - f) Women, race and culture
5. Four courses with the SWG prefix, including 150 and one 300-level seminar
6. Two 300-level courses (total)

Transfer students are expected to complete at least half of their major (or five courses) at Smith (or with approved Five College courses). Students with double majors may count a maximum of three courses toward both majors.

In the senior year, a student will complete a statement reflecting on the connections among the courses in her major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to spring break.

The Minor

Requirements

In consultation with an adviser from the Study of Women and Gender program committee, a student will select six approved courses (or a total of 24 credits) in the program. The courses must include:

1. SWG 150, Introduction to the Study of Women and Gender (normally taken in the first or second year, and which may not be elected S/U)
2. One queer studies course
3. One course in the women, race and culture thematic focus
4. Three additional courses in the program

Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor.

Honors

A student may honor in SWG by completing an 8-credit, two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Program Committee for the Study of Women and Gender.

SWG 400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than 4 special studies credits may be taken in any academic year and no more than 8 special studies credits total may be applied toward the major. Credits: 1 to 4

Instructor: TBA

Offered Fall 2015, Spring 2016

SWG 430D Honors Project

An 8-credit, two-semester thesis in addition to the 10 courses that fulfill the major. Eligibility requirements for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender as outlined on the Program website at www.smith.edu/swg/honors.html. Credits: 4 per semester, 8 for yearlong course

Elisabeth Armstrong

Offered Fall 2015, Spring 2016

Courses with SWG prefix or taught by SWG faculty in 2015–16**SWG 100 Issues in Queer Studies**

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Offered for 2 credits, graded satisfactory/unsatisfactory only. {H}{L}{S} Credits: 2

Jennifer DeClue, Kevin Quashie

Offered Spring 2016

SWG 101 SWG Reads

The course offers a series of faculty dialogues about the ways that the Study of Women and Gender reads the world around us and the times we live in. How do we read gender through, and in conversation with, race, class and sexuality? How do we understand a text differently through the lenses of sociology, cultural studies or historiography? This course introduces students to “intersectionality,” as a core concept and a distinctive methodology to read one text throughout the class. Graded S/U only. Credits: 2

Elisabeth Armstrong, Jennifer DeClue

Offered Fall 2015

SWG 150 Introduction to the Study of Women and Gender

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students, the course includes lecture and discussion, and students will be assigned to sections. {H}{S} Credits: 4

Ambreen Hai, Elisabeth Armstrong, Jennifer DeClue, Juliana Hu Pegues

Offered Spring 2016

SWG 203 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 {A}{L} Credits: 4

Jennifer DeClue

Offered Fall 2015

SWG 204 This Bridge Called My Back: Women of Color Cultural Production

This course examines personal narrative, literature, visual art and performance created by women of color in North America to understand ideas of identity, belonging and difference. We study the formation of women of color feminism from the 1970's to the present through an interpretation of cultural forms, looking specifically at categories of race, indigeneity, gender, sexuality and class. We analyze how women of color authors and artists articulate frameworks of intersectionality, hybridity, coalition and liberation. Students write both a personal narrative essay and an analytical essay and have the option of completing a creative project. {A}{L} Credits: 4

Juliana Hu Pegues

Offered Fall 2015

SWG 230 Gender, Land and Food Movement

We begin this course by sifting the earth between our fingers as part of a community learning partnership with area farms in Springfield, Hadley and other neighboring towns. Drawing from women's movements and feminisms across the globe, this course develops an understanding of current trends in neoliberal capitalism. We also map the history of transnational connections between people, ideas and movements from the mid-20th century to the present. Through films, memoirs, history and ethnography, this course explores women's activism around land and the environment. Students develop community-based research projects in consultation with Springfield food justice activists, link their local research with global agricultural movements, write papers and give one oral public presentation. Prerequisite: SWG 150. {H}{S} Credits: 4

Elisabeth Armstrong

Offered Fall 2015

All 300-level courses in the Study of Women and Gender are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.

SWG 314 Seminar: Documenting Queer Life

This course examines visual and literary documentations of queer life by reading autobiographical texts such as Audre Lorde's *Zami* and Leslie Feinberg's *Stone Butch Blues* and by screening documentaries like Marlon Rigg's *Black Is...Black Ain't* and *Performing Girl*, a short film about transgender Sri Lankan performer D'Lo. We consider the power and value of documenting queer lives while examining the politics of visibility as impacted by race, class and gender presentation. Students produce a short film, write a short biography or propose another mode of documenting experiences of queer life as members of the LGBT community or as allies. Prerequisites: SWG 150 and one additional SWG course. Enrollment limit of 12. Credits: 4

Jennifer DeClue

Offered Spring 2016

SWG 370 Women Against Empire

Anti-imperialist movements across the globe in the late 19th to mid-20th centuries led multiple projects for the liberation and equality of people. These movements sought to build sovereign nations independent of colonial power and to develop radically new social orders. For women in these movements, the problem of empire had complex regional and local inflections that began with the politics of reproduction and state formation. This course draws on the Sophia Smith Archives to examine women's involvement contesting empire. {H}{L} Credits: 4

Elisabeth Armstrong

Offered Spring 2016

The following courses may count toward the major and minor in the Study of Women and Gender with the approval of the adviser. Please see the SWG program website or the Smith College catalogue for descriptions.

AFR 155 Introduction to Black Women's Studies*Riché Barnes*

Offered Fall 2015

AFR 212 Family Matters: Representations, Policy and the Black Family*Riché Barnes*

Offered Spring 2016

AFR 242 Death and Dying in Black Culture*Kevin Quashie*

Offered Fall 2015

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change*Paula Giddings*

Offered Fall 2015

AFR 366 Seminar: Contemporary Topics in Afro-American Studies*Classic Black Women's Texts (Capstone Course)**Kevin Quashie*

Offered Spring 2016

AMS 201 Introduction to the Study of American Society and Culture*Floyd Cheung, Kevin Rozario*

Offered Spring 2016

AMS 220 Colloquium*Dance Music Sex Romance: Popular Music, Gender and Sexuality from Rock to Rap**Steve Waksman*

Offered Fall 2015

ANT 251 Women and Modernity in China and Vietnam*Suzanne Gottschang*

Offered Fall 2015

ANT 271 Globalization and Transnationalism in Africa*Caroline Melly*

Offered Spring 2016

ANT 347 Seminar: Topics in Anthropology*Prehistory of Food**Elizabeth Klarich*

Offered Spring 2016

CLT 204 Writings and Rewritings*Queering Don Quixote**Reyes Lázaro*

Offered Fall 2015

CLT 205 20th-Century Literatures of Africa*Katwiwa Mule*

Offered Fall 2015

CLT 230 "Unnatural" Women: Mothers Who Kill their Children*Thalia Pandiri*

Offered Spring 2016

CLT 266 Studies in South African Literature and Film*Adapting Violence to the Screen**Katwiwa Mule*

Offered Spring 2016

CLT 342 A Double Vision: Heroine/Victim*Maria Banerjee*

Offered Spring 2016

EAL 242 Modern Japanese Literature*Kimberly Kono*

Offered Fall 2015

EAL 244 Japanese Women's Writing*Kimberly Kono*

Offered Spring 2016

ENG 241 The Empire Writes Back: Postcolonial Literature*Ambreen Hai*

Offered Fall 2015

ENG 275 Witches, Witchcraft and Witch Hunts*Michael Thurston*

Offered Spring 2016

ENG 276 Contemporary British Women Writers*Robert Hosmer*

Not Offered This Academic Year

ENG 305 Seminar: Poets, Pageantry and Monarchs*Lynn Staley*

Offered Fall 2015

ENG 365 Seminar: Studies in 19th-Century Literature*Victorian Mourning and Memorialization**Cornelia Pearsall*

Offered Fall 2015

ESS 340 Women's Health: Current Topics*Barbara Brehm-Curtis*

Offered Fall 2015

FLS 250 Queer Cinema/Queer Media*Lokeilani Kaimana*

Offered Spring 2016

FRN 230 Colloquium in French Studies*Consumers, Culture and the French Department Store**Jonathan Gosnell*

Offered Fall 2015

FYS 107 Women of the *Odyssey**Justina Gregory*

Offered Fall 2015

FYS 131 Opera: The Book and the Music (Saints and Spitifires)*Robert Hosmer*

Offered Fall 2015

FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema*Payal Banerjee*

Offered Fall 2015

FYS 159 What's in a Recipe?*Nancy Sternbach*

Offered Fall 2015

FYS 175 Love Stories*Ambreen Hai*

Offered Fall 2015

FYS 179 Rebellious Women*Kelly Anderson*

Offered Fall 2015

FYS 199 Re-Membering Marie Antoinette*Janie Vanpée*

Offered Fall 2015

GOV 233 Problems in Political Development*Bozena Welborne*

Offered Spring 2016

GOV 366 Seminar in Political Theory*The Politics of Heterosexuality**Gary Lebring*

Offered Spring 2016

HST 223 (C) Women and Gender in Japanese History*Women in Japanese History From Ancient Times to the 19th Century**Marnie Anderson*

Offered Fall 2015

HST 259 (C) Aspects of African History*Women in African Colonial Histories**Jeffrey Ablman*

Offered Spring 2016

HST 252 (L) Women and Gender in Modern Europe, 1789–1918*Darcy Buerkle*

Offered Fall 2015

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

Offered Fall 2015

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861*Elizabeth Pryor*

Offered Fall 2015

HST 270 (C) Aspects of American History*Oral History and Lesbian Subjects**Kelly Anderson*

Offered Spring 2016

*Anatomy of a Slave Revolt**Elizabeth Pryor*

Offered Fall 2016

HST 278 (L) Women in the United States, Since 1865*Jennifer Guglielmo*

Offered Spring 2016

HST 280 (C) Inquiries into United States Social History*Globalization, Im/migration and Transnational Cultures**Jennifer Guglielmo*

Offered Fall 2015

HST 371 Seminar: Problems in 19th-Century United States History*Remembering Slavery: A Gendered Reading of the WPA Slave Interviews**Elizabeth Pryor*

Offered Fall 2015

HST 383 Seminar: Research in United States Women's History: The Sophia Smith Collection*Jennifer Guglielmo*

Offered Spring 2016

IDP 208 Women's Medical Issues*Leslie Jaffe*

Offered Spring 2016

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile*Leslie Jaffe*

Offered Fall 2015

ITL 344 Senior Seminar: Italian Women Writers*Women in Italian Society: Yesterday, Today and Tomorrow**Giovanna Bellesia*

Offered Spring 2016

LAS 201 Colloquium in Latin American and Latino/a Studies*Latin American Economic History, 1825–present**Sarah Hines*

Offered Spring 2016

LAS 260 (L) Colonial Latin America, 1492–1821*Sarah Hines*

Offered Fall 2015

PSY 266 Colloquium: Psychology of Women and Gender*Lauren Duncan*

Offered Fall 2015

REL 227 Women and Gender in Jewish History*Lois Dubin*

Offered Fall 2015

REL 277 South Asian Masculinities*Andy Rotman*

Offered Spring 2016

REL 320 Seminar: Jewish Religion and Culture*Topic: Judaism, Feminism and Religious Politics in the U.S.**Lois Dubin*

Offered Spring 2016

SOC 213 Race and National Identity in the United States*Ginetta Candelario*

Offered Spring 2016

SOC 216 Social Movements*Marc Steinberg*

Offered Spring 2016

SOC 229 Sex and Gender in American Society*Nancy Whittier*

Offered Fall 2015

SOC 237 Gender and Globalization*Payal Banerjee*

Offered Fall 2015

SOC 239 How Power Works*Marc Steinberg*

Offered Spring 2016

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures*Nancy Whittier*

Offered Spring 2016

SOC 314 Seminar in Latina/o Identity*Latina/o Racial Identities in the United States**Ginetta Candelario*

Offered Fall 2015

SOC 323 Seminar: Gender and Social Change*Nancy Whittier*

Offered Spring 2016

SOC 327 Seminar: Global Migration in the 21st Century*Payal Banerjee*

Offered Spring 2016

SOC 329 Seminar: Sociology of the Body*Eeva Sointu*

Offered Spring 2016

SPN 230 Latin American and Peninsular Literature*Doméstica: Precarious Subjects and the Politics of Intimacy in Literature and Film**Michelle Joffroy*

Offered Fall 2015

*Creative Writing of Spain by and for Women**Reyes Lázaro*

Offered Fall 2015

SPN 245 Topics in Latin American and Peninsular Studies*Buen Provecho: Food and the Spanish-Speaking World**Nancy Sternbach*

Offered Fall 2015

SPN 373 Seminar: Literary Movements in Spanish America*Contesting Feminisms: Transnational and Indigenous Voices Rethinking Latin American Feminisms**Michelle Joffroy*

Offered Spring 2016

THE 221 Rehearsing the Impossible: Black Women Playwrights**Interrupting the Master Narrative***Andrea Hairston*

Offered Fall 2015

THE 319 Shamans, Shapeshifters and the Magic If*Andrea Hairston*

Offered Spring 2016

WEX 100 Educating Women: An Introduction*Rosetta Cohen, Susan Eiberedge*

Offered Fall 2015

Women's Education Concentration

Advisory Committee

Carrie N. Baker, Ph.D., Study of Women and Gender ^{†1}
 Ibtissam Bouachrine, Ph.D., Spanish and Portuguese ^{**1}
 Rosetta Marantz Cohen, Ed.D., Education and Child Study, *Co-Director*
 Susan M. Etheredge, Ed.D., Education and Child Study, *Co-Director* ^{†2}
 Paula J. Giddings, B.A., Africana Studies ^{†2}
 Stacie Hagenbaugh, Lazarus Center for Career Development
 Susannah V. Howe, Ph.D., Engineering
 Robert Buell Merritt, Ph.D., Biological Sciences ^{**1,**2}
 Lucy W. Mule, Ph.D., Education and Child Study
 Christine Marie Shelton, M.S., Exercise and Sports Studies ^{†1,**2}
 Cris Smith, Education, Policy, Research, and Administration (University of Massachusetts)
 Tina Wildhagen, Ph.D., Sociology

The women's education concentration provides students with a framework for exploring the range of issues associated with the education of women, both in the United States and internationally. Students may explore the topic of women's education broadly or focus on an area of special interest, such as women's education in the developing world.

Participation: The women's education concentration includes up to 15 students annually and is open to any student by application. The application is available online at www.smith.edu/wex/concentration.php.

Requirements

The concentration is composed of six courses for a minimum of 21 credits:

1. Gateway course WEX 100 Educating Women (1 credit)
2. Four electives chosen with adviser's approval
3. Capstone course (4 credits)
4. Two practical experiences

Courses

WEX 100 Educating Women: An Introduction

This lecture course explores a range of issues that have an impact on girls and women's education. In a series of six sessions, faculty members discuss topics that span Smith's own history, the broader historical development of educational opportunities for American women, girls' education in the contemporary United States, and problems and possibilities related to women's education in the developing world. S/U only. Credits: 1

Rosetta Cohen, Susan Etheredge

Offered Fall 2015

Suggested Courses for Women's Education Concentration Credit

The following is a list of courses that may count as electives for the concentration, organized by department and according to the general field in which they fall. Additional courses which, while not specifically focused on women's education, may be counted toward the concentration with the approval of the adviser or director, provided the independent project or research paper for the course is focused on women's education. Consult the catalog for course details and availability.

Historical

Smith College Courses

AFR 245 The Harlem Renaissance
 AMS 201 Introduction to the Study of American Society and Culture

Five College Courses

AFRAM 210 20th-Century African American Culture and Society (Mount Holyoke)
 CSI 0265 Family, Gender and Power (Hampshire)
 EURST 315 European History—Uncommon Women (Mount Holyoke)
 HIST 46 Women's History 1865 to Present (Mount Holyoke)
 HIST 275 18th- and 19th-Century Women (Mount Holyoke)

Domestic

Smith College Courses

AFR 289 (C) Race, Feminism, and Resistance in Movements for Social Change
 EDC 235 Child and Adolescent Growth and Development
 EDC 341 The Child in Modern Society
 ESS 502 Philosophy and Ethics
 EDC 237 Comparative Education
 PSY 266 Colloquium: Psychology of Women and Gender

Five College Courses

AFRAM 201 African American Culture and Society (Mount Holyoke)
 CSI 0265 Family, Gender and Power (Hampshire)
 HIST 275 18th- and 19th-Century Women (Mount Holyoke)
 POLIT 304 Inequality/Social Policy (Mount Holyoke)

Global

Smith College Courses

EDC 237 Comparative Education
 SOC 237 Gender and Globalization
 FYS 165 Childhood in African Literature

Five College Courses

ASLC 363 Women in the Middle East (Amherst)
 CSI 0265 Family, Gender and Power (Hampshire)
 EDUC 229 Introduction to International Education
 EDUC 752 Gender Issues in International Education (UMass, Center for International Education)
 EDUC 720 International Development Theories for Educators
 EDUC 635 Issues in Literacy Program Development (UMass, Center for International Education)
 EURST 315 European History—Uncommon Women (Mount Holyoke)

Interdepartmental and Extradepartmental Course Offerings

ACC 223 Financial Accounting

The course, while using traditional accounting techniques and methodology, focuses on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time is largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program is suggested. No more than four credits in accounting may be counted toward the degree. Credits: 4

Ronald Mannino

Offered Spring 2016

EDP 290 Mellon Mays Undergraduate Fellows Research Seminar

Seminar on research design and conduct. The development and conduct of research projects including question definition, choice of methodology, selection of evidence sources and evidence evaluation. Participants present their own research design and preliminary findings. Limited to recipients of Mellon Mays Undergraduate Fellowships. Seminar to be taken twice—once as a junior and once as a senior. Graded S/U only (2 S/U credits each time taken). Credits: 2

Naomi Miller

Offered Fall 2015

IDP 102 Race and Its Intersections with Class, Gender and Sexuality

This course offers an interdisciplinary, critical examination of race largely in the context of the United States. Although race is no longer held by scientists to have any essential biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), definitions of citizenship, economics (from slavery to discriminatory loan arrangements), culture (dance, fashion, literature, music, sport) and identities. Where did the concept of race come from? How has it changed over time and across space? What pressures does it continue to exert on our lives? How does it intersect with gender, sexuality, social class, religion and abilities? By bringing together faculty from a variety of programs and disciplines—and by looking at a range of cultural texts, social studies and historical events where racial distinctions and identities have been deployed, constructed and contested—we hope to give the students an understanding of how and why race matters. (E) Credits: 2

Daphne Lamothe

Offered Spring 2016

IDP 106 Mapping the Renaissance

What was the Renaissance? The word is literally “rebirth” but, capitalized, it usually means European rediscovery of Greek and Roman cultures (mediated by translations from the Arabic) between 14th and 16th centuries. However faithfully or fancifully the classics were revived (opinions vary), the period of the “Renaissance” reached far beyond literary and artistic cultures to new technologies, new sciences and new worlds: the invention of printing, the start of modern physics and astronomy, the “discovery” of the Americas; the enormous expansion of trade with all parts of the world and the beginnings of capitalist economics; the rise of Protestantism; the development of the nation state. In this 13-week course we explore the explosion that was the Renaissance, from kings to sunspots, from mathematics to maps, from printing to painting to royal progresses. This is a course in which various disciplines will rub shoulders with one another in order to suggest the variety of this extraordinary moment. (E) Credits: 2

Instructor: TBA

Not Offered This Academic Year

IDP 107 Digital Media Literacy

Students who are “given a voice” by leveraging digital media tools greatly increase their ability to interpret, critically challenge, communicate and retain key concepts within their disciplines. The Digital Media Literacy program is an accelerated two-week J-Term course designed to immerse students in media project planning and management, digital equipment operation, field production and post-production techniques. The goal of the Digital Media Literacy program is to empower students to control the context, content and focus of their digital communications in an ethical and persuasive manner. By permission of the instructor. Enrollment limit of 12 students. Graded S/U only. (E) Credits: 2

Thomas Laughmer

Offered Interterm 2016

IDP 110 Writers on Writing: An Introduction to the Craft and Business of Writing Narratives

In a series of seven lectures, writers—creative nonfiction authors, playwrights, novelists, screenwriters, documentarians and short story writers—provide an overview of the practice of creating narratives from specific disciplinary perspectives. Editors, publishers, agents and producers reflect on the publication and production process. Speakers discuss researching, revising, publishing and producing texts and read from their work to provide examples. They also explore questions of style, voice and genre. S/U only. Only meets during the first half of the semester (Jan. 30–Mar. 13). {A} Credits: 1

Julio Alves

Offered Spring 2016

IDP 115 AEMES Seminar

This course shows students how to apply appropriate learning strategies to extend and refine their academic capacities. Course content includes research on learning styles, motivation, memory and retrieval, as well as application of study skills and introduction to college resources. The interactive format includes personal inventory and reflection, guest speakers, leadership activities, and study groups for science, engineering and mathematics courses. Enrollment limited to 20 AEMES scholars. Mandatory grading S/U. Credits: 2

Gail Thomas

Offered Fall 2015

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 a dean or adviser. Not recommended for seniors. Enrollment limited to 15. Grading S/U. (E) Credits: 1

Gail Thomas

Offered Spring 2016

IDP 150 Introduction to AutoCAD

This course provides students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course covers tools and techniques for effective two-dimensional drafting.

No previous computer drafting experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. Credits: 1

Keith Zaltzberg

Offered Interterm 2016

IDP 151 Introduction to SolidWorks

This course provides students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course covers tools and techniques for effective three-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 18. Graded S/U only. Credits: 1

Eric Jensen, Susannah Howe

Offered Interterm 2016

IDP 155 Entrepreneurship I: Introduction to Innovation

The goal of this course is to equip students with the vocabulary, patterns of thinking, and communication skills needed to create and evaluate an innovative business idea, service, product or social innovation. Responsible entrepreneurs create sustainable, scalable solutions dedicated to making the world a better place and achieve this through the iterative process and innovation. This course provides an exposure to the elements of innovation. For the purpose of this course, innovation is the process that begins with the conceptualization of an idea and is completed with the adoption of a product or service derived from that idea. Key elements of innovation include the needs of potential customers, the offerings and capabilities of direct and indirect competitors, supply and distribution channels, protection of intellectual property and business models. S/U only. Credits: 1

Instructor: TBA

Offered Interterm 2016

IDP 156 Entrepreneurship II: Entrepreneurship in Practice

This is an intensive laboratory course aimed to introduce students to the basics of entrepreneurship. Students form teams and select world problems worthy of solving and be lead through exercises to create and test hypotheses on how a problem can be solved in a scalable, sustainable way. Teams test their ideas through processes of customer development, market evaluation, cost-benefit analyses and be introduced to elements of finance by producing a final financial model for their proposed projects. This is a fast-paced, hands-on course designed to give students real world exposure to entrepreneurship and actual building of a viable business model. S/U only. Note: It is strongly recommended (but not required) that students take IDP 155 prior to taking this course. Credits: 1

Instructor: TBA

Offered Interterm 2016

IDP 160 Digital Effects

This class examines the effects of “going digital” since the introduction of the personal computer (1970s). As an introduction to this theme, we focus a range of interdisciplinary lenses onto the ethical and intellectual implications of “going digital” as it shapes thinking and making, playing and working, living and dying. Challenging standing notions of “digital nativity” and “the networked world,” we study the limits imposed and possibilities opened by digital technologies and their effects on people, animals, plants and inorganic matter. Among the questions we ask: what are the effects of “the digital” on contemporary practices for engaging the global, for understanding bodies and creating identities, and the making of new knowledge and creative processes themselves. (E) S/U only. Credits: 1

Alexandra Keller, Fall 2015; Dana Leibsobn, Fall 2016

Offered Fall 2015, Fall 2016

IDP 161 Making Knowledge/Sharing Knowledge

This colloquium examines the life cycle of knowledge-making: studying what it means to produce knowledge, how one decides how (and with whom) to

share one’s knowledge, and the implications of having the privilege to engage in such projects. Through traditional reading and research and creative work, we study big, messy questions like what it means to preserve knowledge, who desires knowledge, and why? Students work collaboratively and independently on public scholarship projects, develop expertise in digital critique and seminar-style discussion, and present work to a range of different publics. Enrollment is by application only. Enrollment limit of 12. (E) Credits: 4

Alexandra Keller, Dana Leibsobn, Spring 2016

Offered Spring 2016

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. (E) Credits: 1 to 2

Instructor: TBA

Not Offered This Academic Year

IDP 250 Applied Design and Prototyping: Design It! Make It!

This course provides students with an introduction to applied design and prototyping. Students learn to transform an idea into a set of sketches, a computer model and a working prototype. The course covers design strategies, design communication, documentation, materials, rapid prototyping and manufacturing. Prerequisites: IDP 150j Introduction to AutoCAD or IDP 151j Introduction to SolidWorks (either in January 2015 or previously) or equivalent experience elsewhere. Enrollment limited to 12. Graded S/U only. Credits: 1

Eric Jensen, Susannah Howe

Offered Interterm 2016

IDP 208 Women’s Medical Issues

A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues are considered, including violence, the media’s representation of women and gender bias in health care. An international perspective on women’s health is also considered. {N} Credits: 4

Leslie Jaffe

Offered Spring 2016

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 and deliver workshops on reproductive health topics to young Tibetan women living at the Central University of Tibetan Studies in Sarnath where they are further educated in Tibetan medicine. The seminar is by permission of the instructor with interested students required to write an essay explaining their interest and how the seminar furthers their educational goals. Attendance at a seminar info session is required to be eligible to apply. Info sessions are held at Health Services on April 1 and April 2 at 5 p.m. Please email Eva Peters if you plan to attend a session, as pizza will be served. Enrollment limited to 5 students. (E) Credits: 4

Leslie Jaffe

Offered Fall 2015

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 3-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, is a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) {A}{M} Credits: 4

Pau Atela

Offered Spring 2016

QSK 101 Algebra

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. Credits: 4

Catherine McCune

Offered Fall 2015

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 regarding graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. Credits: 4

Catherine McCune

Offered Spring 2016

SPE 100 The Art of Effective Speaking

This one-credit course gives students systematic practice in the range of public speaking challenges they will face in their academic and professional careers. During each class meeting, the instructor presents material on an aspect of speech craft and delivery; each student then gives a presentation reflecting her mastery of that week's material. The instructor films each student's presentations and reviews them in individual conferences. During one class meeting, the students also review and analyze films of notable speeches. Classes are held for the first six weeks of the semester. Conferences 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

Debra Carney, Peter Sapira, Spring 2016

Offered Spring 2016

Five College Academic Departments, Majors and Certificate Programs

African Studies Certificate Program

Smith College Advisers

Elliot Fratkin, *Anthropology*
 Caroline Melly, *Anthropology*
 Katwiwa Mule, *Comparative Literature*
 Lucy Mule, *Education and Child Study*
 Louis Wilson, *Africana Studies*
 Jeffrey Ahlman, *History*
 Alfred Babo, *French Studies*
 Dawn Fulton, *French Studies*
 Joanne Corbin, *School for Social Work*
 Kim Yi Dionne, *Government*
 Simon Halliday, *Economics*
 Albert Mosley, *Philosophy*
 Gregory White, *Government*

Please see www.fivecolleges.edu/african for requirements, courses and other information about the Five College African Studies Certificate Program.

Asian/Pacific/American Studies Certificate Program

Smith College Advisers

Payal Banerjee, *Sociology*
 Floyd Cheung, *English Language & Literature and American Studies*
 Ambreen Hai, *English Language & Literature*
 Jina Kim, *East Asian Studies*
 Kimberly Kono, *East Asian Languages and Literature*
 Bill E. Peterson, *Psychology*
 Dennis Yasutomo, *Government*

Please see www.fivecolleges.edu/apastudies for requirements, courses and other information about the Five College Asian/Pacific/American Studies Certificate Program.

Buddhist Studies Certificate Program

Smith College Advisers

Jay Garfield, *Philosophy*
 Jamie Hubbard, *Religion*
 Marilyn Rhie, *Art*
 Constance Kassar, *Religion*
 Andrew Rotman, *Religion*

Please see www.fivecolleges.edu/buddhism for requirements, courses and other information about the Five College Buddhist Studies Certificate Program.

Coastal and Marine Sciences Certificate Program

Program Coordinator

Cindy Bright, Five Colleges Inc.

Smith College Advisers

Paulette Peckol, *Biological Sciences*
 Bosiljka Glumac, *Geosciences*

Please see www.fivecolleges.edu/marine for requirements, courses and other information about the Five College Coastal and Marine Sciences Certificate.

Cognitive Neuroscience Certificate Program

Smith College Advisers

Mary Harrington, *Psychology*
 Maryjane Wraga, *Psychology*

Please see www.fivecolleges.edu/cogneuro for requirements, courses and other information about the Five College Certificate in Cognitive Neuroscience.

Culture, Health and Science Certificate Program

Smith College Advisers

Suzanne Z. Gottschang, *Anthropology*
 Elliot Fratkin, *Anthropology*
 Don Joralemon, *Anthropology*
 Sabina Knight, *Comparative Literature*
 Benita Jackson, *Psychology*

Please see www.fivecolleges.edu/chs for requirements, courses and other information about the Five College Certificate in Culture, Health and Science.

Ethnomusicology Certificate Program

Smith College Advisers

Margaret Sarkissian, *Music*
 Steve Waksman, *Music and American Studies*

Please see www.fivecolleges.edu/ethnomusicology for requirements, courses and other information about the Five College Ethnomusicology Program.

Film Studies Major

Smith College Advisers

Anna Botta, Ph.D., Professor of Italian Language and Literature and of Comparative Literature

Dawn Fulton, Ph.D., Professor of French Studies ^{**2}

Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies

Barbara A. Kellum, Ph.D., Professor of Art

Daniel Elihu Kramer, M.F.A., Associate Professor of Theatre ^{†1}

Richard H. Millington, Ph.D., Professor of English Language and Literature ^{†1}

Fraser Stables, M.F.A., Associate Professor of Art

Frazer D. Ward, Ph.D., Associate Professor of Art

Joel P. Westerdale, Ph.D., Associate Professor of German Studies ^{\$1.*2}

Please see www.fivecolleges.edu/film for requirements, courses and other information about the Five College film studies major.

International Relations Certificate Program

Smith College Advisers

Mlada Bukovansky, *Government*

Gregory White, *Government*

Please see www.fivecolleges.edu/international for requirements, courses and other information about the Five College International Relations Program.

Languages

Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The center offers courses in Less-Commonly Taught Languages (LCTLs) to undergraduate and graduate students at Amherst, Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts Amherst. The center offers multiple programs with varying pacing options for students who are interested in independent language study.

Courses offered through the **Mentored Language Program** cover all four primary language skills: speaking, listening, reading and writing. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. **Independent Plus** courses combine independent study with small group conversation sessions and one-on-one peer-tutoring. These courses emphasize speaking, listening and basic literacy in the language; reading and writing practice reinforces developing oral skills. Students are required to complete a standard syllabus during the semester and demonstrate competencies through regular attendance and participation in conversation and peer-tutoring sessions, a homework portfolio (with both video and written submissions), and a final oral evaluation with an external evaluator conducted at the end of the course. The **Supervised Independent Language Program (FCSILP)** offers independent study courses in many less-commonly studied languages. The courses emphasize speaking and listening skills. Students study independently following a program syllabus, meet once a week with a native speaker of the language for conversation practice and

complete an oral evaluation with an outside evaluator at the end of the course.

Current and recent offerings include Afrikaans, Amharic, Bangla/Bengali, Bulgarian, Czech, Dari, Filipino, Georgian, Modern Greek, Haitian Creole, Hungarian, Malay, Mongolian, Nepali, Norwegian, Pashto, Romanian, Shona, Thai, Twi (Ghana), Ukrainian, Vietnamese, Wolof (Senegal), Xhosa (South Africa), Zulu (South Africa).

Interested students should visit www.fivecolleges.edu/fclang for complete course plan details, syllabi and application instructions. To make an appointment at the center, email fclang@fivecolleges.edu or call 413-542-5264.

Latin American Studies Certificate Program

Smith College Advisers

Fernando Armstrong-Fumero, *Anthropology*

Susan C. Bourque, *Government*

Ginetta E.B. Candelario, *Sociology and Latin American and Latina/o Studies*

Velma García, *Government*

Maria Estela Harrette, *Spanish and Portuguese*

Marguerite Itamar Harrison, *Spanish and Portuguese*

Michelle Joffroy, *Spanish and Portuguese*

Elizabeth Klarich, *Anthropology*

Gary Lehring, *Government*

Dana Leibsohn, *Art*

Malcolm McNee, *Spanish and Portuguese*

Nola Reinhardt, *Economics*

Maria Helena Rueda, *Spanish and Portuguese*

Lestor Tome, *Dance*

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

Smith College Advisers

Jay Garfield, *Philosophy*

Jim Henle, *Mathematics*

Albert Mosley, *Philosophy*

Please see www.fivecolleges.edu/logic for requirements, courses and other information about the Five College Logic Certificate Program.

Middle East Studies Certificate Program

Smith College Advisers

Olla Al-Shalchi, *Middle East Studies*

Joshua Birk, *History and Middle East Studies*

Ibtissam Bouachrine, *Spanish and Portuguese and Middle East Studies*

Justin Cammy, *Jewish Studies and Middle East Studies*

Donna Robinson Divine, *Middle East Studies*

Suleiman Mourad, *Religion and Middle East Studies*

Nadya Sbaiti, *History and Middle East Studies*

Gregory White, *Government*

Please see www.fivecolleges.edu/middleeast/certificate/ for requirements, courses and other information about the **Five College Certificate Program in Middle Eastern Studies**.

Native American Indian Studies Certificate Program

Smith College Advisers
Christen Mucher, *American Studies*

Please see www.fivecolleges.edu/natam for requirements, courses and other information about the **Five College Certificate in Native American Indian Studies**.

Queer and Sexuality Studies Certificate Program

Smith College Advisers
Elisabeth Armstrong, *Study of Women and Gender*
Carrie Baker, *Study of Women and Gender*
Darcy Buerkle, *History*
Gary Lehring, *Government*
Cornelia Pearsall, *English Language and Literature*

Please see www.fivecolleges.edu/queerstudies for requirements, courses and other information about the **Five College Certificate in Queer and Sexuality Studies**.

Russian, East European and Eurasian Studies Certificate Program

Smith College Advisers
Sergey Glebov, *History*
Vera Shevzov, *Religion*
Alexander Woronzoff-Dashkoff, *Russian*
Maria Nemcová Banerjee, *Russian Language and Literature*
Susanna Nazarova, *Russian*

Please see www.fivecolleges.edu/rees for requirements, courses and other information about the **Russian, East European and Eurasian Studies Certificate Program**.

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Notice of Nondiscrimination

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

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the adviser for equity complaints, College Hall 103, 413-585-2141, or visit www.smith.edu/diversity.

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

The college is required by law to publish an annual report with information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual report are available from Campus Police, 126 West Street, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to the chief of Campus Police at 413-585-2491.

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The course listings on pp. 72–344 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalog.

5390-8/15

2015–16 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
A 8–8:50 a.m.	A 8–8:50 a.m.	A 8–8:50 a.m.	B 8–8:50 a.m.	A 8–8:50 a.m.
B 9–9:50 a.m.	G 9–10:20 a.m.	B 9–9:50 a.m.	G 9–10:20 a.m.	B 9–9:50 a.m.
BC 9–10:20 a.m.		BC 9–10:20 a.m.		BC 9–10:20 a.m.
C 10–10:50 a.m.	H 10:30–11:50 a.m.	C 10–10:50 a.m.	H 10:30–11:50 a.m.	C 10–10:50 a.m.
		D 11 a.m.–12:10 p.m.		D 11 a.m.–12:10 p.m.
E† 1:10–2:30 p.m.	J 1–2:50 p.m.	N 1–4 p.m.	L 1–2:50 p.m.	E† 1:10–2:30 p.m.
F‡ 2:40–4 p.m.	K 3–4:50 p.m.	F‡ 2:40–4 p.m.	M 3–4:50 p.m.	F‡ 2:40–4 p.m.
				C 4–4:50 p.m.

4:50 p.m.

7:30–9:30 p.m.	W 7:30–8:20 p.m.		7:30–9:30 p.m.	W 7:30–8:20 p.m.	7:30–9:30 p.m.	W 7:30–8:20 p.m.	
X*	**	Y*	Z*	**			

† A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.
 * A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.
 ** Reserved for activities and events.

Smith College
Northampton, Massachusetts 01063

