2015–16 Bryn Mawr College Undergraduate Catalog

Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer, who administers the College's procedures, at 610-526-5275.

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ACADEMIC CALENDARS

2015 First Semester

August 31	Classes begin
October 9	Fall break begins after last class
October 18	Fall break ends at 8 a.m.
November 25	Thanksgiving break begins after last class
November 29	Thanksgiving break ends
December 10	Last day of classes
December 11-12	Review period
December 13-18	Examination period

2016 Second Semester

January 19	Classes begin
March 4	Spring break begins after last class
March 13	Spring break ends
April 29	Last day of classes
April 30–May 1	Review period
May 2–13	Examination period
May 14	Commencement

2016 First Semester

August 29	Classes begin
October 7	Fall break begins after last class
October 16	Fall break ends at 8 a.m.
November 23	Thanksgiving break begins after last class
November 27	Thanksgiving break ends
December 8	Last day of classes
December 9–10	Review period
December 11–16	Examination period

2017 Second Semester

January 17	Classes begin
March 3	Spring break begins after last class
March 12	Spring break ends
April 28	Last day of classes
April 29–30	Review period
May 1–12	Examination period
May 13	Commencement

CONTACT and WEBSITE INFORMATION

Mailing Address:

Bryn Mawr College
101 N. Merion Avenue
Bryn Mawr, PA 19010-2899

Phone:

(610) 526-5000

College website:

www.brynmawr.edu

For information regarding academic programs and regulations, academic advising, study abroad, the curriculum and special academic programs, visit the Dean's Office website at www.brynmawr.edu/deans.

For information regarding course schedules, registration, procedures, exams and student records, visit the Registrar's Office website at www.brynmawr.edu/registrar.

For information regarding entrance exams, advance placement or admissions, visit the Admissions Office website at www.brynmawr.edu/admissions.

For information about applying for financial aid or continuing financial aid, visit the Student Financial Services website at www.brynmawr.edu/financial-aid.

For information about student billing, refunds and student loans, visit the Student Financial Services website at www.brynmawr.edu/financial-aid.

For information about the Health Center and health insurance, visit the Health Center's website at www.brynmawr.edu/healthcenter.

For information about residential life, visit the Student Life Office website at www.brynmawr.edu/residentiallife.

For information about meal plans and dining halls, visit the Dining Services website at www.brynmawr.edu/dining.

For information about the libraries and their special collections, visit the Libraries website at www.brynmawr.edu/library.

For information about computers, labs, and technological resources, visit the Computing Services website at www.brynmawr.edu/computing.

For information about accommodations for students with disabilities, visit the Access Services website at www.brynmawr.edu/access_services.

For information about career development services, including pre-law advising and the Externship Program, visit the Career and Professional Development Office website at www.brynmawr.edu/cpd.

For information about athletics, physical education, recreation and wellness, visit the Department of Athletics and Physical Education website at www.brynmawr.edu/athletics.

Web pages for individual academic departments and programs may be accessed from the following website: www.brynmawr.edu/find/fieldsofstudy.shtml.

ABOUT THE COLLEGE

The Mission of Bryn Mawr College

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal-arts curriculum for women and in coeducational graduate programs in the arts and sciences and in social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Since its founding in 1885, the College has maintained its character as a small residential community that fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania as well as the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and cocurricular experiences fostered by Bryn Mawr, both on campus and in the College's wider setting, encourage students to be responsible citizens who provide service and leadership for an increasingly interdependent world.

A Brief History of Bryn Mawr College

When Bryn Mawr College opened its doors in 1885, it offered women a more ambitious academic program than any previously available to them in the United States. Other women's colleges existed, but Bryn Mawr was the first to offer graduate education through the Ph.D.—a signal of its founders' refusal to accept the limitations imposed on women's intellectual achievement at other institutions.

A Quaker Legacy

The founding of Bryn Mawr carried out the will of Joseph W. Taylor, a physician who wanted to establish a college "for the advanced education of females." Taylor originally envisioned an institution that would inculcate in its students the beliefs of the Society of Friends (popularly known as Quakers), but by 1893 his trustees had broadened the College's mission by deciding that Bryn Mawr would be non-denominational. Bryn Mawr's first administrators had determined that excellence in scholarship was more important than religious faith in appointing the faculty, although the College remained committed to Quaker values such as freedom of conscience.

The College's mission was to offer women rigorous intellectual training and the chance to do to original research, a European-style program that was then available only at a few elite institutions for men. That was a formidable challenge, especially in light of the resistance of society at large, at the end of the 19th century, to the notion that women could be the intellectual peers of men.

M. Carey Thomas' Academic Ideal

Fortunately, at its inception, the College was adopted as a moral cause and a life's work by a woman of immense tenacity, M. Carey Thomas. Thomas, Bryn Mawr's first dean and second president, had been so intent upon undertaking advanced study that when American universities denied her the opportunity to enter a Ph.D. program on an equal footing with male students, she went to Europe to pursue her degree.

When Thomas learned of the plans to establish a college for women just outside Philadelphia, she brought to the project the same determination she had applied to her own quest for higher education. Thomas' ambition—for herself and for all women of intellect and imagination—was the engine that drove Bryn Mawr to achievement after achievement.

The College established undergraduate and graduate programs that were widely viewed as models of academic excellence in both the humanities and the sciences, programs that elevated standards for higher education nationwide. Under the leadership of Thomas and James E. Rhoads, who served the College as president from 1885 to 1894, Bryn Mawr repeatedly broke new ground. It was, for example, the first institution in the United States to offer fellowships for graduate study to women; its self-government association, the first in the country at its founding in 1892, was unique in the United States in granting to students the right not only to enforce but to make all of the rules governing their conduct; its faculty, alumnae and students engaged in research that expanded human knowledge.

Engaging the World

In 1912, the bequest of an alumna founded the Graduate Department of Social Economy and Social Research, which made Bryn Mawr the first institution in the country to offer a Ph.D. in social work. In 1970,

the department became the Graduate School of Social Work and Social Research. In 1921, Bryn Mawr intensified its engagement with the world around it by opening its Summer School for Women Workers in Industry, which offered scholarships for broad-based programs in political economy, science and literature to factory workers until 1938.

During the presidency of Marion Edwards Park, from 1922 to 1942, the College began to work toward cooperative programs with nearby institutions - Haverford College, Swarthmore College and the University of Pennsylvania - that would later greatly expand the academic and social range of Bryn Mawr students. In 1931 the Graduate School of Arts and Sciences began to accept male students. During the decades of the Nazi rise to power in Europe and World War II, Bryn Mawr became home to many distinguished European scholars who were refugees from Nazi persecution.

A Tradition of Freedom

From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of change and growth. During McBride's tenure, the College twice faced challenges to its Quaker heritage of free inquiry and freedom of conscience. During the McCarthy era, Congress required students applying for loans to sign a loyalty oath to the United States and an affidavit regarding membership in the Communist party. Later, at the height of student protest against the Vietnam War, institutions of higher education were required to report student protesters as a condition of eligibility for government scholarship support.

On both occasions, Bryn Mawr emerged as a leader among colleges and universities in protecting its students' rights. It was the first college to decline aid under the McCarthy-era legislation and the only institution in Pennsylvania to decline aid rather than take on the role of informer during the Vietnam War. Bryn Mawr faculty and alumnae raised funds to replace much of the lost aid, and a court eventually found the Vietnam-era law unconstitutional and ordered restitution of the scholarship funds.

Cooperation and Growth

During the 1960s, Bryn Mawr strengthened its ties to Haverford, Swarthmore and Penn when it instituted mutual cross-registration for all undergraduate courses. In 1969, it augmented its special relationship with Haverford by establishing a residential exchange program that opened certain dormitories at each college to students of the other college.

During the presidency of Harris L. Wofford, from 1970 to 1978, Bryn Mawr intensified its already-strong commitment to international scholarship. Wofford worked hard to involve alumnae overseas in recruiting students and raising money for their support and for the support of Bryn Mawr's extensive overseas programs. Wofford, who later became a U.S. senator, also initiated closer oversight of the College's financial investments and their ramifications in the world.

Mary Patterson McPherson led the College from 1978 to 1997, a period of tremendous growth in number and diversity of students - now nearly 1,300 undergraduates, nearly a quarter of whom are women of color. During McPherson's tenure, Bryn Mawr undertook a thorough re-examination of the women-only status of its undergraduate college and concluded that providing the benefits of single-sex education for women - in cultivating leadership, self-confidence and academic excellence - remained essential to the College's mission. McPherson, a philosopher, now directs the American Philosophical Society.

Nancy J. Vickers, Bryn Mawr's president from 1997 to 2008, began her tenure by leading the College community to a clear understanding of its priorities and the challenges it would face in the next century through the adoption of the Plan for a New Century. When she retired in June 2008, she left the College with a 40 percent increase in undergraduate applications, a completed fund-raising campaign that tripled the goal of the previous campaign and an endowment that has nearly doubled since she took office.

Beyond attaining a sound financial footing for the College, Vickers oversaw dramatic changes in the academic program, in outreach and in infrastructure, while remaining true to the College's historic mission. Those changes include refining undergraduate-recruiting messages and practices, initiating new interdisciplinary programs and faculty positions, improving student life, embracing cross-cultural communication, upgrading the campus' use of technology, renovating many buildings, and achieving worldwide visibility through the Katharine Houghton Hepburn Center.

Embracing the Global Century

Under Jane McAuliffe's leadership (2008-2013), the College committed itself anew to liberal arts for the twenty-first century. It initiated the innovative 360° Program, through which students investigate an issue or theme from multiple disciplinary perspectives, and became a national leader among liberal arts colleges in combining the strengths of online and classroom teaching--blended learning-- in its liberal arts curriculum. Student interest and the need to prepare students to be global citizens led to the creation of a new major in International Studies and a Tri-Co minor in Environmental Studies. McAuliffe spearheaded strategic partnerships with several universities and colleges across the globe and played a critical role in the

founding of the Women in Public Service Project with the U.S. Department of State. Addressing global needs in science, technology, engineering, and math (STEM), Bryn Mawr continued to be a leader in preparing students for careers in these fields and recruited its first STEM Posse cohort of students. The Plan for Bryn Mawr, a strategic vision for the College generated during McAuliffe's tenure, sets priorities for Bryn Mawr in the coming years.

A member of the faculty since 1993, Kimberly Wright Cassidy became the ninth president of Bryn Mawr College in February 2014. A professor of psychology, she served as the College's provost from 2007–13 and as interim president from July 2013 to February 2014. During her tenure as provost and interim president, Cassidy was instrumental in leading curricular renewal in collaboration with faculty leaders, the development of the College's new interdisciplinary 360° courses, the introduction of new academic programs, and the advancement of digital initiatives within the classroom. Central to all these initiatives has been her unwavering support of the scholar/teacher model in which faculty research and the instruction of students are inextricably bound. Cassidy believes strongly in the important role academic partnerships play for small liberal arts colleges like Bryn Mawr. In addition to her support of Bryn Mawr's collaborative relationships with Haverford, Penn, and Swarthmore, she played a key role in establishing Bryn Mawr's first-ever partnership with two area community colleges, and has also led efforts to create new 4+1 dual degree opportunities for students, such as AB/ ME program with Penn's School of Engineering and Applied Science.

A developmental psychologist with a focus on cognition and education, Cassidy has won research grants from the National Institutes of Health and the Guggenheim Foundation, among others, and her research has been published in numerous major journals. She earned her M.A. and Ph.D. in psychology from the University of Pennsylvania and her bachelor's degree with distinction in psychology from Swarthmore College.

College as Community

Believing that a small college provides students with the best environment in which to learn, Bryn Mawr limits the number of undergraduates. Our small size allows students and faculty to work closely together and to know each other well as individuals. With a student-to-faculty ratio of eight to one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

In addition to being a renowned college for women, Bryn Mawr has two excellent coeducational graduate schools: the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research. The presence of the graduate schools contributes significantly to the strengths of the undergraduate program and the richness of the undergraduate experience. Qualified undergraduates may enroll in graduate seminars, participate in advanced research projects in the natural and social sciences, and benefit from the insights and advice of their graduate-student colleagues.

While retaining all the benefits of a small residential women's college, Bryn Mawr substantially augments its resources and coeducational opportunities through cooperation at the undergraduate level with Haverford College, Swarthmore College, and the University of Pennsylvania. This cooperative arrangement coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

The cooperative relationship between Bryn Mawr and Haverford is particularly close because the colleges are only about a mile apart, and naturally, this relationship extends beyond the classroom. Collections in the two colleges' libraries are cross-listed, and the libraries are open to students from either college. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of academic, athletic, cultural, and social activities. When there is equal interest from students on both campuses, Bryn Mawr and Haverford offer a housing exchange so that a few students may live on the other campus for a year.

Bryn Mawr itself sponsors a broad cultural program that supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. The Arts Program at Bryn Mawr coordinates the arts curriculum and a variety of extracurricular activities in creative writing, dance, fine arts, music, and theater. A regular schedule of concerts and productions is directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by the theater and dance programs and other student-run groups. These activities are complemented by an extensive program of readings, exhibitions, performances, and workshops given by visiting artists.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join members of the faculty and administration in making and carrying out plans for the College community as a whole. Bryn Mawr's Self Government Association, the nation's oldest student

self-government organization, provides a framework in which individuals and smaller groups function. The association both legislates and mediates matters of social and personal conduct.

Through their Self Government Association, students share with faculty the responsibility for the Academic Honor Code. One of the most active branches of the association is the Student Curriculum Committee, which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs.

The Self Government Association also coordinates the activities of many special-interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. The Athletic Association also provides opportunities for a variety of activities, including intramural and varsity contests. Both the Bryn Mawr *college news* and Bryn Mawr-Haverford's *The Bi-College News* welcome students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board and work with the board's committees. Two undergraduates are also elected to attend faculty meetings. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

Bryn Mawr's undergraduate enrollment and curriculum are shaped by a respect for and understanding of cultural and social diversity. As a reflection of this diversity, Bryn Mawr's student body is composed of people from all parts of the United States, from many nations around the world, and from all sectors of society, with a special concern for the inclusion of historically disadvantaged minorities in America.

The International Students Association enriches the Bryn Mawr community through social and cultural events. Sisterhood addresses the concerns of African-American students and supports Perry House, the African-American cultural center which sponsors cultural programs open to the College community and provides residence space for a few students.

Other student organizations include the Asian Students Association, BACaSO (Bryn Mawr African and Caribbean-African Student Organization), Mujeres (Latina students), Rainbow Alliance (lesbian, bisexual and transgendered students), and South Asian Women. These groups provide forums for members to address their common concerns and a basis from which they participate in other activities of the College.

Students who wish to volunteer their services outside the College find many opportunities to do so through Bryn Mawr's Civic Engagement Office. The office supports numerous community-service and activist groups by offering transportation reimbursement for off-campus volunteers, mini-grants for individuals and groups planning service activities, a database of internship and volunteer opportunities, and other resources for student volunteers. Through their participation in these volunteer activities, students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

Geographical Distribution of Students

2014-15 Undergraduate Degree Candidates

The 1,291 full time students came from 42 states, the District of Columbia, Puerto Rico, Guam, and 57 foreign nations, distributed as follows:

United States Residents (includes non-US citizens)

Mid-Atlantic	*439*	*45.59%*
Delaware	10	
District of Columbia	6	
Maryland	39	
New Jersey	108	
New York	96	
Pennsylvania	180	
Midwest	*73*	*7.58%*
Colorado	10	
Illinois	28	
Indiana	1	
Iowa	3	
Kansas	4	
Michigan	12	
Minnesota	5	
Missouri	4	
Nebraska	0	
Ohio	9	
South Dakota	1	
Wisconsin	6	
New England	*132*	*13.71%*
Connecticut	19	
Maine	2	
Massachusetts	99	
New Hampshire	2	
Rhode Island	6	
Vermont	4	
South	*91*	*9.45%*
Alabama	1	
Arkansas	0	
Florida	13	
Georgia	13	

Kentucky	2	
Louisiana	1	
Mississippi	1	
North Carolina	12	
South Carolina	1	
Tennessee	5	
Virginia	41	
West Virginia	1	
Southwest	*51*	*5.30%*
Arizona	5	
New Mexico	7	
Texas	39	
West	*168*	*17.45%*
Alaska	0	
California	121	
Colorado	10	
Hawaii	9	
Idaho	1	
Montana	0	
Nevada	0	
North Dakota	0	
Oregon	9	
Utah	1	
Washington	17	
Wyoming	0	
Puerto Rico	*7*	*0.73%*
Guam	*1*	*0.10%*
Other	*1*	*0.10%*

Non-Resident Aliens, Resident Aliens, Dual Citizenship

China	181
India	21
Viet Nam	17
Korea, Republic of	14
Pakistan	13
United Kingdom	12
Japan	8
Canada	7
France	5
Mexico	5
Singapore	4
Germany	4
Brazil	4
Nigeria	4
Italy	3
Philippines	3
Ghana	2
Taiwan, Province of China	2
Sri Lanka	2
Morocco	2
Turkey	2
Nepal	2
South Africa	2
Ireland	2
Switzerland	2
Jamaica	2
Tanzania, United Rep. of	2
Haiti	2
Denmark	2
Russian Federation	2
Zimbabwe	2
Syrian Arab Republic	1
Venezuela	1
Togo	1
Guatemala	1
Korea, Dem. People's Rep.	1
Cote D'Ivoire	1
Australia	1
Hungary	1
Malaysia	1
Bhutan	1
Bahamas	1
Dominican Republic	1
Palestinian Territories	1
Belarus	1
Israel	1
Thailand	1
Ecuador	1
Malawi	1
Rwanda	1
Uzbekistan	1
El Salvador	1
Mauritius	1
Somalia	1
Kuwait	1
Lebanon	1

Summary	**Number**	Percent of fall-enrolled full-time undergraduates
US Citizen	914	70.80%
Dual Citizen	36	2.79%
Resident Alien	25	1.94%
Non-Resident Alien	316	24.48%
"International Students" (all except "U.S. Citizens")	377	29.20%

Note: citizenship status listed above is as of the IR fall census date. Sum of percentages above is greater than 100% because "International Students" is the sum of all but U.S. Citizens.

LIBRARIES AND EDUCATIONAL RESOURCES

Libraries

The Mariam Coffin Canaday Library is the center of Bryn Mawr's library system. Opened in 1970, it houses the College's holdings in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in the M. Carey Thomas Library building and houses the collections in Classical and Near Eastern Archaeology, Classics, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are freely accessible to students.

Tripod (http://tripod.brynmawr.edu), the online public access catalog, provides information about the more than three million books, journals, videos, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College collections. A large percentage of the Tri-College holdings are accessible online. Bryn Mawr students may use the Haverford and Swarthmore libraries and may also have. material transferred from either of the other two campuses for pickup or use at Bryn Mawr, usually in less than 24 hours. Through the Library's home page (www.brynmawr.edu/library), students may connect to Tripod; explore more than 200 subject-specific research databases; and tap into other library services and resources such as reference services, research consultation, reserve readings, interlibrary loan, etc.

Bryn Mawr maintains extensive relationships with other major academic libraries both in the region and worldwide. Through the consortial EZ-Borrow system, students can borrow materials from more than 30 academic libraries in the mid-Atlantic region. Students may also request items from libraries across North America through interlibrary loan.

Additional information about Bryn Mawr's libraries and services may be accessed on the Web through the library home page at www.brynmawr.edu/library.

Special Collections

The Special Collections Department, based in Canaday Library, houses extensive holdings of art, artifacts, archival materials, rare books, and manuscripts. Objects held in all of these collections are available to students for individual research and are also frequently used as teaching tools in the classroom and incorporated into exhibitions in libraries and other spaces across the campus.

Bryn Mawr has developed an extraordinarily rich Rare Books and Manuscripts collectionto support the research interests of students and faculty. The collection of late medieval and Renaissance texts includes one of the country's largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Other important focuses of the collection are travel and exploration, women writers and women's lives, the history of archaeology and museums, European and African cities, and important literature in early editions. Complementary to the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important collections from the late 19th and 20th centuries, including papers and photographs relating to the women's rights movement; the experiences of women, primarily Bryn Mawr graduates, travelling and working overseas; the papers of playwrights, writers, and scholars; and extensive collections of the letters, diaries, and scholarly works of Bryn Mawr faculty and alumnae.

The College Archives contains the historical records of Bryn Mawr, including the papers of the Presidents, and an extensive photographic collection that documents the social, intellectual, administrative, and personal aspects of campus activities and student life.

The Art and Artifacts collection includes objects of interest to students of anthropology, archaeology, the fine and decorative arts, geology, and related inter- and multi-disciplinary courses of study. The Anthropology collections include objects from around the world, with the largest portion of these collections originating from North America, South America and Africa. These collections comprise numerous categories of objects: African and Oceanic works, Southwest pottery and Native American ritual, functional, and decorative objects, and Pre-Columbian ceramics and textiles from present-day Peru, among many others. The Archaeology collections include an extensive group of Greek and Roman objects, especially vases, pre-classical antiquities, and objects from Egypt and the ancient Near East, many of which represent the interests of Bryn Mawr faculty from the beginnings of the college to the present day.

The Fine Art collections include important holdings of prints, drawings, photographs, paintings and sculpture. The painting collection of approximately 250 works is primarily composed of 19th- and 20th-century American and European works; a highlight is John Singer Sargent's 1899 portrait of Bryn Mawr President M. Carey Thomas. The print collection illustrates the history of Western printmaking from the 15th through the mid-20th centuries and includes Old Master prints, art prints, and examples of 19th-century book illustrations. The collection also includes Japanese ukiyo-e woodblock prints, works in a wide range of media by contemporary women artists, Chinese paintings and calligraphy, and early, modern, and contemporary photography.

Special Research Resources

The Rhys Carpenter Library houses the new Digital Media and Collaboration Lab in the Visual Resources Center, which provides technologically enabled spaces for collaborative work and individual work stations with scanners. Assistance is available for video and image editing. The VRC also supports instruction by providing access to visual media and by facilitating the use of digital tools. Carpenter staff also work with faculty, staff, and students on building digital collections and publishing digital scholarship.

Computing

Students have access to a high-speed wireless Internet connection in all residence halls, libraries (which contain public computers), and classrooms throughout the campus. Online course materials, registration, e-mail, shared software and Tripod, the online library catalog system shared by Bryn Mawr, Haverford and Swarthmore Colleges are accessible from a Web browser—many of these are available from off-campus as well. Each new Bryn Mawr student receives their own e-mail and Network file storage accounts upon matriculation (typically late spring).

Professional staff are available to students, faculty and staff for consultation and assistance with their technology needs.

The Help Desk is located on the main floor of Canaday Library and is available during building hours for walk-up help, email and telephone assistance. The Canaday Media Lab, located on Canaday's A Floor just beyond the Lusty Cup is equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

Public computing labs may be found in the following buildings.

- Canaday (1st Floor, A Floor, and 3rd Floor)
- Carpenter (B floor)
- Collier (Park Science Center)
- Graduate School of Social Work and Social Research

Language Learning Center

The Language Learning Center (LLC) provides the audio-visual and computing resources for learning foreign languages and cultures. Students may use the lab to complete course assignments or simply to explore a foreign culture through film, CDs, DVDs, software programs, the internet or international satellite television. The Language Learning Center maintains a collection of more than 800 foreign films and has individual and group viewing rooms. The lab is permanently equipped with computers and an instructor workstation to accommodate classes in the center. The LLC supports e-mail, word processing and Internet access in the languages taught at the College. A projection unit enables the lab to be used for demonstration purposes or class use.

Laboratories

Laboratory work is emphasized at all levels of the curriculum and the natural science departments have excellent teaching and research facilities that provide students with the opportunity to conduct cutting-edge research using modern equipment. Laboratories and classrooms are equipped with extensive computer resources for data analysis and instruction, including state-of-the-art video-projection systems and computer workstations.

Teaching and research in biology, chemistry, computer science, geology, mathematics, and physics is carried out in the Marion Edwards Park Science Center, which also houses the Lois and Reginald Collier Science Library. Teaching and research in psychology is conducted in Bettws-y-Coed.

See below for more detailed descriptions of the labs in each department, as well as a description of the instrument shop, where custom-designed equipment for special research projects can be fabricated by two expert instrument makers.

Biology

The Department of Biology houses a wide variety of instrumentation appropriate for the investigation of living systems at the levels of cells, organisms and populations. This equipment is used in both our teaching and research laboratories, providing our students with the opportunity to utilize modern research methodologies for their explorations. There is an extensive collection of microscopes that can be used for dissection, histology, microinjection and subcellular structural analyses, including dissection microscopes, an inverted microscope, and light microscopes equipped with fluorescent and DIC optics as well as advanced digital capture and image analysis software. To conduct molecular analyses of DNA and proteins, we have both end-point and real-time thermal cyclers, centrifuges, electrophoresis equipment, a plate reader for ELISA assays, traditional and Nanodrop spectrophotometers and a DNA sequencer. The department houses sterile tissue culture facilities that are used for cell culture experiments. There is a wide assortment of physiology equipment that is used to measure intracellular and extracellular muscle and nerve activity, including voltage clamp amplifiers. Infrared and greenhouse gas

analyzers and a dedicated stable isotope facility are used to evaluate plant and ecosystem metabolism in solid and gas samples. A greenhouse is available for plant biology and ecology research, and an on-campus pond serves as a research field site for the analysis of micro- and macro-organism diversity and water quality parameters.

Chemistry

The Department of Chemistry houses many spacious well equipped laboratories with specialized instrumentation and equipment for teaching and research. These include a 400 MHz high-resolution nuclear magnetic resonance (NMR) spectrometer; gas and liquid chromatograph-mass spectrometers (GC-MS/LC-MS); Fourier transform-infrared (FT-IR) spectrophotometers; a fluorescence spectrophotometer; ultraviolet-visible (UV-vis) spectrophotometers, including Nanodrop format; high pressure liquid chromatographs (HPLC); a fast protein liquid chromatography (FPLC) system; liquid scintillation counter and equipment for radioactive isotope work; cold rooms and centrifuges for the preparation of biomolecules; refrigerated and heated shakers for cell culture growth; thermal cyclers and electrophoresis equipment for molecular biology; stereomicroscope for protein crystal inspection and manipulation; potentiostats for electrochemical and spectroelectrochemical analysis; a biopotentiostat; facilities for molecular modeling and computational chemistry, including a shared Beowulf cluster; and departmental laptop computers for chemistry majors. In addition, two inert atmosphere dry boxes and multiple Schlenk vacuum manifolds allow anaerobic operations for chemical handling and synthesis. Finally, the Chemistry Department shares an atomic force microscope with the other science departments in the Park Science Center.

Computer Science

The Department of Computer Science is home to four computer laboratories, in addition to an extensive collection of advanced robots, high-end computers for rendering 3D graphics, and access to Athena, an 84-core computer cluster. Dual-boot Linux/Windows workstations and Macintosh computers featuring the latest CPU and graphics capabilities are available in the laboratories, as well as resources for instruction, data analysis, and visualization.

Geology

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections of approximately 10,000 specimens each, and a fine fossil collection.

The Department of Geology holds extensive paleontology, mineral, and rock collections for research and teaching. A fully-equipped rock preparation facility, with rock saws, grinding, polishing, crushing, thin section and mineral separation equipment, allows students and faculty to prepare their own samples for petrographic and geochemical analysis. For rock and mineral analysis the department has petrographic microscopes, a Rigaku Ultima IV x-ray diffractometer, and a remote sensing laboratory for digital processing and analysis of imagery by orbiting satellites. The department also houses a fully equipped paleomagnetic and rock magnetic lab that includes an Agico JR-6A spinner magnetometer, an ASC thermal demagnetizer, a DTECH 2000 alternating field demagnetizer, a 10.0 Tesla pulse magnetometer, an Agico KLY3 and an MFK1 automated susceptibility kappabridge, a dynamic low-magnetic field cage, and a PMS MicroMagTM 3900 Vibrating Sample Magnetometer that is shared with the Physics Department.

The Department hosts a state-of-the-art Geochemistry Suite that houses a modern sedimentology laboratory for analysis of sediments, a large geochemistry lab facility for advanced geochemical research, a ventilation-isolated balance room containing a Mettler Toledo XP56 microbalance, and a Class 10,000 clean lab facility for sensitive isotopic analysis of low-level trace metals in natural materials. Equipment housed in the Geochemistry Suite include an ELTRA Carbon and Sulfur Determinator with TIC module, an inorganic/organic Carbon analyzer, an Agilent inductively-coupled plasma mass spectrometer (ICP-MS), a cathodo-luminescence microscope, a Carpenter Microsytems Microsampler, a conodont extraction setup, and heavy liquid mineral separation setup. Sample preparation and processing equipment in the sedimentology lab includes a Virtis XL-55 12-port benchtop freeze-dryer, Labconco water deionizer, IEC Centra-GP8 ventilated benchtop centrifuge, Thermolyne 48000 furnace, VWR 1370 forced-air drying oven, stand-up refrigerator and separate stand-up freezer, two VWR 370 hotplate-stirrers, Branson 5210 ultrasonic bath, 8 sets 3” diameter stainless steel sieves (44 micron - 500 micron mesh) and 2 sets of 8” diameter stainless steel sieves (44 micron - 8 mm mesh). Analytical equipment in the sedimentology lab includes binocular optical microscopes and a UIC Inc. CM5014 coulometric carbon analyzer with furnace and acidification modules, and a Turner Designs 10-AU portable fluorometer for in-vivo/in-situ or extractive chlorophyll analysis.

In addition to two field-ready fully equipped Chevrolet Suburban 4x4 vehicles and a departmental 15-passenger van for transportation to field sites, the

geology department has a wide array of field equipment for use by students. Basic mapping equipment includes twelve (12) Brunton 5010 GEO Transit compasses, a high-precision Leica TPS 1100 total surveying station (theodolite and electronic distance meter), four high-precision Trimble differential GPS units including two handheld GeoXT's, and backpack or pole mountable ProXRS and ProXH antennas with field-rugged handheld PCs for data acquisition, and five Xplore Inc. field-rugged Tablet PCs equipped with ESRI ArcGIS mapping software and built-in GPS antennas. Detailed geophysical surveys are supported by an ASD field-portable visible- to near-infrared spectrometer a Bartington Grad601 dual magnetic gradiometer system, and a PulseEKKO 100 ground-penetrating radar system with 50, 100 and 200 MHz antennas. For environmental monitoring students use Onset Hobo data loggers and sensors, a YSI dissolved oxygen sensor, and an In-Situ Troll 9500 multi-parameter water quality meter; other water monitoring equipment includes Van Dorn water sampling bottle, Secchi disk, and a General Oceanics mechanical flowmeter For rock and sediment sample collection the department has rock hammers, two gas-powered rock drills, several Eijkelkamp augers and coring devices, and a Ponar sediment grab sampler.

Physics

The Department of Physics has many laboratories for education and research. The instructional advanced experimental physics laboratories house oscilloscopes, digital multimeters, power supplies, low-temperature facilities, and a great deal of ancillary equipment commonly found in research laboratories. In addition, the instructional optics laboratory has six dark rooms with interferometers, lasers, and miscellaneous equipment for optics experiments. The instructional nuclear physics laboratory houses a low-temperature gamma detector and computer-based multichannel analyzers for nuclear spectroscopy, alpha particle detection, and positron-electron annihilation detection. The instructional electronics laboratory has seventeen stations equipped with electronic breadboards, function generators, power supplies, oscilloscopes, multimeters, and computers. The Atomic and Optical Physics research laboratory is equipped with three optical tables, two ultrahigh vacuum systems used for cooling and trapping of atomic rubidium, a host of commercial and home built diode laser systems, several YAG pumped dye laser systems, a high vacuum atomic beam system, an electron multiplying ccd camera, and a variety of other supporting equipment. The Solid State Nuclear Magnetic Resonance (NMR) research laboratory is equipped with two variable-temperature nitrogen flow systems, three fixed-frequency CPS-1 Spin Lock Pulsed NMR Spectrometers, a Varian 1.2 Tesla water-cooled electromagnet, a Spectro Magnetic 0.4 Tesla air-cooled electromagnet, two data acquisition systems, and ancillary electronics and computers. The Photo-Physics Laboratory houses three optical tables, two Nd:YAG pump lasers, three commercial, tunable dye lasers, two auto-tracking harmonic crystal systems, a differentially pumped vacuum chamber with a supersonic pulsed valve to produce molecular beams, and a time-of-flight mass spectrometer for ion detection. In addition, there are various pieces of equipment for data acquisition and laser energy calibration. The Nanomaterials and Spintronics Laboratory has an AJA ATC Orion Sputtering Deposition system, a millipore water purification system, three chemical hoods, a TMC vibration isolated optical table, and a 100-square-foot class-1000 soft curtain cleanroom with the ceiling lighting suitable for photolithography. It also has a Princeton Applied Research potentiostat (VersaSTAT-200) for electrochemical deposition and an ETS humidity control chamber for self-assembly. It also has a PMS MicroMagTM 3900 Vibrating Sample Magnetometer shared with the Geology Department. Along with the other science departments in the Park Science Center, the Physics Department has shared access to an Atomic Force Microscope and a new on-campus computing cluster that has 72 computing cores, 512 GB RAM, and 110 TB of accessible storage.

Psychology

Laboratory classes in Psychology have specialized equipment for studying stress reactivity, perception, cultural influences, decision-making, language processing, and the psychophysiological correlates of human cognition and emotion. The Department of Psychology provides students with laboratory experience encompassing the wide range of subject matters within the discipline of psychology. The department has state of the art equipment for studying brain activity, both at the single neuron level and the whole brain level, including several stereotaxic apparatuses, instrumentation for recording and analyzing the activity of single neurons in relation to behavior, and EEG apparatus for whole brain recording. The equipment interfaces with computers with advanced software for evaluating electrophysiological data. For research on behavior, emotion, language and cognition, students have access to a variety of computerized programming and equipment. This equipment includes digital video cameras, video editing programs, behavioral coding programs, and statistical analysis programs that are used to examine data obtained from human participants ranging in age from early childhood to older adulthood.

Instrument Shop

The Department of Science Services in the Park Sciences Building houses a fully-equipped Instrument Shop staffed by 2 full-time instrument makers and 1 analytical instrumentation specialist that design, build, troubleshoot and maintain the scientific equipment

for instructional and research laboratories in all 6 natural science departments. Capabilities include 3D SolidWorks design modeling of instrumentation, 2- and 3-axis CNC milling machines, a precision instrument lathe, surface grinding, full welding complement, sandblasting, sheet metal machinery, as well as a large lathe and milling machine for oversized work. The instrument makers/designers work with undergraduates engaged in research, class projects and senior thesis projects with some hands-on machining and assembly from their designs. Help with material selection, design and production alternatives is also offered.

Facilities for the Arts

Goodhart Hall, which houses the Office of the Arts, is the College's main venue for theater and dance. Performance spaces in Goodhart include the 500-seat McPherson Auditorium, which has state-of-the art lighting and sound systems; the Katharine Hepburn Teaching Theater, a flexible black-box-style space with theatrical lighting and sound capabilities; the Music Room, equipped with a small stage and two pianos and used for ensemble rehearsals and chamber-music recitals; and the Common Room, an intimate, carpeted space. Students may also reserve time in the four practice rooms in Goodhart, all of which are furnished with grand pianos.
The M. Carey Thomas Great Hall provides a large space for classical music concerts, lectures and readings, while the adjacent Cloisters, Carpenter Library roof, and Taft Garden are popular outdoor performance spaces. The former Rhoads Dining Hall is appropriate for parties, DJ events, and small-to-medium scale concerts.

The Pembroke and Denbigh dance studios are home to most smaller-to-medium-scale dance performance activities. Both have large windows, ballet bars, mirrors and theatrical lighting capabilities.

Wyndham Alumnae House's Ely Room and English House host creative writing classes, workshops, and readings.

Arnecliffe Studio plays host to many student-organized workshops, readings and performances. The Rockefeller Hall drafting studios are devoted to architectural studies and theater design.

Students interested in learning more about art spaces and venues on campus should visit www.brynmawr.edu/arts/art-spaces/.

The Bern Schwartz Fitness and Athletic Center

The Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The new 11,500 sq. ft. fitness center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from a broad offerings of physical education classes, Bryn Mawr Fit Club classes and strength and conditioning sessions for student athletes. The fitness center has over 100 different workout options, free weights, indoor cycling bicycles, ergs, and cardiovascular and strength training machines.

The Class of 1958 Gymnasium is home to the College's intercollegiate badminton, basketball and volleyball programs and hosts two regulation sized basketball and volleyball courts. In addition, the building includes a state-of-the art eight lane swimming pool, athletic training room, locker rooms, a conference smart room and the Department of Athletics & Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the Bern Schwartz Fitness and Athletic Center. For more information please consult www.brynmawr.edu/athletics/facilities/.

The outdoor athletics and recreation facilities includes; Applebee Field, Shillingford Field, seven tennis courts, a recreational and club sport field at the Graduate School of Social Work, and an outdoor track and field practice area. The Applebee Field named for Constance M. K. Applebee, the first director of physical education at the College and credited for bringing field hockey to the United States, was renovated in August 2012. The field was converted from natural grass to a synthetic field, and expanded to meet NCAA requirements for lacrosse, soccer and field hockey.

Campus Center

The Marie Salant Neuberger Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in 1985. As the center for non-academic life, the facility houses a café, lounge areas, meeting rooms, the College post office and the bookshop. The offices of Career Development and Conferences and Events are also located here. Students, faculty and staff use the campus center for informal meetings and discussion groups as well as for campus-wide social events and activities.

STUDENT RESPONSIBILITIES AND RIGHTS

The Honor Code

A central principle of Bryn Mawr College is the trust that it places in its students. This trust is reflected in the academic and social Honor Codes. Individual students take responsibility for integrity in their academic and social behavior. Administration of the academic Honor Code is shared with the faculty. The academic Honor Board, composed of both students and faculty, mediates in cases of infraction. In the social Honor Code, as in all aspects of their social lives, students are self-governing. A social Honor Board consisting of 10 students mediates in cases where conflicts cannot be resolved by the individuals directly involved. Trained student mediators work with students to resolve conflicts in effective ways.

The successful functioning of the Honor Code is a matter of great pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the Honor Code makes great demands on the maturity and integrity of students, it also grants them an independence and freedom that they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

In resolving academic cases, the Honor Board has the full range of options. It might fail a student on an assignment or in a course, separate the student from the College temporarily, or exclude the student permanently. Social infractions that are beyond the ability of the Honor Board to resolve might be brought to a Dean's Panel, which exercises similar authority. For details regarding Honor Board hearings and Dean's Panels, please refer to the Student Handbook.

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920, concerning alleged failures by the institution to comply with the act.. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Undergraduate Dean's Office.

Directory Information

Bryn Mawr College designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I: Name, address, dates of attendance, class, current enrollment status, electronic mail address
- Category II: Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
- Category III: Date of birth
- Category IV: Telephone number
- Category V: Marital status

Currently-enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification, which must be in the Registrar's Office by August 15. Forms requesting the withholding of directory information are available in the Registrar's Office. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of directory information indicates individual approval of disclosure.

Campus Crime Awareness and Fire Safety

ANNUAL SECURITY AND FIRE SAFETY REPORT

CLERY ACT AND HIGHER EDUCATION OPPORTUNITY ACT

The Commonwealth of Pennsylvania enacted the College and University Security Act in 1988 (Clery Act) and the U.S. Congress enacted similar legislation in 1990. Most recently, the Higher Education Opportunity Act was enacted in 2008. These laws require all institutions of higher education within the Commonwealth to provide students and employees with information pertaining to, but not limited to crime statistics, security measures, fire statistics, fire safety measures, policies relating to missing persons, and penalties for drug use, on an annual basis. These acts also require that this information be available to prospective students and employees upon request. The entire report is available on-line at www.brynmawr.edu/safety/act73.htm.

Should you have other general questions please contact the Campus Safety Department at (610) 526-7911.

Right-to-Know Act

The Student Right-to-Know Act requires disclosure of the graduation rates of degree-seeking undergraduate students. Students are considered to have graduated if they complete their programs within six years of the date they entered college.

Class entering fall 2007 (Class of 2011)
Size at entrance: 352

After 4 years: 80.7%
After 5 years: 83.8%
After 6 years: 84.1%

Equal Opportunity, Non Discrimination, and Discriminatory Harassment Policies

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices. In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities. The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer (eoo@brynmawr.edu or 610-526-0300) and Title IX Coordinator (titleix_coordinator@brynmawr.edu or 610-526-0301), who administer the College's procedures.

Access Services

Bryn Mawr welcomes the full participation of individuals with disabilities in all aspects of campus life and is committed to providing equal access for all qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as amended. Students with access needs due to a learning, physical, or psychological disability are encouraged to contact the Coordinator of Access Services as early as possible to discuss their concerns and to obtain information about the eligibility criteria and procedures for requesting accommodations. Disclosure of a disability is voluntary, and the information will be maintained on a confidential basis.

STUDENT LIFE

Student Advising

The deans are responsible for the general welfare of undergraduates. Students are free to call upon the deans for help and advice on both academic and general matters. After students select their majors at the end of their sophomore year, they are assigned a faculty adviser in the major who helps them plan their academic program for the junior and senior years. In addition to deans, students may consult staff in other offices such as Residential Life, the Pensby Center, LILAC, Student Financial Services, and Student Activities. The Residential Life staff and upper-class students known as Hall Advisers provide advice and assistance on questions concerning life in the residence halls. Health concerns and questions can be addressed by the College's medical director, Director of the Counseling Center, consulting psychiatrist and counselors through scheduled appointments at the Health Center. Students requiring urgent medical attention or personal assistance outside of regular campus office hours can call on Public Safety.

Customs Week

The College and the student government's Customs Committee provide orientation for first-year and transfer students. New McBride Scholars participate in a series of workshops designed especially for them. First-year students and new transfers take residence before the College is opened to returning students. The deans, Hall Advisers and volunteer "Customspeople" welcome them, answer their questions and offer advice. Faculty members conduct a lively academic fair and are available to consult with students. All new students meet with a dean or faculty adviser to plan their academic programs for the fall semester. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with many other opportunities and aspects of college life. The Student Activities Office hosts the "Fall Frolic" activities fair soon after classes begin in September.

Academic Support Services

Academic support services at Bryn Mawr include the Academic Support and Learning Resources Specialist, the Writing Center, the Q Center (Quantitative Reasoning Project), peer mentoring, peer tutoring and a variety of study-skills support services. The Academic

Support and Learning Resources Specialist offers free individual and small group meetings with students to identify and implement techniques for more effective learning, studying, test-taking and time and stress management. The Academic Support and Learning Resources Specialist also offers workshops and class presentations. The Writing Center offers free, individual consultations with peer writing tutors to review, strategize and revise writing assignments and projects. The Writing Center also offers occasional workshops open to the campus. The Public Speaking Initiative (PSI) offers consultations for public speaking. The Q Center supports student work on quantitative problems in introductory courses across social science and science disciplines. The Q Center is staffed by peer mentors who are trained to help students with quantitative reasoning, problem solving strategies, and alleviating math anxiety. Peer mentoring and peer tutoring are available without cost to students. More information about academic support services can be found on the Deans' Office website at: www.brynmawr.edu/deans/for_students.shtml.

Leadership, Innovation, and Liberal Arts Center (LILAC)

Started in the fall of 2013, the Leadership, Innovation, and Liberal Arts Center is both a reorganization of existing centers on campus and an effort to greatly enhance the opportunities available to students for their professional and personal development.

The mission of LILAC is to prepare liberal art students to become effective, self-aware leaders in their chosen life pursuits.

The preparation is rooted in experiential education with a strong focus on reflection and growth.

Students can explore opportunities through course work, personal and professional development workshops and trainings, internships and externships, alumnae engagement, and civic engagement.

Career and Professional Development and Civic Engagement are essential functions of the Center.

Career and Professional Development provides opportunities for students to maximize their liberal arts education, preparing them to make intentional decisions about their futures.

Civic Engagement collaborates with community-based organizations to prepare students to be socially responsible leaders and citizens through purposeful action, reflection, and learning.

The liberal arts experience positions students and alumnae/i with a highly valued foundation for rewarding, stimulating and successful opportunities post-graduation. Well-developed communication skills, conceptual thinking, problem solving, breadth of interdisciplinary thought, collaboration, and in depth research are keystone building blocks for long term career success and leadership. Curricular and co-curricular experiences are intentionally designed to create ample opportunity to actively explore interests, receive feedback and develop related skill sets as one's interests begin to take form and grow during the college years. Engagement with LILAC is encouraged beginning in the first year and throughout the years at the College.

The following list offers a sampling of LILAC programs:

- Free personal assessments such as Strength Finders, MBTI, or Strong Interest Inventory.
- Externships: 2-10 day job shadowing with alumnae/i during winter and spring breaks.
- LILAC Summer Internship Funding: Funds are awarded to students to support the costs of 8-10 week internship experiences through a competitive application process.
- Lantern Link: Access to jobs and internships from employers interested in hiring Bryn Mawr students.
- Bryn Mawr Direct Line: Online networking tool to connect current students with Bryn Mawr alumnae.
- Alumna in Residence: An opportunity for reciprocal exchanges of knowledge, alumnae from different majors and careers return to campus to spend a day interacting with faculty, students and staff.
- Student leadership roles as Career Peers or Coordinators of service programs.
- Work off campus through the federally funded American Reads/American Counts tutoring program or in a wide variety of other non-profit organizations through the Community Based Work Study Program.
- Coaching on resume building, LinkedIn profiles, navigating internship/job search, graduate school and interview skills.
- Intensives: 3-5 day education programs focused on topics such as Management, Finance, Grantsmanship, and Storytelling.
- Personal Development Workshops: 1/2-1 day long experiential education programs, such as Team Building and Dim Sum with Chef Poon or Springboard: Launching your Personal Search for Success that build on skills in the areas such as communication, team work, implementation.
- Structured volunteered programs in off campus communities, such as mentoring 2nd-8th graders at Belmont Charter School or becoming a certified IRS tax preparer who assists low-income Montgomery

County residents with income tax preparation through the Volunteer Income Tax Assistance (VITA) program.

- Leadership Empowerment Advancement Program (LEAP): Students who are selected for this program explore their leadership styles with a cohort over the course of the semester.
- Praxis courses: Praxis means the integration of theory and practice. Praxis courses incorporate ways to explore and engage in real world experiences that provide opportunities to apply and build on what you learn in the traditional classroom.
- On campus recruiting events which include visits from hiring employers and graduate schools.

Health Center

The Health Center is a full service primary care office open to students when the College is in session. The College's Health Service offers a wide range of medical and counseling services to all matriculated undergraduates. A detailed description of the services and fees can be found on the Health Center website: brynmawr.edu/healthcenter.

Outpatient primary care medical services include urgent care, nursing visits, routine laboratory work, same day appointments, and routine gynecologic services. There is no charge for doctor, nurse practitioner or nurse visits. No student is ever denied needed care due to an inability to pay.

The counseling service is available to all undergraduate students. There is no charge for the first six visits each academic year. There is a fee for subsequent visits most of which is covered by insurance if the student submits the necessary paperwork. No student is ever denied needed service because of an inability to pay, and finances should never be a barrier to seeking care. Consultation with a counselor or psychiatrist can be arranged by appointment by calling the main number of the Health Center. Those with a serious urgent problem that cannot wait for an appointment can come to the Health Center for an evaluation at any time.

All entering students must file completed medical history and evaluation forms with Health Services before registration for classes.

The College purchases a medical insurance policy for full-time undergraduate students to assure no student is denied necessary medical care. The insurance is provided in conjunction with services supplied by the Bryn Mawr College Health Center. It is to be used as a secondary policy in conjunction with the student's primary insurance. Therefore students should maintain their coverage on their families' health plans. Information about the basic insurance plan and any available additional plans is sent to students each summer.

A student may at any time request a medical leave of absence for reasons of health. For information on leaves of absence, see Departure from the College prior to Graduation in the Academic Regulations.

Student Residences

Residence in College housing is required of all undergraduates, except those who live off campus after gaining approval during the annual room draw in the spring.

The College's residence halls provide simple and comfortable living for students. Bryn Mawr expects students to respect its property and the standards on which the halls are run. More information is posted on the Residential Life website: www.brynmawr.edu/residentiallife/policies.

Forty hall advisors provide resources and advice to students living in the halls, and they work with the elected student officers to uphold the social Honor Code within the halls.

The halls are open during fall and spring breaks and Thanksgiving vacation, but the dining halls are closed. During winter vacation, special arrangements are made for international students, winter athletes and students who are taking classes at the University of Pennsylvania who wish to remain in residence. These students pay a special fee for housing and live in an assigned residence hall. The dining halls are normally closed during winter break.

The College will consider modifying housing assignment procedures or arrangements when necessary to provide equal access to the residence halls for students with disabilities. Any student who requires consideration should contact the Coordinator of Access Services.

The College is not responsible for loss of personal property due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

Residence halls on campus provide full living accommodations. Brecon, Denbigh, Merion, Pembroke East, Pembroke West and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman '21, a former member of the Board of Trustees. Batten House serves as a residence

for those interested in a cooperative living environment. The College offers a variety of living accommodations, including singles, doubles, triples, quadruples and a few suites. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors and any other accessories they wish.

The physical maintenance of the halls is the responsibility of the director of Facilities Services and Housekeeping Services. At the end of the year, each student is held responsible for the condition of the room and its furnishings. Room assignments, the hall-advisor program, residential life policies, and vacation-period housing are the responsibility of the director of Residential Life.

Resident students are required to participate in the meal plan, which provides access to 20 meals per week. For those living at Batten House, where a kitchen is available, the meal plan is optional. Any student with medical or other extraordinary reasons for an accommodation to the meal plan may present documentation of the disability to the coordinator of Access Services. Ordinarily, with the help of the College dietician, Dining Services can meet these special needs.

Coeducational residence halls on the Bryn Mawr campus were established in 1969-70, housing students from Bryn Mawr and Haverford. When there is equal interest from students at both campuses, Bryn Mawr and Haverford offer a housing exchange so that a few returning students may live on the other campus for a year. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of bi-college options change each year.

ADMISSION

Bryn Mawr College seeks candidates of character and ability who want an education in the liberal arts and sciences and are prepared for college work. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad. In its consideration of candidates, the College conducts a holistic review in determining a student's ability and readiness for college through the student's high-school record in context of the rigor of her program of study, her rank in class (if available), standardized tests (if provided), personal essays, and insight provided by school and community officials.

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages, and mathematics carried through most of the school years. In addition, history and a laboratory science are recommended. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition, and literature through four years; at least three years of mathematics, with emphasis on basic algebraic, geometric, and trigonometric concepts and deductive reasoning; three years of one modern or ancient language, or a good foundation in two languages; some work in history; and at least three courses in science, including 2 lab sciences (preferably biology, chemistry, or physics). Elective subjects might be offered in, for example, art, music, or computing to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College will consider such applications, provided the students have maintained good records and continuity in the study of basic subjects.

Application

Bryn Mawr College exclusively accepts The Common Application and there is no application fee. The Common Application is available at www.commonapp.org/Login. For more information about applying to Bryn Mawr, please visit: www.brynmawr.edu/admissions/apply/.

Admission Plans

Application to the first-year class may be made through one of three plans: Fall Early Decision (ED I), Winter Early Decision (ED II), or Regular Decision.

- For all three plans, applicants follow the same procedures and are evaluated by the same criteria.

- Both the Fall Early Decision (ED I) and Winter Early Decision (ED II) plans are binding and are most beneficial for the candidate who has thoroughly investigated Bryn Mawr and has found the College to be her clear first choice. The ED II plan differs only in recognizing that some candidates may arrive at a final choice of college later than others.
- An early decision candidate may not apply early decision to any other institution, but may apply to another institution under a regular admission plan or a non-binding early action plan. If admitted to Bryn Mawr College under an early decision plan, the student is required to withdraw applications from all other colleges or universities.
- An early decision candidate must sign the Common Application Early Decision Agreement indicating that she understands the commitment required. The signatures of a parent and a high school official are also required. The Early Decision Agreement may be found on the Common Application website.
- Early decision candidates will receive one of three decisions: admit, defer to the regular applicant pool, or deny. If admitted to Bryn Mawr, the student is required to withdraw all other applications. If deferred to the regular pool, the student will be reconsidered along with the regular admission applicants and will receive notification in early April. If refused admission, the student may not apply again that year.
- The Regular Decision Plan is designed for those candidates who wish to keep open different options for their undergraduate education throughout the admission process. Applications under this plan are accepted at any time before the January 15 deadline.

Application Deadlines

Fall Early Decision (ED I) the deadline for applications and all supporting materials: November 15.

Winter Early Decision (ED II) the deadline for applications and all supporting materials: January 1.

Regular Decision Plan the deadline for applications and all supporting materials: January 15.

Standardized Tests and Interviews

Bryn Mawr College provides undergraduate applicants the option of submitting standardized test scores.

- SAT I or ACT scores are optional for US citizens and US permanent residents.
- Non-US citizens and Non-US permanent residents are required to submit standardized test scores (SAT I or ACT) as well as either the TOEFL or IELTS if their primary language is not English and/or their language of instruction over the past four years has not been English.
- Official scores should be sent from testing agencies such as the College Board (Bryn Mawr code: 2049) or the ACT (Bryn Mawr code: 3526). Information about the tests, test centers, fees, and dates may be obtained at www.collegeboard.com and www.actstudent.org.

Students submitting test scores must have them completed by the January test date.

Interview: An interview either at the College, with an alumna admissions representative, or via Skype or telephone is strongly recommended for all candidates. Interviews should be completed by the deadline of the plan under which the candidate is applying. Appointments for interviews, information sessions, and campus tours can be made in advance by completing the campus visit request form online or calling the Office of Admissions at (610) 526-5152. The Office of Admissions is open from 9 a.m. to 5 p.m. on weekdays, and is open on select Saturdays throughout the year. A student who is unable to visit the College can arrange an alumna or Skype interview by visiting the website as well.

International Students

Bryn Mawr welcomes applications from international students who have outstanding secondary school records and who meet university entrance requirements in their own countries.

Non-US citizens and Non-US permanent residents are required to submit standardized test scores (SAT I or ACT) as well as either the TOEFL* or IELTS** if their primary language is not English and/or their language of instruction over the past four years has not been English. Because exams are only given on selected dates students should sit for their exams well in advance of the application deadlines.

Bryn Mawr will accept official results of any of the TOEFL tests: computer, paper or Internet-based.

*www.toefl.org
**www.ielts.org

Early Admission and Deferred Entrance

Each year a few outstanding students enter the College after the junior year of high school. Students who wish to apply for early admission should plan to complete a senior English course before entrance to the College and should write to the Office of Admissions about application procedures. An interview, on campus or with

an alumna admissions representative, is required of early admission candidates.

A student admitted to the College may request to defer entrance to the freshman class for one year. Students who wish to defer their entrance will submit the enrollment card with the $500 deposit and select the “defer” option. The student will then contact the Office of Admissions in writing by May 1 with the details as to how they will spend this time. Students will be contacted as to whether their requests have been approved.

Credit for Advanced Placement Tests and International Exams

Students who have carried advanced work in school and who have honor grades (5 in Art History, English, Environmental Science, French, Government and Politics, History, Music Theory, Psychology and Spanish; 4 or 5 in most other subjects) on the Advanced Placement Tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the first year at the College.

With the approval of the dean and the departments concerned, one or more Advanced Placement Tests with honor grades may be presented for credit. Students receiving six or more units of credit may apply for advanced standing. The Advanced Placement Tests are given at College Board centers in May.

Bryn Mawr recognizes the academic rigor of the International Baccalaureate program and awards credit as follows:

- Students who present the full International Baccalaureate diploma with a total score of 30 or better and honor scores in three higher-level exams normally receive one year’s credit.
- Those with a score of 35 or better, but with honor scores in fewer than three higher-level exams, receive two units of credit for each honor score in higher-level exams plus two for the exam as a whole.
- Those with a score of less than 30 receive two units of credit for each honor score in a higher-level exam.

*Honors scores are considered to be 6 or 7 in English, French, History and Spanish; 5, 6 or 7 in other subjects.

Bryn Mawr also recognizes and awards credit for other international exams. Depending upon the quality of the examination results, Bryn Mawr may award credit for Advanced Levels on the General Certificate of Education (GCE), the French Baccalaureate, German Abitur and other similar exams.

Some placement tests are given at the College during Customs Week (Bryn Mawr’s orientation program for new students) and students can consult with their dean about the advisability of taking these placement tests.

Home-School and Alternative Education Students

Students who have received homeschooling or alternative education must submit The Common Application with supporting documents in addition to the following items:

1. Official transcripts from any high schools or postsecondary institutions attended;
2. An academic portfolio that includes:

- A transcript of courses taken, either self-designed (including reading lists and syllabi), or a formal document from a correspondence school or agency;
- Evaluations or grades received for each subject;
- A short research paper, preferably completed within the last year (including evaluator’s comments);

3. An additional essay on the reasons for choosing homeschooling; and
4. An interview (on campus or Skype) with a member of the admissions staff.

Please note that the supporting documents noted above are in addition to those items required of all applicants.

Transgender Students

Bryn Mawr’s undergraduate mission is to educate and empower intellectually engaged, reflective and ethical women leaders. In taking an inclusive approach to fulfilling this mission -- one that reflects the College’s identity as an institution that values diversity as essential to its excellence -- Bryn Mawr recognizes that gender is fluid and that traditional notions of gender identity and expression can be limiting. Bryn Mawr acknowledges gender complexity as an opportunity for learning, and for asking how to be the best women’s college possible. We also recognize that students may express new gender identities while at Bryn Mawr and beyond. Bryn Mawr is committed to all of our current and future students, whom we will continue to welcome, support and proudly claim as our alumnae/i. Our women-centered focus is not intended to exclude any members of this special community, although it is a fundamental part of our undergraduate mission.

In light of our mission and these understandings of gender, Bryn Mawr College considers as eligible to apply to the undergraduate college all individuals who have identified and continue to identify as women (including cisgender and trans women), intersex individuals who do not identify as male, individuals

assigned female at birth who have not taken medical or legal steps to identify as male, and individuals assigned female at birth who do not identify within the gender binary.

The College intends to be flexible and inclusive in implementing these understandings. Bryn Mawr uses a holistic approach to reviewing applications that appreciates the strengths of each applicant. Should questions arise, students are encouraged to contact the Office of Admissions; we may also follow up to request additional information from applicants

Transfer Students

Each year a number of students are admitted as transfers to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high-school records that compare favorably with those entering Bryn Mawr as first-year students. Students who fail to meet the prescribed standards of academic work or who have been put on probation, suspended, or excluded from other colleges and universities will not be admitted under any circumstances.

The deadline for spring entrance is November 1 and fall entrance is March 1. Transfer applicants are required to submit The Common Application and all supporting documents.

Transfer and McBride applicants who are US citizens or US permanent residents are not required to submit standardized test scores. However, non-US citizens and non-US permanent residents are required to submit standardized test scores (SAT I or ACT) in addition to either the TOEFL* or IELTS** if their primary language is not English and/or their language of instruction over the past four years has not been English.

To qualify for the A.B. degree, students ordinarily should have completed a minimum of two years of full-time study at Bryn Mawr.

*www.toefl.org
**www.ielts.org

The Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program was created to give women, 24 years of age or above, who for one reason or another did not begin or complete their education immediately following high school, an opportunity to attend Bryn Mawr College.

Applicants under the McBride program are required to submit The Common Application in addition to the items listed below.

- All official high school transcripts or GED equivalent (Secondary School Final Report is not required)
- All official college transcripts
- Two Instructor Evaluations*
- TOEFL (if applicable)

*McBride Scholar applicants who have not attended college within the last three years may submit letters of reference from recommenders other than professors.

Once admitted to the College, McBride scholars are subject to the residency rule, which requires a student to take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis.

Bryn Mawr College exclusively accepts The Common Application and there is no application fee. The Common Application is available at www.commonapp.org.

The Community College Connection

Community College Connection (C3) encourages women studying at community colleges to continue their education toward a bachelor's degree at Bryn Mawr College.

Students pursuing an A.A., A.S., or A.F.A. at a community college are eligible to apply. At the time of application, students should have completed or nearly completed their associate's degree with strong core classes that cross disciplines.

The most competitive applicants demonstrate the potential and drive to complete a bachelor's degree at a liberal arts college, have a G.P.A. of approximately 3.5 or higher, and demonstrate leadership abilities and critical thinking skills.

C3 applicants to Bryn Mawr College should follow the application instructions for transfer students. The application deadline for spring entrance is Nov. 1 and the application deadline for fall entrance is March 1. In addition to The Common Application and supporting documents required for all transfer applicants, C3 applicants are required to have an interview with a member of the Office of Admissions.

Readmission

A student who has withdrawn from the College must apply for permission to return. The student should contact the Undergraduate Dean's Office concerning the application process and be prepared to demonstrate readiness to resume work at Bryn Mawr.

BILLING, PAYMENT, AND FINANCIAL AID

Student Financial Services

Student Accounts within the Controller's Office bills for tuition, room and board, fines and other fees.

Financial Aid within the Enrollment Division administers the College's financial aid programs.

Costs of Education

The tuition and fees in 2015-16 for all enrolled undergraduate students, resident and nonresident, is $47,140 a year.

Summary of Fees and Expenses for 2015-16

Tuition.....$46,030
Residence (room and board).....$14,850
College Fee.....$770
Self-Government Association Dues.....$340
Non U.S. Citizen & Non-Permanent
Resident Health Insurance.....$1,699
Other Fees:
Continuing enrollment fee (per semester).....$380

Faced with rising costs affecting all parts of higher education, the College has had to raise tuition annually in recent years. Further annual increases may be expected.

Billing and Payment Due Dates

By registering for courses, students accept responsibility for the charges of the entire academic year, regardless of the method of payment. The College bills for each semester separately. The bill for the fall semester is sent in early July and is due August 1. The bill for the spring semester is sent the first week in December and is due January 2.

Student Accounts sends an email containing a link to the electronic billing statement, (eBill) to the student's official Bryn Mawr email address. The College no longer sends paper bills. Students are able to set up authorized payers (parents or others) who then can view bills online, make payments by electronic check or set up a payment plan when enrollment opens. Our third-party on-line processor for eBilling is Nelnet Business Solutions, (NBS). Students and authorized payers may make one-time ePayments through their QuikPAY product or utilize eCashier for the Automatic Monthly Payment Plan accessed through BIONIC.

The College's payment plan, eCashier, enables monthly payment of all or part of semester fees in installments without interest charges. The cost of enrolling is a $25 nonrefundable fee per semester. Payments for the plan commence prior to the beginning of each term. Information about the payment plan is available from Student Accounts.

The College reserves the right to prevent a student from registering for classes, attending class or entering residence until payment of the College charges has been made each semester. No student may preregister for the next semester, participate in room draw, order a transcript, participate in summer internships, employment or fellowships, hold leadership positions, participate in graduation, or receive a diploma, until all accounts are paid, including the activities fee assessed by the student Self-Government Association officers. This fee covers class and hall dues and support for student organizations and clubs. All resident students are required to participate in the College meal plan.

A fee of $380 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College, with the exception of students in the Junior Year Abroad Program.

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room but decide, after June 15, to withdraw from the College or take a leave of absence are charged a fee of $500. This charge is billed to the student's account.

All entering students are required to make a deposit of $500. This deposit is applied to the student's tuition account.

When a Student Withdraws

Determination of Withdrawal Date

The date the student began the withdrawal process by contacting the dean's office orally or in writing is considered the date of withdrawal for College refunds and for the return of Federal Title IV funds. When a student continues to attend classes or other academically related activity after beginning the withdrawal process, the College may choose to use the student's last date of documented attendance at an academically related activity as the date of withdrawal. For a student who leaves the College without notifying the College of the intent to withdraw, the College normally uses the student's last date of documented attendance at an academically related activity as the date of withdrawal. If that date cannot be ascertained, the College will consider the midpoint of the enrollment period to be the date the student withdrew.

Treatment of College Charges When a Student Withdraws – College Refund Policy

Students will be refunded 100% of their previously paid tuition, room and board, and college fee if the Registrar receives written notice that the student has withdrawn from the College or begun a leave of absence before the first day of classes.

For a student withdrawing from the College or embarking on a medical or psychological leave of absence on or after the first day of classes, refunds of tuition, room and board occur according to a prorata schedule up to 60% attendance. No refunds are processed for withdrawals after 60% of the semester. Fall and spring breaks are not included in the calculation of refund weeks. Note that Self-Government Association dues and the health insurance portion of the college fee are non-refundable.

Treatment of Title IV Federal Aid When a Student Withdraws

The College's Refund Policy and the Return of Federal Title IV funds procedures are independent of one another. The calculation of Title IV Funds earned by the student has no relationship to the student's incurred charges. Therefore, the student may still owe funds to the College to cover unpaid institutional charges.

The policy of returning unearned Title IV funds to the federal programs applies to all students receiving Federal Pell Grants, Federal Iraq and Afghanistan Service Grant, Federal Direct Loans, Federal PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Perkins Loans, and in some cases, state grants.

When a recipient of Title IV Federal grant or loan assistance withdraws or takes a leave of absence from the College during the semester, the College must determine per a federal formula, the amount of federal aid that the student may retain as of the withdrawal date. Any federal aid that the student is eligible to receive, but which has not been disbursed, will be offered to the student as a post-withdrawal disbursement. Any federal aid the student is not eligible to receive according to the federal refund policy will be returned to the federal government.

The student is entitled to retain federal aid based on the percentage of the semester she has completed. As prescribed by federal formula, the College calculates the percentage by dividing the total number of calendar days in the semester into the number of calendar days completed as of the withdrawal date. Fall and spring breaks are excluded as periods of nonattendance in the enrollment period. Once the student has completed more than 60% of the semester, she has earned all of the Title IV assistance scheduled for that period.

The amount of Title IV assistance not earned is calculated by determining the percentage of assistance earned and applying it to the total amount of grant and loan assistance that was disbursed. The amount the school must return is the lesser of:

- the unearned amount of Title IV assistance or
- the institutional charges incurred for the period of enrollment multiplied by the unearned percentage.

The order of return of Title IV funds is:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal Iraq Afghanistan Service Grant
- Federal Supplemental Education Opportunity Grants (FSEOG)
- Other Title IV assistance

If the College has issued a refund of Title IV funds in excess of the amount the student has earned prior to the withdrawal date, the student is responsible for repaying the funds. Any amount of loan funds that the student (or the parent for a PLUS Loan) has not earned must be repaid in accordance with the terms of the promissory note, that is, the student (or parent for a PLUS Loan) must make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds is called an overpayment. The amount of a grant overpayment that the student must repay is half of the unearned amount. The student must make arrangements with the College or the Department of Education to return the unearned grant funds.

A leave of absence is treated as a withdrawal and a return of Title IV funds may be calculated. A student may take a leave of absence from school for not more than a total of 180 days in any 12-month period.

The calculation of the return of Title IV funds will be done by Financial Aid and Student Accounts.

Deadlines for Returning Federal Title IV Funds

The amount unearned federal funds allocated to the Federal Loan, Federal PLUS Program, Federal Pell Grant, Federal Iraq and Afghanistan Service Grant, Federal SEOG, and Federal Perkins will be returned by the College to the appropriate federal program accounts within 45 days of the date the student officially withdrew or was expelled, or within 45 days of the date the College determined that the student had unofficially withdrawn.

The amount of the earned federal funds, if any, allocated to the student will be paid within 45 days of the student's withdrawal date or, if the student withdrew unofficially, the date that the dean's office determined that the student withdrew.

Treatment of College Grants When a Student Withdraws

The amount of College grant funds a student will retain is based on the percentage of the period of enrollment completed up to 60% of attendance.

Treatment of State Grants When a Student Withdraws

The amount of the state grant funds a student will retain is based on the individual refund policy prescribed by the issuing state.

FINANCIAL AID

For general information about financial aid and how to apply for financial aid, consult the Financial Aid website at www.brynmawr.edu/financial-aid. Detailed information about the financial aid application and renewal process, types of aid available and regulations governing the disbursement of funds from grant and loan programs, can be found in the Student Financial Services Handbook, which is updated and published annually, and posted to our website.

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well qualified for education in the liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and other donors add to the amounts available each year. Bryn Mawr supported 72 percent of the undergraduate students at the College with institutional grant aid during the 2014-15 academic year, awarding more than $26.2 million in grant aid.

Initial requests for financial aid are reviewed by Financial Aid and are judged on the basis of the student and family's demonstrated financial need. Students must reapply each year. Eligibility is re-established annually, assuming the student has maintained satisfactory progress toward the degree.

Bryn Mawr College subscribes to the principle that the amount of aid granted a student should be based upon documented financial eligibility. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

Bryn Mawr Merit Scholarship

Students admitted to Bryn Mawr College as first-time undergraduate students are automatically considered for the Bryn Mawr Merit Scholarship; no additional application is required. Applicants are evaluated using Bryn Mawr's holistic admission review process, which takes numerous factors into consideration including but not limited to academic coursework and performance, involvement in school and community, leadership qualities, letters of recommendation, quality and content of writing, and potential to contribute in meaningful ways to the Bryn Mawr community.

Students may receive a Bryn Mawr Merit Scholarship even with no demonstrated financial need. Merit scholarships may be awarded to U.S. citizens and permanent residents. Awards range from $12,000-$30,000 per year. Scholarships are non-negotiable and only awarded at the time of admission. Merit scholarships are awarded for a maximum of eight semesters and renewable provided that the student is enrolled full time at Bryn Mawr.

In addition to the funds made available through College resources, Bryn Mawr participates in the following Federal Student Assistance Programs:

- The Federal Direct Loan Program: Low interest federal loans for undergraduate students.
- The Federal Direct PLUS Loan: Low interest federal loans for parents of dependent undergraduates.
- The Federal Perkins Loan: A low-interest federal loan for undergraduates with federal need.
- The Federal Work-Study Program: This program provides funds for campus jobs for students who meet the federal eligibility requirements.
- The Federal Pell Grant: A federal grant awarded to undergraduates who have not earned a bachelor's degree and who demonstrate a level of financial need specified annually by the Department of Education
- The Federal Iraq and Afghanistan Service Grant: For students who are not eligible for Pell Grant but whose parent or guardian was a member of the U.S. armed forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001.
- The Federal Supplemental Educational Opportunity Grant (FSEOG): A federal grant for undergraduates with exceptional financial need. Priority is given to students who receive Federal Pell Grants.

Instructions to apply for financial aid are included in the Funding Your Future brochure and on the Financial Aid web page at: www.brynmawr.edu/financial-aid.

Required Forms and Instructions for U.S. Citizens and Permanent Residents

First-Year and Transfer Students

Only applicants who apply for aid at the time of initial admission will be considered for Bryn Mawr Grant assistance during any of their subsequent years of enrollment at the College. To be considered for aid as a freshman, the applicant's response to the FA Intent question on The Common Application must be affirmative. Applicants may apply and will be considered for federal aid, including the Federal Direct Loan Program, every year regardless of applying for aid as a freshman.

CSS Financial Aid PROFILE: Submit the CSS Financial Aid/PROFILE at least two weeks before the deadline. If the student's parent is divorced, separated or has never been married, submit the CSS Noncustodial Parent PROFILE. The Bryn Mawr College CSS code number is 2049.

Renewal Free Application for Federal Student Aid (FAFSA): Submit the Renewal FAFSA as soon as possible to meet the deadline, but not before January 1st. The Bryn Mawr College federal code number is 003237.

Federal Tax Returns: Students and their parents must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W2 forms to the College Board Institutional Document Service (IDOC). Students and parents who are not required to file a federal income tax return must submit copies of all W-2 forms along with a Parent or Student Non-Tax-Filer Form to IDOC. All documents should be submitted to IDOC as one complete packet and must have an IDOC cover sheet.

Trust Documents: Students and parents who are beneficiaries of trust funds (other than Uniform Gift to Minor Act trusts) must submit a copy of the Trust Tax Form 1041, the beneficiary's K-1 form, the year-end investment account statement for the trust assets, and a copy of the trust instrument governing the management of the trust by the Trustee to IDOC.

Returning Students

Returning students must reapply for financial aid each year. All applications and documents must be submitted by April 15. Eligibility is re-established annually and depends on the student's maintaining satisfactory progress toward the degree and on continued demonstrated need for assistance. The financial aid award may change each year as a result of annual changes in family circumstances, such as the number of family members in college or the family's adjusted gross income. Self-help expectations including campus employment and the amount of the federal loan a student is expected to borrow may increase each year.

CSS Financial Aid PROFILE: Submit the CSS Financial Aid/PROFILE at least two weeks before the deadline. If the student's parent is divorced, separated or has never been married and are not living together, submit the CSS Noncustodial Parent PROFILE. The Bryn Mawr College CSS code number is 2049.

Renewal Free Application for Federal Student Aid (FAFSA): Submit the Renewal FAFSA as soon as possible to meet the deadline, but not before January 1st. The Bryn Mawr College federal code number is 003237.

Federal Tax Returns: Returning students and their parents must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W2 forms to the College Board Institutional Document Service (IDOC). Students and parents who are not required to file a federal income tax return must submit

U.S. Citizens and Permanent Residents

Submission Dates	PROFILE & Noncustodial PROFILE (if applicable)	Tax Returns	FAFSA
Early Decision I	November 15	March 1	After January 1
Early Decision II	January 1	March 1	After January 1
Regular Decision	February 15	March 1	After January 1
Fall Transfer	March 1	March 1	After January 1
Returning Students	Submit all documents by April 15		

copies of all W-2 forms along with a Parent or Student Non-Tax-Filer Form to IDOC. All documents should be submitted to IDOC as one complete packet and must have an IDOC cover sheet.

Required Forms and Instructions for Students who are Not U.S. Citizens or U.S. Permanent Residents:

First Year and Transfer

CSS Financial Aid PROFILE: Register for a customized CSS/Financial Aid PROFILE online at least two weeks before the deadline. If the student's parent is divorced, separated or has never been married and are not living together, submit the CSS Noncustodial Parent PROFILE. The Bryn Mawr College CSS code number is 2049.

International students from Iran, Cuba, Sudan, and North Korea are not eligible to complete the PROFILE or Noncustodial PROFILE and should complete the International Student Financial Aid Application, available for download at: www.brynmawr.edu/financial-aid/forms-and-publications.

Please fax: 610-526-5249, or email as a PDF: finaid@brynmawr.edu

Statement of Parental Earnings: Submit statements from both parents' and stepparents' employers stating annual gross income and value of any employment benefits and/or copies of all pages of parents' national tax returns, both personal and business. English translations and conversion to U.S. dollars are required. Submit parents' wage/income statements to Bryn Mawr College by mail: Bryn Mawr College, Financial Aid, Bryn Mawr, PA 19010, by email: finaid@brynmawr.edu or by fax: 011-610-526-5249.

Returning Students

As long as they are continually enrolled students whose citizenship status is not U.S. Citizen or U.S. Permanent Resident are not required to re-submit a financial aid application annually. College grants and loans are automatically renewed. International students who have not attended Bryn Mawr for more than two semesters are required to submit a new financial aid application. Only students who were awarded aid upon entrance to the College are eligible for college grant and loan support in subsequent years at Bryn Mawr.

For a list of scholarship funds and prizes that support the awards made, see the scholarship funds page. These funds are used to enhance Bryn Mawr's need-based financial aid program. They are not awarded separately. For information on loan funds, see the loan funds page.

Loan Funds

Federal Direct Loans

The Federal Direct Loan Program enables students who have a citizenship status of U.S. Citizen or U.S. Permanent Resident to borrow directly from the federal government rather than from a bank. Students must complete the Free Application for Federal Student Aid (FAFSA) and be enrolled at least half time (two units). Loans made through this program include the Direct Subsidized and the Direct Unsubsidized Loans.

Repayment begins six months after the student is no longer enrolled at least half-time at an accredited institution. The repayment term ranges from 10 to 25 years depending on the amount borrowed and the repayment plan chosen. The minimum monthly payment is $50. If the student borrows a smaller amount, the student will have shorter payment terms. If the student borrows a larger amount, the student may wish to consolidate the loan to extend the repayment term. The

Non U.S. Citizens and Non Permanent Residents

Non U.S. Citizens and Non Permanent Residents: Submission Dates	PROFILE & Noncustodial PROFILE (if applicable)	Parent Income Documents or Tax Returns
Early Decision I	November 15	November 15
Early Decision II	January 1	January 1
Regular Decision	January 15	January 15
Fall Transfer	March 1	March 1
Returning Students	Reapplication is not required unless citizenship changes or the student is not enrolled consecutively for more than two terms.	

student should review options at: www2.ed.gov/offices/OSFAP/DirectLoan/index.html.

Interest rates on federal student loans are set by Congress. Under the Bipartisan Student Loan Certainty Act of 2013 federal student loan interest rates are tied to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. Interest rates can be viewed at: www2.ed.gov/offices/OSFAP/DirectLoan/index.html.

Loan fees will be deducted proportionately from the gross amount on all Federal Direct Loans. The amount of loan funds the student receives is less than the amount borrowed, but the student is responsible for repaying the entire amount borrowed and not just the amount received. For loans first disbursed on or after December 1, 2014, the loan fee was 1.073%. For loans disbursed after October 1, 2015, the loan fee may be different depending on the across-the-board federal budget cuts known as "sequester" put into place by the Budget Control Act of 2011. The Department of Education will notify borrowers of fee changes.

Additional information on the Federal Direct Loan Program is available from Financial Aid or the Student Financial Services Handbook.

Perkins Loan

The Perkins Loan Program is administered by the College from allocated federal funds. Eligibility for a Perkins Loan is determined through a federal needs test. The 5% interest rate and repayment of the loan begin nine months after graduation, withdrawal from the College or dropping below half-time status. No interest accrues on the loan until repayment begins. There are no loan fees for Perkins Loans. Cancellation and deferment of loan payments are possible under certain circumstances, which are detailed in the loan promissory note. Awards range from $500 to $4,000 per year and are based on financial eligibility and the availability of funds.

Federal Direct PLUS Loan

The Federal Direct PLUS Loan is a federally subsidized loan program designed to help parents of dependent undergraduates pay for educational expenses. Parents and their dependent child must be U.S. citizens or eligible noncitizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. Parent PLUS Loan borrowers cannot have an adverse credit history (a credit check will be done).

Repayment begins on the date of the last disbursement. Parent PLUS loan borrowers whose funds were first disbursed on or after July 1, 2013 have the option of delaying their repayment on the PLUS loan either 60 days after the loan is fully disbursed or six months after the dependent student is not enrolled at least half-time.

U.S. Citizens and Permanent Residents

Dependent Undergraduates (Except Students Whose Parents Cannot Borrow PLUS Loan)	Base Amount	Additional Unsubsidized Loan	Maximum
1st-year undergraduate	$3,500	$2,000	$5,500
2nd-year undergraduate	$4,500	$2,000	$6,500
3rd/4th-year undergraduate	$5,500	$2,000	$7,500

Independent Undergraduates and Dependent Students Whose Parents Cannot Borrow PLUS Loan	Base Amount	Additional Unsubsidized Loan	Maximum
1st-year undergraduate	$3,500	$4,000 + $2,000	$9,500
2nd-year undergraduate	$4,500	$4,000 + $2,000	$10,500
3rd/4th-year undergraduate	$5,500	$5,000 + $2,000	$12,500

During this time, interest may be paid by the parent or capitalized.

Interest rates on PLUS loans are set by Congress. Under the Bipartisan Student Loan Certainty Act of 2013 federal loan interest rates are tied to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan.

A loan fee that is a percentage of the principal amount of the loan will be deducted from the gross amount on the Federal Direct PLUS Loan. The amount of loan funds the parent receives is less than the amount borrowed, but the parent is responsible for repaying the entire amount borrowed and not just the amount received. For loans first disbursed on or after December 1, 2014, the loan fee was 4.292%. For loans disbursed after October 1, 2015, the loan fee may be different depending on the across-the-board federal budget cuts known as "sequester" put into place by the Budget Control Act of 2011. The Department of Education will notify borrowers of fee changes.

International Loan

The International Loan Program is administered by the College from institutional funds to students who are not U.S. Citizens or U.S. Permanent Residents, and must be awarded as part of a student's aid offer. Recipients must remain enrolled at the College at least half time to retain eligibility. The 5% interest rate and repayment of the loan begin 12 months after graduation, withdrawal from the College or dropping below half-time status. No interest accrues on the loan until repayment begins. The maximum repayment period is 10 years. Students who file for bankruptcy may still be required to pay back the loan. Students may not borrow more than the amount offered as part of a financial aid award from year to year.

Scholarship Funds

The following scholarship funds are used to enhance Bryn Mawr's need-based financial aid program. They are not awarded separately.

The Barbara Goldman Aaron Scholarship Fund was established by Barbara Goldman Aaron '53. The fund shall be used to provide undergraduate financial aid. (2005)

The Warren Akin IV Scholarship Fund was established by Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) in memory of Warren Akin IV, M.A. '71, Ph.D. '75. The fund is to be awarded in the following order of preference: first, to graduate students in English; second, to any graduate student; third, to any Bryn Mawr student. (1984)

The George I. Alden Scholarship Fund was established by the George I. Alden Trust through a challenge grant. The fund shall be used to provide undergraduate financial aid. (1998)

The Johanna M. Atkiss Scholarship Fund was established by Ruth R. Atkiss '36 in memory of her mother. The income will be used to provide scholarship assistance to a student preferably from the Philadelphia High School for Girls. In the event that there is no student with financial need from the Philadelphia High School for Girls in a given year, the income may support either a student from the Masterman School in Philadelphia, or a Philadelphia area public high school. The fund shall be used to provide undergraduate financial aid. (1999)

The Mildred P. Bach Scholarship Fund was established by Mildred P. Bach '26. The fund shall be used to provide undergraduate financial aid. (1992)

The William O. and Carole Bailey '61 Scholarship Fund was established by Carole Parsons Bailey '61 and William O. Bailey. The fund shall be used to provide undergraduate financial aid. (1994)

The Baird Scholarship Endowment was established by Bridget Baird '69. Income from this fund shall be used to support financial aid for undergraduate students with preference given to minority students with significant financial need. (2008)

The Barbara Otnow Baumann '54 Scholarship Fund was established through a bequest from Barbara Otnow Baumann '54 to provide undergraduate financial aid with preference given to a student from the New York metropolitan area. (2006)

The Edith Schmid Beck Scholarship Fund was established by Edith Schmid Beck '44. The fund shall be used to provide undergraduate financial aid to a student working toward world peace who have shown genuine commitment to working toward international peace and justice, regardless of their academic major. Edith Beck had strong interest in fostering global solutions to world problems; she made a life-long commitment to erasing human differences that led to conflict and to working toward a worldwide acceptance and compliance with a universal code of law and social justice. (1999)

The Susanna E. Bedell Fund provides undergraduate financial aid. (2007)

The Beekey Scholarship Fund was established by Lois E. Beekey '55, Sara Beekey Pfeffenroth '63, and their mother, Mrs. Cyrus E. Beekey. The fund shall be used to provide undergraduate financial aid for a student majoring in a modern foreign language or in English. (1985)

The L. Diane Bernard, Ph.D. ’67, Endowed Scholarship Fund was established by L. Diane Bernard, Ph.D. ’67. The fund shall support the mission, program and activities of the Graduate School of Social Work and Social Research of Bryn Mawr College by providing funding in perpetuity for a graduate scholarship. (2011)

The Star K. and Estan J. Bloom Scholarship Fund was established by Star K. Bloom ’60, and her husband, Estan J. Bloom, of Tuscaloosa, Alabama. The fund shall be used to provide undergraduate financial aid to students from the southern part of the United States, with first preference given to residents of Alabama. (1976)

The Virginia Burdick Blumberg ’31 Scholarship Fund was established by Virginia Burdick Blumberg ’31. The fund shall be used to provide undergraduate financial aid. (1998)

The Norma and John Bowles ARCS Endowment for Sciences was established by Norma Landwehr Bowles ’42 and is administered in accordance with the interests of the ARCS (Achievement Research for College Students) Foundation, which seeks to encourage young women to pursue careers in the sciences. The fund shall be used to provide undergraduate financial aid with preference for students studying the sciences. (1987)

The Bryn Mawr Club of Princeton Scholarship was established by The Bryn Mawr Club of Princeton. The fund shall be used to provide undergraduate financial aid with preference to a student from the Princeton area or from elsewhere in New Jersey. (1973)

The Mariam Coffin Canaday Scholarship Fund was established by Ward M. Canaday, Trustee, George W. Ritter, co-Trustee and Frank H. Canaday, co-Trustee, of the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The fund shall be used to provide undergraduate financial aid with preference to a student from metropolitan Toledo, Ohio, the residence of Ward M. and Mariam C. Canaday. (1968)

The Patricia L. Chapman, M.S.S. ’81, Endowed Scholarship Fund for the Graduate School of Social Work and Social Research was established by Patricia L. Chapman, M.S.S. ’81. The Chapman Fund supports financial aid for single mothers raising children while balancing the demands of family, school and work. (2010)

The Class of 1922 Memorial Scholarship Fund was established by a bequest from Margaret Crosby ’22, Ph.D. Yale ’34. The fund shall be used to provide undergraduate financial aid. (1972)

The Class of 1939 Memorial Scholarship Fund was established by members of the Class of 1939. The fund shall be used to provide undergraduate financial aid. (1985)

The Class of 1943 Scholarship Fund was established by the James H. and Alice I. Goulder Foundation, Inc., of which Alice Ireman Goulder ’43, and her husband were officers. Members of the Class of 1943 and others have added to the Fund. The fund shall be used to provide undergraduate financial aid. (1974)

The Class of 1944 Memorial Scholarship Fund was established by members of the Class of 1944. The Class of 1944 Memorial Scholarship Fund was initiated in 1954 in memory of Jean Brunn Mungall ’54, the Class’s first president, and continues to memorialize subsequent deceased members. The fund shall be used to provide undergraduate financial aid. (1988)

Class of 1956 Endowed Scholarship Fund was established by Members of the Class of 1956 to commemorate their 55th reunion. The fund shall be used to provide undergraduate financial aid. (2011)

The Class of 1957 Scholarship Fund was established by Members of the Class of 1957 to commemorate their 50th Reunion. The fund shall be used to provide undergraduate financial aid. (2007)

The Class of 1958 Scholarship Fund was established by members of the class to commemorate their 40th Reunion. The fund shall be used to provide undergraduate financial aid. (1998)

The Class of 1960 Endowed Scholarship Fund was established to commemorate their 50th Reunion. The fund shall be used to provide undergraduate financial aid. (2010)

The Class of 1982 Endowed Scholarship Fund was established to provide financial assistance to undergraduates with documented financial need who demonstrates the highest academic promise and personal commitment to the values of Bryn Mawr College with preference given to students from underserved communities. (2012)

The Margaret Jackson Clowes Scholarship Fund was established by Margaret Jackson Clowes ’37. The fund shall be used to provide undergraduate financial aid. (2008)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Memorial Scholarship Fund was established by Edward W. Evans and other family members in memory of Evelyn Flower Morris Cope, Class of 1903, and Jacqueline Pascal Morris Evans, Class of 1908. The fund shall be used to provide undergraduate financial aid. (1958)

The Regina Katharine Crandall Scholarship Fund was established by a group of Regina Katharine Crandall's students and friends. She was a member of the teaching staff at Bryn Mawr College from 1902 to 1916; Associate in English 1916 to 1917; Associate Professor of English Composition 1917 to 1918; Margaret Kingsland Haskell Professor of English Composition 1918 to 1933. The fund shall be used to provide undergraduate financial aid with preference to a student who has shown excellence in writing. (1950)

The Louise Hodges Crenshaw Scholarship Fund was established by Miss Evelyn Hodges, sister of the late Louise Crenshaw, died and left half of her residuary estate to the Army Relief Society. Before her death, Miss Hodges indicated to Parke Hodges, her brother, a wish to change her will and make certain funds available to Bryn Mawr College, in memory of Mrs. Crenshaw, to provide job counseling for Bryn Mawr graduates. The Army Relief Society (since merged with the Army Emergency Relief) was advised by its legal counsel that it could not make an unrestricted gift to Bryn Mawr College, but could give funds to the College as a memorial to Mrs. Crenshaw for individuals and purposes in accordance with their certificate of incorporation. The Army Emergency Relief Board of Managers approved a gift to Bryn Mawr College to be added to the College's endowment and to be used for scholarships for dependent children of Army members meeting AER eligibility requirements. The fund shall be used to provide undergraduate financial aid. (1978)

The Raymond E. and Hilda Buttenwieser Crist '20 Scholarship Fund was established by Raymond E. Crist. The fund shall be used to provide undergraduate financial aid. (1989)

The Annie Lawrie Fabens Crozier Scholarship Fund was established by Mr. and Mrs. Abbot F. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier '51, who died only a few years after her graduation from Bryn Mawr. The fund shall be used to provide undergraduate financial aid with preference to a Junior or Senior majoring in English. (1960)

The Louise Dickey Davison Fund was established in memory of Louise Dickey Davison '37 b y her husband, Roderic H. Davison and son, R. John Davison. The fund shall be used to provide undergraduate financial aid with preference to students studying Classical and Near Eastern Archaeology. (1995)

The Anna Janney DeArmond Endowed Fund was established by Anna Janney DeArmond's friend, Gertrude Weaver, in 1999. The fund shall be used to provide undergraduate financial aid. (2008)

The Edith Aviles de Kostes 1988 Scholarship Fund was established by Edith Aviles de Kostes 1988. The fund shall be used to provide support for undergraduate scholarships with preference for Latina students. (2014)

The Dolphin Endowed Scholarship Fund was established by Joan Gross Scheuer '42 to provide long-term support for the Dolphin Scholarships after the Dolphin Program ended in 1998. The purpose of the Dolphin Endowed Scholarship Fund is to support students from the New York City Public Schools. The fund shall be used to provide undergraduate financial aid. (1991)

The Josephine Devigne Donovan Memorial Fund was established by family and friends of Josephine Devigne Donovan '38. The fund shall be used to provide undergraduate financial aid to a student studying in France her junior year. (1996)

The Barbara Cooley McNamee Dudley Fund was established by Robin Krivanek, sister of Barbara Cooley McNamee Dudley '42 and mother of Jennifer Krivanek '75, aid to students from outside the United States. The fund shall be used to provide undergraduate financial aid with preference to students from outside the United States, not excluding members of families temporarily living in the United States. (1983)

The Ellen Silberblatt Edwards Scholarship Fund was established by Lucy Friedman '65 and Temma Kaplan, and other friends and classmates of Ellen Edwards to honor her memory. The Ellen Edwards Scholarship will be awarded to an entering student whose promise for success at Bryn Mawr is not necessarily shown in conventional ways. Preference is to be given to a student from New York City. The fund shall be used to provide undergraduate financial aid. (1994)

The Charles E. Ellis Scholarship shall be used to provide undergraduate financial aid. (1985)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Fund was established by a bequest from Rebecca Winsor Evans, who died on July 25, 1959. She survived her sister, Ellen Winsor, by only 20 minutes. The fund shall be used to provide undergraduate financial aid to a minority student. (1959)

The Helen Feldman Scholarship Fund was established by the Class of 1968 for the establishment of a Fund in the name of Helen Feldman '68, their classmate who was killed in an automobile accident in August, 1967, the summer before her senior year. The fund shall be used to provide undergraduate financial aid for a student spending the summer studying in Russia. (1968)

The Cora B. and F. Julius Fohs Perpetual Scholarship Fund was established by the Fohs Foundation of Houston, Texas. The fund shall be used to provide undergraduate financial aid. (1965)

The Lucy Norman Friedman Scholarship Fund was established by Lucy Norman Friedman ’65. The fund shall be used to provide undergraduate financial aid to those with substantial need. (2007)

The Edgar M. Funkhouser Memorial Scholarship Fund was established by Anne Funkhouser Francis ’33, from the estate of her father, Edgar M. Funkhouse. The fund shall be used to provide undergraduate financial aid with preference being given to residents from southwest Virginia and thereafter to students from District III. (1984)

The Helen Hartman Gemmill Fund for Financial Aid was established by a bequest from Helen Hartman Gemmill ’38, of Jamison, Pennsylvania who died on December 11, 1998. The fund shall be used to provide undergraduate financial aid. (1999)

The Samuel and Esther Goldin Endowment was established by Rosaline Goldin and Julia Goldin in memory of their parents. The fund shall be used to provide undergraduate financial aid for students studying Hebrew or Judaic studies. (2001)

The Hazel Goldmark Fund was established by the daughters of Hazel Seligman Goldmark ’30, of New York, New York. Hazel Goldmark worked for many years in the New York Bookstore to raise money scholarships. The fund shall be used to provide undergraduate financial aid. (1991)

The Barbara and Arturo Gomez Fund was established by Barbara Baer Gomez ’43, M.A. ’44, and Arturo Gomez. The fund shall be used to provide undergraduate financial aid to a Mexican undergraduate. (1997)

The Phyllis Goodhart Gordan Scholarship Fund was established by the Class of 1935 in honor of Phyllis Goodhart Gordan ’35. The fund shall be used to provide undergraduate financial aid with preference given to students in the languages. (1985)

The Margaret Winthrop McEwan Hansen ‘46 Scholarship Fund was established by Laurie Hansen Saxton ‘79 in honor of her mother, Margaret Winthrop McEwan Hansen ‘46. The fund shall be used to support a student with need who is interested in the sciences. (2013)

The Alice Cohen Harrison ‘36 and Sally R. Harrison ‘71 Scholarship Fund was established through the bequest of Alice Cohen Harrison and by Walter C. Harrison in honor of Sally R. Harrison ‘71. The fund shall be used to provide unrestricted support for the general purposes of the College with a preference for providing financial assistance to an undergraduate student with documented financial need. (2014)

The Bill Hart and Dabney Gardner Hart ‘62 Scholarship Fund was established by Bill Hart and Dabney Gardner Hart ’62. The fund shall be used to provide financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2013)

The Nora M. and Patrick J. Healy Fund was established by friends and family in memory of Nora M. Healy, mother of Margaret M. Healy, Ph.D. ’69, and Nora T. Healy, M.S.S. ’73. The fund shall be used to provide undergraduate financial aid with preference given to graduate students. (1984)

The William Randolph Hearst Endowed Scholarship for Minority Students was established by The Hearst Foundation, Inc. The fund shall be used to provide undergraduate financial aid for minority students. (1992)

The Edith Helman Scholarship Fund was established by a bequest from Edith Helman, Ph.D. ’33. The fund shall be used to provide graduate or undergraduate scholarships with preference given to students in the Humanities. (2011)

The Katharine Houghton Hepburn Memorial Scholarship Fund was established by Katharine Hepburn ’28 in memory of her mother, Katharine Houghton Hepburn, Class of 1899, and will be awarded to “a student who has demonstrated both ability in her chosen field and independence in mind and spirit.” The fund shall be used to provide undergraduate financial aid. (1958)

The Annemarie Bettmann Holborn Fund was established by Hanna Holborn Gray ’50 and her husband, Charles Gray, in honor of Mrs. Gray’s mother, Annemarie Bettmann Holborn. The fund shall be used to provide undergraduate or graduate financial aid to a student in the field of classics, including classical archaeology. (1991)

The Cheryl Holland 1980 Scholarship Fund was established by a generous gift from Cheryl Holland ‘80. The fund shall be used to support undergraduate scholarships. (2015)

The Leila Houghteling Memorial Scholarship Fund was established by family and friends in memory of Leila Houghteling, Class of 1911, of Winnetka, Illinois. The fund shall be used to provide undergraduate financial aid. (1929)

The Lillia Babbitt Hyde Scholarship Fund was established by the Lillia Babbitt Hyde Foundation. The fund shall be used to provide undergraduate financial aid to students who plan to pursue a medical education or a scientific education in Chemistry. (1963)

The Jenna Lynn Higgins ’07 Bryn Mawr Archaeology Memorial Scholarship Fund was established by Lillian and Charles Higgins with additional support from friends of Jenna Lynne Higgins ’07. The income from this fund is to be awarded annually to an undergraduate Archaeology student. (2010)

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by Deborah Jackson Weiss ’68 and her family in memory of her grandmother, Elizabeth Bethune Higginson Jackson, Class of 1897, who died on January 14, 1974. Elizabeth Bethune Higginson Jackson, herself an alumna of Bryn Mawr, had two daughters, two daughters-in-law and three granddaughters who attended Bryn Mawr, and was a major donor to the Class of 1897 Professorship in Science. The fund shall be used to provide undergraduate financial aid. (1974)

The Kate Kaiser Scholarship Fund was established by Ruth Kaiser Nelson ’58 in her mother’s name. The fund shall be used to provide undergraduate financial aid for nontraditional-age students. (1991)

The Sue Mead Kaiser Scholarship Fund was established by The Bryn Mawr Club of Northern California and other individuals. The fund shall be used to provide undergraduate financial aid. (1974)

The Stephanie Wenkert Kanwit ‘65 Scholarship Fund by Stephanie Wenkert Kanwit ‘65. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College.(2014)

The Eileen P. Kavanagh Scholarship Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. Preference will be given to a student involved in the Bryn Mawr Science Posse program. (2012)

The Sara Mann Ketcham ’42 Scholarship Fund was established by established by Sara Mann Ketcham ’42. The income will support her for all four years at the College, assuming ongoing financial need. The fund shall be used to provide undergraduate financial aid with preference for a graduate of Philadelphia High School for Girls if there is no student with financial need from the Philadelphia High School for Girls, the Fund may be used to provide support for a student from a Philadelphia area public high school. (2007)

The Kohn Family Scholarship Fund was established by Martha and Jeffrey Kohn in honor of their daughter, Alexandra Kohn 2016. The fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need. (2014)

The Kopal Scholarship Fund was established by Zdenka Kopal Smith ’65 and her family in memory of Zdeněk Kopal and Eva M. Kopal. The scholarship was conceived of by Zdenka’s late sister, Eva M. Kopal ’71, to honor her father, astronomer Zdeněk Kopal (1914-1993). The fund shall be used to provide undergraduate financial aid. (2001)

The Melodee Siegel Kornacker ’60 Fellowship in Science was established by Melodee Siegel Kornacker ’60, of Columbus, Ohio. The fund shall be used to provide graduate financial aid to a student in biology, chemistry, geology, physics or psychology in that order. (1976)

The Hertha Kraus Scholarship Fund was established to support a student of the Graduate School of Social Work and Social Research with demonstrated financial need. (2007)

The Laura Schlageter Krause ’43 Scholarship Fund in the Humanities was established by Laura Schlageter Krause ’43. The fund shall be used to provide undergraduate financial aid to a student in the humanities. (1998)

The Charlotte Louise Belshe Kress Scholarship Fund was established by a bequest from Paul F. Kress, husband of Charlotte Louise Belshe Kress ’54, of Chapel Hill, North Carolina. The fund shall be used to provide undergraduate financial aid. (1994)

The Langdon-Schieffelin Fund was established by Bayard Schieffelin and his wife, Virginia Loomis Schieffelin ’30, during the Centennial Campaign. They requested that The Langdon-Schieffelin Fund be established, saying that the funds were given in gratitude for the years at Bryn Mawr of the following students: Julia Langdon Loomis, Class of 1898, Ida Langdon, Class of 1905, Barbara Schieffelin Bosanquet ’27.
Virginia Loomis Schieffelin ’30, Barbara Schieffelin Powell ’62. The fund shall be used to provide faculty salaries or undergraduate financial aid. (1982)

The Minor W. Latham Scholarship Fund was established by a bequest from John C. Latham of New York City, brother of Minor W. Latham, a graduate student during 1902-04. The fund shall be used to provide undergraduate financial aid for a student studying English and residing in Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Louisiana, Mississippi, Tennessee and Kentucky. (1984)

The Marguerite Lehr Scholarship Fund was established by an anonymous alumna in memory of Marguerite Lehr, Ph.D. ’23, and a member of the Bryn Mawr faculty from 1924 to 1967. The fund shall be used to provide undergraduate financial aid who have excelled in Mathematics. (1988)

The Jean Lucas Lenard ’59 Scholarship Fund was established by John and Jean Lucas to provide financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. This scholarship will provide support to a junior or senior pursuing a career in biochemistry or molecular biology. (2011)

The Louise Steinhart Loeb Scholarship Fund was established by the Louise and Henry Loeb Fund at Community Funds, Inc. The fund shall be used to provide undergraduate financial aid. (2001)

The Vi and Paul Loo Scholarship Fund was established by Violet Loo ’56 and Paul Loo to provide undergraduate financial aid with preference to students from Hawaii. (2007)

The Alice Low Lowry Fund for Undergraduate and Graduate Scholarships and Tuition Grants was established by family, friends and colleagues in memory of Alice Low Lowry ’38 of Shaker Heights, Ohio. The fund shall be used to provide undergraduate and graduate financial aid. (1968)

The Lucas Scholarship Fund was established by Diana Daniel Lucas ’44 in memory of her parents, Eugene Willett van Court Lucas, Jr., and Diana Elmendorf Richards Lucas; her brother, Peter Randell Lucas; and her uncle, John Daniel Lucas. The fund shall be used to provide undergraduate financial aid. (1985)

The Katharine Mali Scholarship Fund was established by a bequest from Katharine Mali ’23 of New York, New York. The fund shall be used to provide undergraduate financial aid. (1980)

The Dorothy Nepper Marshall Scholarship Fund was established by a bequest from Dorothy N. Marshall, Ph.D. ’44, of Brookline Massachusetts. The fund shall be used to provide undergraduate financial aid. (1986)

The Katharine E. McBride Endowed Scholarship Fund was established by a McBride alumna who offered an anonymous challenge to alumnae and friends of the McBride Program. A second challenge from Susan Ahlstrom ’93 and Bill Ahlstrom helped complete the challenge. The fund shall be used to provide undergraduate students in the McBride Program with financial aid with preference given to sophomores, juniors or seniors. (2001)

The Katharine E. McBride Undergraduate Scholarship Fund was established by Gwen Davis ’54, of Beverly Hills, California. The fund shall be used to provide undergraduate financial aid. (1970)

The Carol McMurtrie Scholarship Fund was established by Carol Cain McMurtrie ’66. The fund shall be used to provide undergraduate financial aid. (2007)

The Midwest Scholarship Endowment Fund was established by alumnae of District VII in honor of Barbara Bauman Morrison ’62. The fund shall be used to provide undergraduate financial aid to Midwestern students. (1974)

The Elinor Dodge Miller Scholarship Fund was established to provide undergraduate financial aid. (1985)

The Karen Lee Mitchell ’86 Scholarship Fund was established by Carolyn and Gary Mitchell in memory of their daughter, Karen. The purpose of the Fund is to provide scholarship support for students of English literature, with a special interest in women’s studies, a field of particular concern to Karen Mitchell. The fund shall be used to provide undergraduate financial aid. (1992)

The Jesse S. Moore Fund was established by Caroline Moore ’56 and her husband Peter “for post-college-age women with financial need who have matriculated at Bryn Mawr from the Special Studies Program.” The fund shall be used to provide undergraduate financial aid. (1982)

The Mrs. Wistar Morris Japanese Scholarship was established by the Japanese Scholarship Committee of Philadelphia. The fund shall be used to provide undergraduate financial aid for Japanese students. (1978)

The Frank L. and Mina W. Neall Scholarship Fund was established by the bequest of Adelaide W. Neall in memory of Miss Neall’s parents. The fund shall be used to provide undergraduate financial aid. (1957)

The Bryn Mawr Fund of the New Hampshire Charitable Foundation was established by The Spaulding-Potter Charitable Trusts, of Keene, New Hampshire through a challenge for alumnae of Bryn Mawr living in New Hampshire. The fund shall be used to provide undergraduate financial aid with preference to students from New Hampshire. (1964)

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen ’43. The fund shall be used to provide undergraduate financial aid with preference given to psychology majors. (1985)

The Jane M. Oppenheimer Scholarship Fund was established by a bequest from Dr. James H. Oppenheimer, father of Jane Oppenheimer ’32, William R. Kenan, Jr. Professor Emeritus of Biology and History of Science Department of Biology. The fund shall

be used to provide undergraduate financial aid with preference given to Jewish Biology students. (1997)

The Jean Shaffer Oxtoby ’42 Memorial Scholarship Fund was established by her son, David Oxtoby. The fund shall be used to provide undergraduate financial aid. (2010)

The Pacific Northwest Scholarship Fund was established to provide undergraduate financial aid to students from the Pacific Northwest. (1976)

The Marie Hambalek Palm ’70 Memorial Scholarship Fund was established by Gregory Palm, together with family and friends of his late wife, Marie Hambalek Palm ’70. The fund shall be used to provide undergraduate financial aid. (1998)

The Margaret Tyler Paul Scholarship Fund was established by the Class of 1922 in honor of their 40th Reunion. The fund shall be used to provide undergraduate financial aid. (1963)

The Delia Avery Perkins Fund was established by a bequest from Delia Avery Perkins, Class of 1900, of Montclair, New Jersey. The fund shall be used to provide undergraduate financial aid for freshman students from northern New Jersey. (1963)

The Mary DeWitt Pettit Scholarship was established by the Class of 1928 to honor their classmate. The fund shall be used to provide undergraduate financial aid with preference given to a student studying the sciences. (1978)

The Julia Peyton Phillips Scholarship Fund was established in 1986 with a gift from the Fairfield County Community Foundation. Since that time, the fund has provided scholarship support for undergraduates studying Latin, Greek, American History, or English.

The Vinton Liddell Pickens ’22 Scholarship Fund was established by Cornelia Pickens Suhler ’47 in memory of her mother. The fund shall be used to provide undergraduate financial aid with preference to students with a major in Fine Arts or the Growth and Structure of Cities, or a concentration in Environmental Studies. (1995)

The Louise Hyman Pollak Scholarship Fund was established by a bequest from Louise Hyman Pollak 1908, of Cincinnati, Ohio. The fund shall be used to provide undergraduate financial aid to a student from Cincinnati or the surrounding area. (1932)

The Porter Scholarship Fund was established by Carol Porter Carter ’60 and her mother, Mrs. Paul W. Porter, for the establishment of a scholarship fund. The fund shall be used to provide undergraduate financial aid to a returning student. (1985)

The Jean Seldomridge Price Memorial Scholarship Fund was established by a bequest from Jean S. Price ’41. The Fund shall be used to provide undergraduate financial aid. (2011)

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly has in honor of his wife, Patricia Quinn Connolly ’91. The fund shall be used to provide undergraduate financial aid for a student from a high school of the Catholic Archdiocese of Philadelphia. Should no graduate of the Archdiocesan school system require financial aid in a given year, the Quinn Scholarship shall be awarded to a student with financial need in the Katharine E. McBride Scholars Program, or to another nontraditional-aged student at the College. (1991)

The Caroline Remak Ramsay Scholarship Fund was established by Caroline Remak Ramsay, Class of 1925. The fund shall be used to provide undergraduate financial aid for undergraduate students in the social sciences. (1992)

The Maximilian and Reba E. Richter Scholarship Fund was established by Charles Segal, Esq., attorney for and one of the Trustees of the Estate of Max Richter, father of Helen R. Elser, Class of 1913. The fund shall be used to provide undergraduate financial aid to a student from a New York City public high school or college. (1961)

The Alice Mitchell Rivlin Scholarship Fund was established by an anonymous donor in honor of Alice Mitchell Rivlin ’52. The fund shall be used to provide undergraduate financial aid. (1996)

The Barbara Paul Robinson Scholarship Fund was established by Barbara Paul Robinson ’62. The fund shall be used to provide undergraduate financial aid who demonstrates the highest academic promise, a determined spirit and a personal commitment to public service and the values of Bryn Mawr College. (2007)

The Serena Hand Savage Memorial Scholarship Fund was established by family and friends of Serena Hand Savage ’22, former President of the Alumnae Association in her memory. The fund shall be used to provide undergraduate financial aid for a Junior who shows great distinction in scholarship and character, and who may need assistance to finish her last two years of College. (1951)

The Constance E. Schaar Memorial Fund was established by the parents, family, fellow students and friends of Constance E. Schaar ’63, who died during the year following her graduation. The fund shall be used to provide undergraduate financial aid. (1964)

The Joseph and Gertrude Schrot Scholarship Fund was established through a bequest from Gertrude S. Schrot of Philadelphia. The fund shall be used to provide financial aid to students of non-traditional age. (2010)

The Schwartz Merit Scholarship Fund was established by Rosalyn Ravitch Schwartz ’44. The fund will provide scholarship support for deserving undergraduates at Bryn Mawr. (2013)

The Mary Wilson Schwertz ’41 Scholarship Fund was established by Mary Wilson Schwertz ’41. The fund shall be used to provide undergraduate financial aid with preference for a student studying chemistry. (2011)

The Judith Harris Selig Fund was established by a bequest from Judith Harris Selig ’57. Her friends and family made additional gifts in her memory. The fund shall be used to provide undergraduate financial aid. (1968)

The Jacqueline Silbermann Scholarship Fund was established by Jacqueline Winter Silbermann ’59. The fund shall be used to provide financial assistance to matriculated students facing unexpected financial hardship with documented financial need who demonstrate the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2011)

The Smalley Foundation, Inc. Scholarship was established to provide undergraduate financial aid. Grant was made to Bryn Mawr in 1995 in honor of Elisa Dearhouse ’85.

The W.W. Smith Scholarship Prize is made possible by a grant from the W.W. Smith Charitable Trust for financial aid support for past W.W. Smith Scholarship recipients who have shown academic excellence and are beginning their senior year. The fund shall be used to provide undergraduate financial aid. (1986)

The W.W. Smith Scholar Grants are made possible by the W.W. Smith Charitable Trust. The scholarships are awarded to needy, full-time undergraduate students in good academic standing, and may be awarded to the same student for two or more years. (1978)

The C.V. Starr Scholarship Fund was established by The Starr Foundation, of New York City. The fund shall be used to provide undergraduate financial aid. (1988)

The Amy Sussman Steinhart Scholarship Fund was established by the family of Amy Sussman Steinhart Class of 1902, of San Francisco. The fund shall be used to provide undergraduate financial aid for a student from the Western states. (1932)

The Anna Lord Strauss Scholarship and Fellowship Fund was established by the Ivy Fund, of which Anna Lord Strauss was the President. The fund shall be used to provide undergraduate financial aid to students interested in public service or the process of government. (1976)

The Solon E. Summerfield Foundation was established by Gray Struther ’54 to provide undergraduate financial aid. (1958)

The Elizabeth Prewitt Taylor Scholarship Fund was established by a bequest from Elizabeth P. Taylor, Class of 1921. The fund shall be used to provide undergraduate financial aid. (1960)

The Dean Karen Tidmarsh ’71 Scholarship Fund was established by Sandra Berwind, M.A. ’61, Ph.D. ’68, in honor of Dean Karen Tidmarsh ’71. Preference is to be given to graduates of Philadelphia area public high schools. The fund shall be used to provide undergraduate financial aid. (2006)

The Marion B. Tinaglia Scholarship Fund was established by John J. Tinaglia in memory of his wife, Edith Marion Brunt Tinaglia ’45. The fund shall be used to provide undergraduate financial aid. (1983)

The Kate Wendall Townsend Scholarship Fund was established by Katharine W. Sisson, Class of 1920, who died on July 6, 1978, in honor of her mother. The fund shall be used to provide undergraduate financial aid with preference for a student from New England who has made a definite contribution to the life of the College in some way besides scholastic achievement. (1978)

The Hope Wearn Troxell Memorial Scholarship was established by Southern California Alumnae in memory of Hope Wearn Troxell ’46. The fund shall be used to provide undergraduate financial aid to a student who has contributed responsibly to the life of the College community. (1973)

The Suetse Li Tung ’50 and Mr. and Mrs. Sumin Li Scholarship Fund for International Students was established by Suetse Li Tung ’50. The fund shall be used to provide undergraduate financial aid for international students, with preference for students from China. (2008)

The Florence Green Turner Scholarship Fund was established to provide undergraduate financial aid. (1991)

The UPS Endowment Fund Scholarship was established by the Foundation for Independent Colleges, Inc. The fund shall be used to provide undergraduate financial aid. (1997)

The Anne Hawks Vaux Scholarship Fund was established by George Vaux of Bryn Mawr, Pennsylvania in memory of his wife, Anne Hawks Vaux ’35, M.A. ’41. The fund shall be used to provide undergraduate financial aid. (1979)

The Nancy J. Vickers Global Scholars Fund recognizes Nancy’s leadership as Bryn Mawr’s seventh president by providing students with financial assistance to study abroad for one semester. This Fund was established with gifts honoring her 2008 retirement. (2011)

The Mildred and Carl Otto Von Kienbusch Fund for Undergraduate Scholarships was established by a bequest from Carl Otto von Kienbusch of New York City, husband of the late Mildred Pressinger von Kienbusch, Class of 1909. The fund shall be used to provide undergraduate financial aid. (1976)

The Julia Ward Scholarship Fund was established by an anonymous friend in memory of Julia Ward, Class of 1923. The scholarship is given in particular recognition of Julia Ward’s understanding and sympathy for young students. The fund shall be used to provide undergraduate financial aid. (1963)

The Elizabeth Vogel Warren ’72 Scholarship was established by Elizabeth Vogel Warren ’72. The fund shall be used to provide undergraduate financial aid. (2008)

The Betsy Frantz Havens Watkins ’61 Scholarship Fund was established in 2012 by Betsy Frantz Havens Watkins ’61 and Charles Watkins. The fund shall be used to provide financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2011)

The Eliza Jane Watson Scholarship Fund was established by the John Jay and Eliza Jane Watson Foundation. The fund shall be used to provide undergraduate financial aid. (1964)

The Susan Opstad White ’58 Scholarship Fund was established by Mrs. Raymond Opstad in honor of her daughter, Susan Opstad White. The fund shall be used to provide undergraduate financial aid. (1987)

The Sarah Lark Twiggar Scholarship Fund was established by Sarah Twiggar Werntz ‘58 in memory of her mother. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates academic promise and a personal commitment to the values of Bryn Mawr College. (2014)

The Benjamin and Jennifer Suh Whitfield Scholarship Fund was established by Benjamin and Jennifer Suh Whitfield ’98. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2012)

The Anita McCarter Wilbur Scholarship Fund was established by a bequest from Anita McCarter Wilbur ’43, Kensington, Maryland, who died on March 28, 1996. The fund shall be used to provide undergraduate financial aid. (1996)

The William H. Willis Endowed Scholarship Fund was established by Caroline C. Willis ’66 in memory of her father. The Fund provides scholarship support for undergraduate students, with preference for students from the South or students who are studying Classical Studies. (2008)

The Margaret W. Wright and S. Eric Wright Scholarship was established by a bequest from Margaret White Wright ’43, of Charleston, West Virginia. The fund shall be used to provide undergraduate financial aid to students of Quaker lineage attending the College. (1985)

The D. Robert Yarnall Fund was established by a bequest from D. Robert Yarnall, of Chestnut Hill, Philadelphia, who died on September 11, 1967. His mother, Elizabeth Biddle Yarnall ’19, aunt Ruth Biddle Penfield ’29 and daughter Kristina Yarnall-Sibinga ’83 are graduates of the College. The fund shall be used to provide undergraduate financial aid. (1967)

The Nanar and Anthony Yoseloff Endowed Scholarship Fund was established by Nanar Tabrizi Yoseloff ’97 and her husband, Anthony Yoseloff. The fund shall be used to provide undergraduate financial aid. (2009)

International Funds

The Ann Updegraff Allen ’42 and Ann T. Allen ’65 Endowed Scholarship Fund was established by Ann Updegraff Allen ’42 and Ann T. Allen ’65 for students in good academic standing, with preference for international students. The fund shall be used to provide undergraduate financial aid. (2008)

The Frances Porcher Bowles Memorial Scholarship Fund was established by relatives and friends in memory of Frances Porcher Bowles ’36. The fund shall be used to provide undergraduate financial aid for international students. (1985)

The Chinese Scholarship was established by Beatrice MacGeorge, Class of 1901, M.A. ’21. The fund shall be used to provide undergraduate financial aid. (1929)

The Lois Sherman Chope Scholarship Fund was established by Lois Sherman Chope ’49, through the Chope Foundation. The purpose of the Fund is to provide undergraduate scholarship support for international students. (1992)

The Elizabeth Dodge Clarke Fund was established by the Cleveland H. Dodge Foundation. The fund shall be used to provide undergraduate financial aid for international students. (1984)

The Middle East Scholarship Fund was established by Eliza Cope Harrison ’58, of Ann Arbor, Michigan. The purpose of the Fund will be to enable the College to make scholarship awards to able students from a number of Middle Eastern countries. While the countries have not been specifically named, it is expected that Iran and Turkey will be included. The fund shall be used to provide undergraduate financial aid. (1975)

The Elizabeth G. Vermey Scholarship Fund was established by friends of Elizabeth G. Vermey ’58, who was the Director of Admissions at Bryn Mawr College from 1965 to 1995. The fund shall be used to provide undergraduate financial aid for an international student. (2008)

The Harris and Clare Wofford International Fund Scholarship was established to honor President Wofford and his commitment to international initiatives which he enthusiastically supported during his tenure at Bryn Mawr. (1978)

THE ACADEMIC PROGRAM

The Curriculum

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum encourages independence within a rigorous but flexible framework of divisional and major requirements.

The Bryn Mawr curriculum obtains further breadth through institutional cooperation. Virtually all undergraduate courses and all major programs at Bryn Mawr and Haverford Colleges are open to students from both schools, greatly increasing the range of available subjects. With certain restrictions, Bryn Mawr students may also take courses at Swarthmore College, the University of Pennsylvania and Villanova University during the academic year without payment of additional fees.

Requirements for the A.B. Degree for students who matriculated in the fall of 2011 or later (students who matriculated prior to fall 2011 should consult prior catalogs)

Thirty-two units of work are required for the A.B. degree. These must include:

- One Emily Balch Seminar.
- One unit to meet the Quantitative and Mathematical Reasoning Requirement (preceded by the successful completion of the Quantitative Readiness Assessment or Quantitative Readiness Seminar)
- Two units to satisfy the Foreign Language Requirement.
- Four units to meet the Distribution Requirement.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete six half-semesters of physical education, including wellness, successfully complete a swim proficiency requirement and meet the residency requirement.

Students will normally satisfy the Emily Balch Seminar, the Quantitative and Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement with courses taken

while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy any of these requirements, although they might allow a student to place into a more advanced course.

Emily Balch Seminar Requirement

The Emily Balch Seminars aim to engage students in thinking about broad intellectual questions within and across disciplines and to teach close reading and cogent writing. The seminars help prepare students for a modern world that demands critical thinking and effective communication both within and outside of the frameworks of particular disciplines. Students must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

Quantitative Requirement

Each student must demonstrate the application of the quantitative skills needed to succeed in her professional and personal life as well as many social and natural science courses by either a) earning a satisfactory score on the SAT, the ACT or a comparable test, or b) earning a satisfactory score on the Quantitative Readiness Assessment offered before the start of the freshman year, or c) completing a Quantitative Readiness Seminar with a grade of 2.0 or higher during the freshman year.

In addition, each student must complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are designated “QM” in course catalogs and guides.

A student cannot use the same course to meet both the QM and distribution requirements. A student may use credits transferred from other institutions to satisfy these requirements only with prior approval.

Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy this requirement by coursework in English literature.

A student cannot use the same course to meet both the Language and distribution requirements. A student may use credits transferred from other institutions to satisfy these requirements only with prior approval.

Distribution Requirement: Approaches to Inquiry

The student’s course of study in the major provides the opportunity to acquire a depth of disciplinary knowledge. In order to ensure exposure to a broad range of frameworks of knowledge and modes of analysis, the College has a distribution requirement that directs the student to engage in studies across a variety of fields, exposes her to emerging areas of scholarship, and prepares her to live in a global society and within diverse communities. The aim of this distribution requirement is to provide a structure to ensure a robust intellectual complement to the student’s disciplinary work in the major.

Before the start of the senior year, each student must have completed, with grades of 2.0 or higher, one unit in each of the following Approaches to Inquiry:

1. **Scientific Investigation (SI):** understanding the natural world by testing hypotheses against observational evidence.

These are courses in which the student engages in the observational and analytical practices that aim at producing causal understandings of the natural world. They engage students in the process of making observations or measurements and evaluating their consistency with models, hypotheses or other accounts of the natural world. In most, but not all, cases this will involve participation in a laboratory experience and will go beyond describing the process of model testing or the knowledge that comes from scientific investigation.

2. **Critical Interpretation (CI)**: critically interpreting works, such as texts, objects, artistic creations and performances, through a process of close-reading.

These courses engage students in the practice of interpreting the meanings of texts, objects, artistic creations, or performances (whether one’s own or the work of others) through “close-reading” of those works.

3. **Cross-Cultural Analysis (CC):** analyzing the variety of societal systems and patterns of behavior across space.

These courses encourage the student’s engagement with communities and cultures removed from her own. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community within a “culture.” A central goal is to overcome the tendency to think that our own culture is the only one that matters.

4. **Inquiry into the Past (IP)**: inquiring into the development and transformation of human experience over time.

These courses encourage the student to engage intellectually with peoples, communities, and polities existing in a different historical context. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community in the past. The aim is to have students view cultures, peoples, polities, events, and institutions on their own terms, rather than through the lens of the present.

These Approaches are not confined to any particular department or discipline. Each course that satisfies the distribution requirement will focus on one (or possibly two) of these Approaches. The distribution classifications can be found in the course guide and in BiONiC, and students should work with their deans and advisers to craft their course plan. Although some courses may be classified as representing more than one Approach to Inquiry, a student may use any given course to satisfy only one of the four Approaches.

Only one course within the major department may be used to satisfy both the distribution requirement and the requirements of the major. No more than one course in any given department may be used to satisfy distribution requirements.

The Major

In order to ensure that a student's education involves not simply exposure to many disciplines but also some degree of mastery in at least one, she must choose an area to be the focus of her work in the last two years at the College.

The following is a list of major subjects.

Anthropology

Astronomy (Haverford College)

Biochemistry and Molecular Biology

Biology

Chemistry

Classical and Near Eastern Archaeology

Classical Culture and Society

Classical Languages

Comparative Literature

Computer Science

East Asian Languages and Cultures

Economics

English

Fine Arts (Haverford College)

French and Francophone Studies

Geology

German and German Studies

Greek

Growth and Structure of Cities

History

History of Art

Italian

International Studies

Latin

Linguistics (Tri-College Major)

Linguistics and Languages (Tri-College Major)

Mathematics

Music (Haverford College)

Philosophy

Physics

Political Science

Psychology

Religion (Haverford College)

Romance Languages

Russian

Sociology

Spanish

Each student must declare her major subject before the end of the sophomore year. The minimum course requirement in the major subject shall be eight course units of which at least one course must be writing intensive (or the equivalent attention to writing in two courses) at the 200 or 300 level,

The process of declaring a major is part of the Sophomore Planning Process. Students consult with the departmental adviser and complete a major work plan, which the student then shares with the dean.

No student may choose to major in a subject in which she has incurred a failure, or in which her average is below 2.0.

A student may double major with the consent of both major departments and of her dean Even when a double major has been approved, scheduling conflicts may occur which make it impossible for a student to complete the plan.

Students may choose to major in any department at Haverford College, in which case they must meet

the major requirements of Haverford College and the degree requirements of Bryn Mawr College. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring.

Declaring a major is one element of the Sophomore Planning Process. An up-to-date overview of the Process and details about each of the components will be posted on the Dean's Office website each fall.

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Committee on Academic Standing and may be required to change her major. If, at the end of her junior year, a student has a major-subject grade point average below 2.0, she must change her major. If she has no alternative major, she will be excluded from the College. A student who is excluded from the College is not eligible for readmission.

Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should see departments for details.

The Independent Major Program

The Independent Major Program is designed for students whose interests cannot be accommodated by an established departmental major. An independent major is a rigorous, coherent and structured plan of study involving courses from the introductory through the advanced level in a recognized field within the liberal arts. Independent majors must be constructed largely from courses offered at Bryn Mawr and Haverford Colleges.

The following is a list of some recent independent majors:

- Creative Writing
- Dance
- Politics of the Middle East and Islamic World
- Public Health and Culture
- Sociology of Education
- Theater

Students interested in the Independent Major Program should attend the informational teas and meet with Assistant Dean Raima Evan in the fall of their sophomore year. In designing an independent major, students must enlist two faculty members to serve as advisers. One, who acts as director of the program, must be a member of the Bryn Mawr faculty; the other may be a member of either the Bryn Mawr or Haverford faculty. To propose an independent major, students must submit completed applications by the following deadlines:

- the end of the first week of classes in the spring of the sophomore year (for students hoping to study abroad during one or two semesters of the junior year), or
- the end of the fourth week of classes in the spring of the sophomore year (for students planning to remain at Bryn Mawr throughout the junior year), or
- the end of the fourth week of classes in the fall of the junior year (for juniors)

The application for an independent major consists of the following components:

- A proposal developed in conversation with the advisers that describes the student's reasons for designing the independent major and explains why her interests cannot be accommodated by a related departmental or interdepartmental an established major or a combination of an established major, minor, and/or concentration. The proposal should identify the key intellectual questions her major will address and explain how each proposed course contributes to the exploration of those questions.
- An independent major work plan of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan will include up to two courses at the 100 level and at least four at the 300 or 400 level, including at least one semester of a senior project or thesis (403).
- Supporting letters from the two faculty advisers, discussing the academic merits of the independent major work plan and the student's ability to complete it.
- A letter from the student's dean regarding her maturity and independence.
- A copy of the student's transcript, which will be supplied by the Dean's Office.

The Independent Majors Committee, composed of four faculty members, two students and one dean, evaluates the proposals on a case-by-case basis. Their decisions are final. The fact that a particular topic was approved in the past is no guarantee that it will be approved again.

The committee considers the following issues:

- Is the proposed major appropriate within the context of a liberal arts college?
- Could the proposed major be accommodated instead by an established major and minor?
- Does the proposal convey its intellectual concerns and the role each course will play in this inquiry?
- Are the proposed courses expected to be offered over the next two years?

- Will the faculty members be available for good advising?
- Does the student's record predict success in the proposed major?

If the committee approves the proposed major and its title, the student declares an independent major. The committee continues to monitor the progress of students who have declared independent majors and must approve, along with the advisers, any changes in the program. A grade of 2.0 or higher is required for all courses in the independent major. If this standard is not met, the student must change immediately to a departmental major.

Physical Education Requirement

The Department of Athletics, Physical Education (P.E.), and Recreation (the Department) affirms the College's long standing commitment towards excellence in all areas of growth and development. The Department's current programming allows opportunities to promote self-awareness, confidence, skill development, and habits that contribute towards a healthy lifestyle. Specific curricula towards this mission, through Intercollegiate Athletics, Physical Education, Wellness, and Recreation, are designed to educate the current student and enhance the quality of campus life.

First-year students:

Students matriculating on or after August 2011 are required to complete 6 P.E. credits through the Department. Students will complete 3 P.E. credits through what are considered the Core Requirements. Students must complete Freshman Wellness during their first Fall semester at Bryn Mawr. They must also complete the Swim Proficiency Requirement by either passing the swim proficiency test or by completing a swim class at Bryn Mawr College. The remaining 3 P.E. Credits will be completed through the General Requirements, where students have a variety of options for P.E. credit including P.E. Classes, Dance Classes (provided they're not taken for academic credit), Varsity Athletics (annual max), Club Sport (annual max), Special Topics, and Independent Study (by pre-approval only). Students are expected to complete all aspects of the P.E. requirement before Spring Break of their sophomore year. Failure to meet these expectations will affect a student's position in the following year room draw, may affect their eligibility for Study Abroad, and will be reported to the Dean's office. http://athletics.brynmawr.edu/information/physical_education/requirements#15

McBride and Transfer Students:

For the purposes of the P.E. Requirement, McBride students are considered as either Sophomore or Junior transfer students; depending on their academic status. All transfers must demonstrate Swim Proficiency by either completing the Swim Proficiency Test or by completing a Swim Class at Bryn Mawr College.

Sophomore transfer students must also complete 3 credits of P.E. from the General Requirements. Junior transfer students must complete 1 credit of P.E. from the General Requirements. For specifics on credit allocation and polices regarding what programs satisfy P.E. requirements, students and advisors are encouraged to reference the Physical Education Website: http://athletics.brynmawr.edu/information/physical_education/requirements#mcbride

Residency Requirement

Each student must complete six full-time semesters and earn a minimum of 24 academic units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. Exceptions to this requirement for transfer students entering as second-semester sophomores or juniors are considered at the time of matriculation.

The senior year must be spent in residence. Seven of the last 16 units must be earned in residence. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree.

Exceptions

All requests for exceptions to the above regulations are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval. Normally, a student consults her dean and prepares a written statement to submit to the committee.

Eligibility to Participate in Commencement Ceremony

A student must have completed all degree requirements to be awarded the A.B.

Donning academic regalia (robe, mortarboard and hood) for Convocation and/or Commencement, and being called to the stage at Commencement, signify that a student has completed all degree requirements. These honors are therefore reserved, without exception, for only those students who have completed all degree requirements.

Members of the graduating class who have not yet completed all degree requirements are invited to participate in Senior Week activities with their classmates (or postpone until the year that they graduate) and to attend Convocation and Commencement as audience members. They are further invited to return to participate fully in Convocation and Commencement in a future year once their degree requirements are complete.

ACADEMIC REGULATIONS

Registration

Each semester, all Bryn Mawr students preregister for the next semester's courses in consultation with their deans or faculty advisers. Once a student has selected a major, the student must consult the major adviser; prior to that, the student must consult the dean. Failure to preregister means a student is excluded from any necessary enrollment lotteries.

Students must then confirm their registration on the announced days at the beginning of each semester. Failure to confirm registration results in a $25 fine.

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean or, in the case of an accommodation for a disability, arranged through the Access Services Office. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval.

Credit/No Credit Option

A student may take four units over four years, not more than one in any semester, under the Credit/No Credit (CR/NC) option. A student registered for five courses is not permitted a second CR/NC registration.

Transfer students may take one CR/NC unit for each year they spend at Bryn Mawr, based on class year at entrance.

A student registered for a course under either the graded or the CR/NC option is considered a regular member of the class and must meet all the academic commitments of the course on schedule. The instructor is not notified of the student's CR/NC registration because this information should in no way affect the student's responsibilities in the course.

Faculty members submit numerical grades for all students in their courses. For students registered CR/NC, the registrar converts numerical grades of 1.0 and above to CR and the grade of 0.0 to NC. Numerical equivalents of CR grades are available to each student from the registrar, but once the CR/NC option is elected, the grade is converted to its numerical equivalent on the transcript only if the course becomes part of the student's major.

When a course is taken under the CR/NC option, the grade submitted by the faculty member is not factored into the student's grade point average. However, that grade is taken into consideration when determining the student's eligibility for magna cum laude and summa cum laude distinctions.

Students may not take any courses in their major under the CR/NC option, but they may use it to take courses towards the Emily Balch Seminar, Quantitative, Quantitative and Mathematical Reasoning, Distribution or Foreign Language Requirements. While all numerical grades of 1.0 or better will be recorded on the transcript as CR, the registrar will keep a record of whether the course meets the 2.0 minimum needed to count towards a requirement. It is the student's responsibility to consult the Academic Requirements feature of the student's Student Center to determine whether a course the student took CR/NC has satisfied a particular requirement.

Students wishing to take a semester-long course CR/NC must sign the registrar's register by the end of the sixth week of classes. The deadline for half-semester courses is the end of the third week of the half-semester. No student is permitted to sign up for CR/NC after these deadlines. Students who wish to register for CR/NC for year-long courses in which grades are given at the end of each semester must register CR/NC in each semester because CR/NC registration does not automatically continue into the second semester in those courses. Haverford students taking Bryn Mawr courses must register for CR/NC at the Haverford Registrar's Office.

Course Options

Most departments allow students to pursue independent study as supervised work, provided that a professor agrees to supervise the work. Students pursuing independent study usually register for a course in that department numbered 403 and entitled "Supervised Work," unless the department has another numerical designation for independent study. Students should consult with their deans if there are any questions regarding supervised work.

Students may audit courses with the permission of the instructor, if space is available in the course. There are no extra charges for audited courses, and they are not listed on the transcript. Students may not register to take the course for credit after the stated date for Confirmation of Registration.

Some courses are designated as limited enrollment. BiONiC provides details about restrictions. If consent of the instructor is required, the student is responsible for securing permission. If course size is limited, the final course list is determined by lottery. Only those students who have preregistered for a course will be considered for a lottery.

Students who confirm their registration for five courses may drop one course through the third week of the semester. After the third week, students taking five courses are held to the same standards and calendars as students enrolled in four courses.

No student may withdraw from a course after confirmation of registration, unless it is a fifth course dropped as described above. Exceptions to this regulation may be made jointly by the instructor and the appropriate dean only in cases when the student's ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control. The decision to withdraw from a Bryn Mawr course must take place before the final work for the course is due. If the course is at Haverford College, Haverford's deadlines apply.

Half-Semester Courses

Some departments offer half-credit, half-semester courses that run for seven weeks on a normal class schedule. These courses, which are as in-depth and as fast-paced as full semester courses, provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum (see Focus Courses in "Academic Opportunities"). Note that half-semester courses follow registration deadlines that differ slightly from full semester courses.

Cooperation with Neighboring Institutions

Students at Bryn Mawr may register for courses at Haverford, Swarthmore and the University of Pennsylvania during the academic year without payment of additional fees according to the procedures outlined below. This arrangement does not apply to summer programs. Credit toward the Bryn Mawr degree (including the residency requirement) is granted for such courses with the approval of the student's dean, and grades are included in the calculation of the grade point average. Bryn Mawr also has a limited exchange program with Villanova University.

Virtually all undergraduate courses at Haverford College are fully open to Bryn Mawr students. Students register for Haverford courses in exactly the same manner as they do for Bryn Mawr courses, and throughout most of the semester will follow Bryn Mawr procedures. If extensions beyond the deadline for written work or beyond the exam period are necessary, the student must be in compliance with both Bryn Mawr and Haverford regulations.

Many Swarthmore courses are open to Bryn Mawr students in good academic standing, but on a space-available basis. To register for a Swarthmore course the student must obtain the instructor's signature on a Swarthmore registration form. The student submits a copy of the Swarthmore form to the Swarthmore registrar's office in Parrish Hall and a copy of the form to the Bryn Mawr registrar's office.

Bryn Mawr students in good academic standing may register for up to two courses per semester at the University of Pennsylvania on a space-available basis, provided that the course does not focus on material that is covered by courses at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn. These courses will normally be liberal arts courses offered by the College of Arts and Sciences. However, over her time at Bryn Mawr, a student may count towards her degree up to four courses taught outside the College of Arts and Sciences at the University of Pennsylvania. To ensure that students spend their first two years exploring the liberal arts curriculum, gaining breadth, and preparing for a major, students will enroll in no such courses during the first year of study and no more than one such course in the sophomore year. These courses must be taken during the fall or spring semesters; summer courses are excluded.

Complete information on the process of requesting and registering for a Penn course is available on the Bryn Mawr Registrar's website. Bryn Mawr students must meet all Penn deadlines for dropping and adding courses and must make arrangements for variations in academic calendars. Note that Bryn Mawr students cannot shop Penn classes. Students should consult their deans or the Bryn Mawr registrar's office if they have any questions about Penn courses or registration procedures.

Bryn Mawr juniors and seniors in good academic standing may take one course per semester in the College of Arts and Sciences at Villanova University on a space-available basis, provided that the course is not offered at Bryn Mawr or Haverford. If the course is fully enrolled, Bryn Mawr students can be admitted only with the permission of the Villanova instructor. This exchange is limited to superior students for work in their major or in an allied field. Students must have permission of both their major adviser and their dean.

Courses at Villanova may be taken only for full grade and credit; Bryn Mawr students may not elect Villanova's pass/fail option for a Villanova course. Credits earned at Villanova are treated as transfer credits; students must earn grades of C or better to transfer Villanova courses, the grades are not included in the student's grade point average, and these courses do not count toward the residency requirement.

In order to register for a course at Villanova, the student should consult the Villanova Course Guide, and obtain a registration form to be signed by her major adviser and returned to the Dean's Office. The Dean's Office forwards all registration information to Villanova; students do not register at Villanova. Students enrolled in a course at Villanova are subject to Villanova's regulations and must meet all Villanova deadlines regarding dropping/adding, withdrawal and completion of work. It is the student's responsibility to make

arrangements for variations in academic calendars. Students should consult their deans if they have any questions about Villanova courses or registration procedures.

Bryn Mawr students enrolled in courses at Swarthmore, the University of Pennsylvania, or Villanova are subject to the regulations of these institutions. It is the student's responsibility to inform herself about and to remain in compliance with these regulations as well as with Bryn Mawr regulations.

Conduct of Courses

Regular attendance at classes is expected. Responsibility for attendance—and for learning the instructor's standards for attendance—rests solely with each student. Absences for illness or other urgent reasons will normally be excused, and it is the student's responsibility to contact her instructors and, if necessary, her dean, in a timely fashion to explain her absence. The student should consult her instructors about making up the work. If it seems probable to the dean that a student's work may be seriously handicapped by the length of her absence, the dean may require the student to withdraw from a course or from the entire semester.

Quizzes, Examinations and Extensions

Announced quizzes—written tests of an hour or less—are given at intervals throughout most courses. The number of quizzes and their length are determined by the instructor. Unannounced quizzes may also be included in the work of any course. If a student is absent without previous excuse from a quiz, the student may be penalized at the discretion of the instructor. The weight is decided by the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged.

An examination is required of all students in undergraduate courses, except when the work for the course is satisfactorily tested by other means. If a student fails to appear at the proper time for a self-scheduled, scheduled or deferred examination, or fails to return a take-home exam, the student is counted as having failed the examination.

A student may have an examination deferred by the student's dean only in the case of illness or some other emergency. When the deferral means postponement to a date after the conclusion of the examination period, the student must ordinarily take the examination at the next Deferred Examination Period.

Within the semester, the instructor in each course is responsible for setting the date when all written reports, essays, critical papers and laboratory reports are due. The instructor may grant permission for extensions within the semester; the written permission of the dean is not required. Instructors may ask students to inform their dean of the extension or may themselves inform the dean that they have granted an extension.

Two deadlines are important to keep in mind when planning for the end of the semester. Assignments due during the semester proper must be handed in by 5 p.m. on the last day of written work, which is the last day of classes. Final exams or final papers written in lieu of exams must be handed in by 12:30 p.m. on the last day of the exam period. Note that the exam period ends earlier for seniors. These deadlines are noted on the registrar's website.

During the course of the semester, if a student is unable to complete the work for reasons the student cannot control, the student should contact the professor in advance of the deadline, if at all possible, to request an extension. Extensions are generally not given after a deadline has already passed.

Requests for extensions that go into the exam period or beyond involve conversations between the student, professor, and dean. A student should contact both her professor and her dean before the due date of the assignment in question. The dean and the professor must agree to all terms of the extension. Normally, the dean will support such an extension only if the delay results from circumstances beyond a student's control, such as illness or family or personal emergency. Once the terms of the extension are agreed upon, the dean fills out an extension form, which is then submitted to the registrar.

If the instructor has not received a student's work by the end of the exam period, the instructor will submit a grade of Incomplete if an extension has been agreed upon. An Incomplete is a temporary grade. Once the student submits her work, the Incomplete will be replaced by the numerical grade which is the student's final grade in the class.

If a student does not meet the date set in her extension, and does not request and receive a further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade, except a failure, can be recorded in place of an Unauthorized Incomplete without an extension or other appropriate action taken jointly by the student's dean and instructor.

Seniors must submit all written work and complete exams by 5 p.m. on the Saturday before senior grades are due in the Registrar's Office. Extensions beyond that deadline cannot be granted to any senior who expects to graduate that year.

Specific dates for all deadlines are published and circulated by the registrar. It is the student's responsibility to inform herself of these dates.

Grading and Academic Record

Grading Scale	Letter Grade Equivalent	Explanation
4.0	A	MERIT Merit grades range from 4.0 (outstanding) to 2.0 (satisfactory). Courses in which students earn merit grades can be used to satisfy major, minor, and curricular requirements.
3.7	A-	
3.3	B+	
3.0	B	
2.7	B-	
2.3	C+	
2.0	C	
1.7	C-	PASSING, BELOW MERIT
1.3	D+	
1.0	D	
0.0	F	FAILING

Once reported to the registrar, a grade may be altered by the faculty member who originally submitted the grade, or by the department or program chair on behalf of the absent faculty member, by submitting a change-of-grade form with a notation of the reason for the change. Once reported to the registrar, no grade may be changed after one year except by vote of the faculty.

Satisfactory Academic Progress

The following guidelines regarding satisfactory academic progress meet the standards set by the Faculty of Bryn Mawr College and those mandated by the Department of Education.

1. Qualitative Measures for Satisfactory Progress toward the Degree: Academic Standard of Work

At the close of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the college's academic standard of work. The record of any student who has received a grade below 2.0 in a course might be reviewed (see below). Upon review, students must meet the requirements set by CAS in order to regain good standing at the college.

The Merit Rule requires that a student attain grades of 2.0 or higher in at least one half of the total number of courses taken while at Bryn Mawr. Courses from which the student has withdrawn are not considered. Covered grades for courses which the student elects to take Credit / No Credit are considered. The student may be excluded from the College at the close of any semester in which the student has failed to meet this requirement and is automatically excluded if more than one-half of the student's work falls below 2.0 at the close of the student's junior year. A student who is excluded from the College is not eligible for readmission.

The Standard of Work in the Major requires that every student working for an A.B. degree maintain grades of 2.0 or higher in all courses in the major subject. No student may choose as the major subject one in which the student has received a grade below 1.0 or one in which the student's average is below 2.0. A student receiving a grade below 2.0 in any course in the major subject (including a course taken at another institution) is reported to the Committee on Academic Standing. After consulting with the student's major department, the Committee may require the student to change the major. At the end of the junior year, a student having a major subject average below 2.0 must change the major. If the student has no alternative major, the student is excluded from the College and is not eligible for readmission.

Repeated Failure: A student who has incurred a grade of 0.0 or NC following a previous 0.0 or NC will be reported to the Committee on Academic Standing.

Deterioration of Work: A student whose work meets these specific standards but whose record has deteriorated (for example, who has earned two or more grades below merit) will be reported to the Committee on Academic Standing.

2. Quantitative Measures for Satisfactory Progress toward the Degree

Students may request exceptions to these quantitative measures by petitioning their deans or the Special Cases Subcommittee of the Committee on Academic Standing. Only the records of those students who fail to meet these standards or to secure an exception will be reviewed at the close of the semester by the Committee on Academic Standing (CAS). Upon review, students must meet the requirements set by CAS in order to regain good standing at the college.

Units:

Thirty-two units are required to complete the A.B. degree. Students normally carry a complete program of four courses (four units) each semester and are expected to complete the full-time course of study in eight enrolled semesters. A student may register for 3.0, 3.5, 4.5 or 5.0 units per semester with the approval of the student's dean. To enroll in 5.5 units, the student must also secure the permission of the Special Cases Subcommittee of the Committee on Academic Standing.

Pace:

Full-time students must earn a minimum of fifteen units before the start of the junior year. These units may

include transfer credits. At the end of her second, third or fourth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

All students must be on pace to complete the A.B. degree within 150% of the standard thirty-two units. To meet these guidelines, students must complete at least 67% of all courses attempted in any single semester and at least 67% cumulatively. Courses in which a student has earned the following grades for any reason, including non-attendance, will count as units attempted but not completed: W (withdrawal), 0.0 (failure), NC (a failure earned in a course taken credit / no credit), or NGR (no grade). Officially dropped and unofficially audited courses count as neither units attempted nor completed. Courses in which a student has earned a grade of UI (unauthorized incomplete) or I (incomplete) will not be counted as a unit attempted until the final grade has been assigned. These standards apply to students enrolled in dual degree programs. The maximum time frame for a transfer student may not exceed 150% of the thirty-two units minus the number of units accepted for transfer at the point of matriculation. Any student who is unable to meet this expectation may petition her dean for an exception.

Acceptance into a Major Program:

By the end of the sophomore year, every student must have declared a major. At the end of her fourth semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Completion of requirements:

Before the start of the sophomore year, all students must have completed the Emily Balch Seminar Requirement. At the end of her second semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Before the start of the junior year, all students who matriculated in August 2011 or later must have completed the physical education requirement. At the end of her fourth semester, any student who has failed to meet this expectation must petition the Department of Athletics for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Before the start of the senior year, all students must have completed all remaining requirements, including the distribution, foreign language and quantitative requirements, and for students who matriculated prior to August 2011, the physical education requirement. At the end of her sixth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

3. Procedure: The Committee on Academic Standing (CAS)

At the end of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the academic standards of the College or to make satisfactory progress towards the degree. A student whose record is reviewed by CAS must meet the requirements set by CAS in order to regain good standing at the college.

Each student whose record is reviewed will receive an official report from the Committee which lays out an academic plan and specifies the standards the student must meet by the end of the following semester or before returning to the College. In addition, the report may place restrictions upon a student's course load or course selection. The student will also receive a letter from her dean. The student's parent(s) or guardian(s) will be notified that the student's record has been reviewed by the Committee and informed of any resulting change in student status.

Any student previously in good standing whose record has been reviewed will be put on academic warning or major subject warning the following semester, or the semester of the student's return if the student has been required to withdraw. If the student receives financial aid, the student will also receive a financial aid warning. While on academic or major subject warning, the student will be required to meet regularly with the student's dean and the student's instructors will be asked to submit mid-semester reports regarding the student's work. If the student meets the standards specified by the committee, the student regains good standing. If the student fails to meet the standards, the student may appeal to CAS for permission to return on academic probation or major subject probation (and, if appropriate, for a semester of financial aid probation). The student's appeal should specify the reasons the student failed to make satisfactory academic progress (such as health issues, family crises, or other special circumstance) and the changes that have taken place that ensure that the the student can make satisfactory

progress in the upcoming semester. The student may supply documentation to support the appeal.

Any student whose record is reviewed by CAS or who appeals to CAS to return on academic probation or major subject probation may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted on probation. A withdrawn student may not register for classes at the College until she has been readmitted. The CAS may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.

4. Readmission process for students who have been required to withdraw

A student who has been required by the CAS to withdraw may apply to return on probation when she has met the expectations set by the CAS and can demonstrate that she is ready to do satisfactory work at the college. Students who hope to return in September must submit a re-enrollment application and all supporting materials by May 1. Those who hope to return in January must submit their application and materials by November 1. Re-enrollment applications are reviewed by CAS in June and in December.

Cumulative Grade Point Averages

In calculating cumulative grade-point averages, grades behind CR, NC or NNG are not included. Summer school grades from Bryn Mawr earned on this campus are included, as are summer school grades earned from the Bryn Mawr programs at Avignon. No other summer school grades are included. Term-time grades from Haverford College, Swarthmore College and the University of Pennsylvania earned on the exchange are included. Term-time grades transferred from other institutions are not included.

Distinctions

The A.B. degree may be conferred cum laude, magna cum laude and summa cum laude.

Cum laude

All students with cumulative grade point averages of 3.40 or higher, calculated as described above, are eligible to receive the degree cum laude.

Magna cum laude

To determine eligibility for magna cum laude, grade point averages are recalculated to include grades covered by CR, NC and NNG. All students with recalculated grade point averages of 3.60 or higher are eligible to receive the degree magna cum laude.

Summa cum laude

To determine eligibility for summa cum laude, grade point averages are recalculated to include grades covered by CR, NC and NNG. The 10 students with the highest recalculated grade point averages in the class receive the degree summa cum laude, provided their recalculated grade point averages equal or exceed 3.80.

Credit for Work Done Elsewhere

All requests for transfer credit are approved by the Registrar. The following minimal guidelines are not exhaustive. To ensure that work done elsewhere will be eligible for credit, students must obtain approval for transfer credit before enrolling. These guidelines apply to all of the specific categories of transfer credit listed below.

- Only liberal arts courses taken at accredited four-year colleges and universities will be considered for transfer.
- Four semester credits (or six quarter credits) are equivalent to one unit of credit at Bryn Mawr.
- A minimum grade of 2.0 or C or better is required for transfer. Grades of C minus or “credit” are not acceptable.
- No on-line, correspondence or distance learning courses, even those sponsored by an accredited four-year institution, are eligible for transfer.
- The Registrar cannot award credit without the receipt of an official transcript from the outside institution recording the course completed and the final grade.

To count a transferred course towards a College requirement (such as an Approach), a student must obtain prior approval from her dean, the Registrar, and the Special Cases Committee.

Domestic study away: Students who wish to receive credit for a semester or a year away from Bryn Mawr as full-time students at another institution in the United States must have the institution and their programs approved in advance by their dean, major adviser, the registrar, and other appropriate departments. Students with citizenship outside the United States may also be eligible to have a period of study at a university in their home country considered domestic study away.

Domestic Summer Work: Students who wish to receive credit for summer school work at an institution in the United States must have the institutions, their programs and the courses they will take approved in advance by the Registrar. Students must present to the Registrar an official transcript within one semester of completion of the course. A total of no more than four units earned in summer school may be counted toward

the degree; of these, no more than two units may be earned in any one summer.

Study Abroad: Bryn Mawr maintains a list of approved programs and accepts credit from more than seventy programs and universities in over thirty countries. Students, who plan to study abroad during the academic year, must obtain the approval of the Study Abroad Committee in addition to that of their deans, major advisers, Registrar and other appropriate departments. Students must enroll in a normal full-time (15-16 credits) program at their study abroad program.

Summer Study Abroad: Students must obtain pre-approval of the institutions/programs and the courses they wish to take abroad for credit. Students must request an official transcript from the summer study abroad program to be sent to the Registrar within one semester of completion of the course(s). Students who participate in a Bryn Mawr summer program (e.g., Institut d'Etudes Francaises d'Avignon, Russian Language Institute, and International Summer School in China) do not need to obtain pre-approval for their courses. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

Work done prior to matriculation: Students may receive up to four units of transfer credit for courses taken at a college prior to graduation from secondary school. The courses must have been taught on the college campus (not in the high school) and have been open to students matriculated at that college. The courses cannot have been counted toward secondary school graduation requirements. These courses may include those taken at a community college. In all other respects, requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions, procedures and limits as all other requests for transfer credit.

Transfer Students: Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. These courses may include those taken at a community college. Exceptions to the eight unit limit for second-semester sophomores and for juniors are considered at the time of the student's transfer application. Credit for work completed before matriculating at Bryn Mawr will be calculated as described above.

Credit for Test Scores

Students may use honor scores on Advanced Placement, International Baccalaureate, A-Level and other exams to enter advanced courses. They may also petition to count honor scores as transfer credits towards the 32 units needed to graduate in order to graduate in six or seven semesters rather than eight, or to avoid falling behind when they receive permission to enroll in a reduced course load, when they must withdraw from a course, or when they fail a course. A maximum of 8 units transfer credit may be used towards the degree with exceptions made for transfer students at the time of the student's application. Students may not count test credit towards general education requirements, including the Emily Balch Seminar, the Approaches to Inquiry, Quantitative, and Foreign Language requirements.

Departure from the College Prior to Graduation

Every student who leaves Bryn Mawr prior to graduation is required to see her dean and complete a Notice of Departure.

Medical Leaves of Absence

A student may, on the recommendation of the College's medical director or the student's own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to take a leave of absence if, in the judgment of the medical director and the student's dean, the student is not in sufficiently good health to meet academic commitments or to continue in residence at the College.

Medical leaves of absence for psychological reasons

A student may experience psychological difficulties that interfere with her ability to function at college. Taking time away from college to pursue therapy may be necessary. The College sees this decision as restorative, not punitive. With evidence of sufficient improvement in health to be successful, Bryn Mawr welcomes the student's return. Medical leaves for psychological reasons normally last at least two full semesters to allow sufficient time for growth, reflection and meaningful therapy. Students who return prematurely are often at higher risk of requiring a second leave of absence.

Leaving the College

Prior to leaving the college, the student meets with the student's dean to discuss the student's situation and to fill out a Notice of Departure. The student also authorizes the medical director or the director of counseling services to inform the dean of the medical condition that prompted the leave of absence and recommendations for treatment for the duration of the leave. Failure to complete this step will compromise the student's eligibility to return to the College. If the student is working with a medical professional who is not affiliated with the college, the student should give that person permission to speak with the medical director or the director of counseling services before they provide their recommendations to the dean.

After leaving the college, the student may expect to receive a follow-up letter from the student's dean along with a copy of the Notice of Departure and of the treatment recommendations of the Health Center. The student should expect that parents or guardians will receive a letter from the dean and a copy of the Notice of Departure. The student is encouraged to share the Health Center's recommendations with parents or guardians.

While away, the student is advised to avoid visiting Haverford or Bryn Mawr without receiving prior permission from the student's dean. Students who fail to follow this advice risk compromising their eligibility to return to the College.

Returning to the College

When a student is ready to apply to return, the student should contact the student's dean to inform the dean of the student's interest in returning. The application and instructions are available on the Dean's Office website. In addition, the student should ask the physician or counselor with whom the student has worked while on leave to contact the appropriate person at the College's Health Center. Permission to return from a medical leave is granted when the Dean's Office and the College's Health Center receive satisfactory evidence of recovery and believe that the student is ready to resume studies. Students who are eligible to return in September must submit all application materials by May 1. Those who are eligible to return in January must submit their materials by November 1.

Personal Leaves of Absence

Any student in good academic standing may apply for a one- or two-semester leave of absence from the College. The student should discuss plans with the student's dean and fill out a Notice of Departure by June 1 or, for a leave beginning in the spring, by November 1. During the leave of absence, the student is encouraged to remain in touch with the student's dean and is expected to confirm intention to return to the College by March 1 (for return in the fall) or November 1 (for return in the spring).

A student on a semester-long leave of absence who chooses not to return at the scheduled time may ask to extend the student's leave by one additional semester by notifying the student's dean by the above deadlines. If a student on a leave of absence chooses not to return to the College after two semesters, the student's status changes to "withdrawn"(see "Voluntary Withdrawal" below).

Voluntary Withdrawals

A student in good standing who leaves the College in the following circumstances will be categorized as "withdrawn" rather than on leave and will need to apply for permission to return (see below, "Permission to Return After Withdrawal"):

- if the student leaves the college in mid-semester (unless the student qualifies instead for a medical or psychological leave of absence),
- if the student matriculates as a degree candidate at another school,
- if the student's leave of absence has expired, or
- if the student loses good standing after having applied for a leave of absence.

Required Withdrawals

Any student may be required to withdraw from the College because the student fails to meet the academic standards of the College, because of an infraction of the Honor Code or other community norm, or because the student is not healthy enough to meet academic commitments.

In addition, any student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls may be required to withdraw by the Dean of the Undergraduate College. If the student wishes to appeal the decision, the student may ask the Dean to convene a Dean's Panel. In cases of required withdrawal, no fees are refunded.

Permission to Return After Withdrawal

Students who withdraw, whether by choice or as a result of the above procedures, must apply for permission to return. The application and instructions are available on the Dean's Office website. Students must submit their application and all supporting documents no later than May 20 (for return in the fall) or November 1 (for return in the spring).

ACADEMIC OPPORTUNITIES

Minors and Concentrations

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. Every candidate for the A.B. degree is expected to maintain grades of 2.0 or above in all course in her major, minor or concentration. However, if a course taken under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option subsequently becomes part of a student's minor or concentration but not part of her major, the grade is not converted to its numerical equivalent.

The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

Africana Studies
Anthropology
Astronomy (at Haverford)
Biology
Chemistry
Child and Family Studies
Chinese
Classical and Near Eastern Archaeology
Classical Culture and Society
Comparative Literature
Computational Methods
Computer Science
Creative Writing
Dance
East Asian Languages and Cultures
Economics
Education
English
Environmental Studies
Film Studies
French and Francophone Studies
Gender and Sexuality
Geology
German and German Studies
Greek
Growth and Structure of Cities
Health Studies
History
History of Art
International Studies
Italian
Japanese
Latin
Linguistics
Mathematics
Middle Eastern Studies
Music (at Haverford)
Neuroscience
Philosophy
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Theater Studies

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures
- Peace, Conflict, and Social Justice

Combined A.B./M.A. Degree Programs

The combined A.B./M.A. program lets the unusually well-prepared undergraduate student work toward a master's degree while still completing her bachelor's degree. This opportunity is available in those subjects in which the Graduate School of Arts and Sciences offers a master's degree:

Chemistry
Classical and Near Eastern Archaeology
French
Greek Studies
Latin Language and Roman Studies
Classical Studies
History of Art
Mathematics
Physics

Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.A. sequentially, but they are able to work toward both degrees concurrently. They are allowed to count up to two courses towards both degrees. A full description of requirements for the program and application procedures appear on the Dean's Office website.

3-2 Program in Engineering and Applied Science

The College has negotiated arrangements with the California Institute of Technology whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, apply to transfer into the third year at Caltech to complete two full years of work there. At the end of five years she is awarded an A.B. degree by Bryn Mawr and a Bachelor of Science degree by Caltech. Programs are available in many areas of specialization.

In her three years at Bryn Mawr, the student must complete a minimum of 24 units, most of the coursework required by her major (normally physics or chemistry), and all other Bryn Mawr graduation requirements. She must also complete all courses prescribed by Caltech. The Admissions Office at Caltech has posted information tailored to prospective 3-2 students on its website.

Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the appropriate Caltech 3-2 Plan Liaison Officer at Bryn Mawr College for application in the spring semester of their third year at the College. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Caltech program to complete the major requirements at Bryn Mawr.

Students considering this option should consult the program liaison in the Department of Physics or Chemistry at the time of registration for Semester I of their first year and each semester thereafter to ensure that all requirements are being completed on a satisfactory schedule. Financial aid at Caltech is not available to non-U.S. citizens.

4+1 Partnership with Penn's School of Engineering and Applied Science

The College's 4+1 Partnership with the University of Pennsylvania School of Engineering and Applied Science allows a student to begin work on a Master's degree in Engineering while still enrolled as an undergraduate at Bryn Mawr. Applicants are required to major in math or a relevant science and to have major and cumulative GPAs of at least 3.0 and a minimum 3.0 GPA in all math, science, and engineering courses. Applicants are also encouraged to submit GRE scores. Successful applicants are permitted to take up to three graduate courses at Penn while undergraduates through the Quaker Consortium. These courses would count towards a student's undergraduate degree and at the discretion of her major department might also count towards a student's major. Successful applicants may also be eligible to participate in Penn's summer undergraduate research program.

Upon completion of her undergraduate degree, students in the 4+1 Partnership would then matriculate at the University of Pennsylvania and complete her Master's Degree. Students who had already completed three graduate courses would be able to complete the degree (seven remaining courses) in one year.

Penn Engineering has posted information tailored to prospective 4+1 students on its website. Students interested in this program should consult the 4+1 liaison for their major department, as well as their major adviser. It may be advisable for such students to enroll in one or more introductory engineering courses at Penn during their sophomore year to learn more about engineering and better prepare for graduate level courses.

3-2 Program in City and Regional Planning

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities Program at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete all college-wide requirements and the basis of a major in the Growth and Structure of Cities Program. The student applies to the M.C.P. program at Penn in her junior year. GRE scores will be required for the application. Students are encouraged to prepare for the program by completing both URBS 204 and URBS 440 before entering the program. No courses taken prior to official acceptance into the M.C.P. program may be counted toward the master's degree, and no more than eight courses may be double-counted toward both the A.B. and the M.C.P. after acceptance. For further information students should consult Carola Hein early in their sophomore year.

Combined Master's and Teacher Certification Programs at the University of Pennsylvania, Graduate School of Education (GSE)

Bryn Mawr and Haverford students interested in obtaining both the M.S.Ed. degree as well as faculty approval for the Commonwealth of Pennsylvania teaching certificate may choose to submatriculate as undergraduates into the University of Pennsylvania's Graduate School of Education's 10-month, urban-focused Master's Program in Elementary or Secondary Education. Students usually submatriculate at the beginning of their junior year.

Bryn Mawr and Haverford students who submatriculate may take up to two graduate-level education courses at Penn while they are undergraduates (usually during their junior or senior years) that will double count toward both their undergraduate and graduate degrees. To submatriculate into the program, students must have a GPA of a 3.0 or above and a combined GRE score of at least 1000 and must complete an application for admission.

More information about the secondary education and elementary education master's programs are available on the GSE website.

Summer Language Programs

Summer language programs offer students the opportunity to spend short periods of time studying a language, conducting research and getting to know another part of the world well.

Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students with a serious interest in French language, literature and culture. The faculty of the institut is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Médiathèque Ceccano and other sites in Avignon; the facilities of the Médiathèque Ceccano as well as the Université d'Avignon library are available to the group. Students are encouraged to live with French families or in student residences. A certain number of independent studios are also available.

Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit, and scholarships, students should consult Lisa Kolonay (avignon@brynmawr.edu) and/or visit the Avignon website at www.brynmawr.edu/avignon. For detailed information on the courses offered by the Institut, students should contact Prof. Le Menthéour (rlementheo@brynmawr.edu).

The College also participates in summer programs with American Councils Advanced Russian Language and Area Studies Program (RLASP) in Moscow, St. Petersburg and other sites in Russia. These overseas programs are based at several leading Russian universities and are open to Bryn Mawr students who have reached the intermediate level of proficiency in speaking and reading. Summer programs are 8 weeks in length and provide the equivalent of 2 course units of work in advanced Russian language and culture. Many Bryn Mawr students also take part in the semester (4 units) or academic year (8 units) programs in Russia as well. For further information about American Councils programs, students should consult the Department of Russian or American Councils at www.americancouncils.org.

Bryn Mawr offers an eight-week intensive summer program in Russian language and culture on campus available through the Russian Language Institute (RLI). The program is open to bi-college students as well as to qualified students from other colleges, universities, and high schools.

The Russian Language Institute offers a highly-focused curriculum (6 hours per day) and co-curricular environment conducive to the rapid development of linguistic and cultural proficiency. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). This highly-intensive program provides the equivalent of a full academic year of Russian to participants who complete the program. Students may use units completed at RLI to advance to the next level of study at their home institution or to help fulfill the language requirement. Most RLI participants elect to reside on-campus at the Russian-speaking residential hall, as part of the overall RLI learning experience.

Study Abroad in the Junior Year

Bryn Mawr believes that study abroad is a rewarding academic endeavor that when carefully incorporated into students' academic career can enhance students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth and independence. The College has approved over 90 programs in colleges and universities in other countries. In addition, students can participate in a domestic exchange at Spelman College through the Bryn Mawr-Spelman Exchange Program. Students who study abroad include majors across the humanities, the social sciences and the natural sciences. In recent years, students studied in Argentina, Australia, Austria, Bolivia, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, France, Germany, Hong Kong, Hungary, Ireland, Israel, Italy, Japan, New Zealand, Russia, Singapore, South Africa, Spain, England, and Scotland.

The Study Abroad Committee is responsible for evaluating applications from all Bryn Mawr students who want to study abroad during the academic year as part of their Bryn Mawr degrees. The Study Abroad Committee determines a student's eligibility by looking at a variety of factors, including the overall and major grade point averages, the intellectual coherence of the study abroad experience with the academic program, the student's overall progress towards the degree, and faculty recommendations. After careful review of applications, the Committee will notify the student of their decision granting, denying, or giving conditions for permission to study abroad. Only those students whose plans are approved by the Committee will be allowed to transfer courses from their study abroad programs towards their Bryn Mawr degrees.

Students applying for Study Abroad must be in good academic and disciplinary standing. They are expected to have, and to maintain, a minimum cumulative and major GPA of 3.0 and must be on track to complete College-Wide Degree requirements. In addition, students must declare a major and complete their Major Work plan and College-Wide Requirements plan by the required deadline.

Students with a grade point average below 3.0 should consult the Assistant Dean, Director of International Education regarding eligibility. Most non-English speaking language immersion programs expect students to meet at least intermediate proficiency level in the language of instruction and/or target language before matriculation, and some require more advanced preparation. The student must also be in good disciplinary standing.

Most students may study abroad for one semester only during their academic career. The Committee will consider requests for exceptions to this rule from students majoring in a foreign language and those accepted to Oxford or the London School of Economics, which are yearlong programs for which one semester is not an option. All students interested in study abroad in their junior year must declare their major(s) and complete the Bryn Mawr study abroad application by the required deadline stated on the Study Abroad website.

Study abroad students pay Bryn Mawr College tuition regardless of the tuition cost of the study abroad program. The College, in turn, pays the program tuition and academic-related fees directly to the institution abroad. Students are responsible for paying room and board costs and other fees directly to the program or to the appropriate service provider.

Financial aid for study abroad is available for students who are eligible for assistance and have been receiving aid during their first and sophomore years. If the study abroad budget is not able to support all of those on aid who plan to study abroad, priority will be given to those for whom it is most appropriate academically and to those who have had the least international experience.

Preparation for Careers in Architecture

Although Bryn Mawr offers no formal degree in architecture or a set pre-professional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program. Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and urban design (including courses offered by the departments of Classical and Near Eastern Archaeology, East Asian Languages abd Cultures, and History of Art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; theses may also be planned to incorporate design projects. These students should consult as early as possible with Senior Lecturer Daniela Voith and the program director in the Growth and Structure of Cities Program.

Preparation for Careers in the Health Professions

The Bryn Mawr curriculum offers courses that meet the requirements for admission to professional schools in medicine, dentistry, and veterinary medicine. Each year a significant number of Bryn Mawr graduates enroll in these schools. Most Bryn Mawr students apply to medical school following graduation, which is reflective of national trends of students taking time for work or other experiences before enrolling in medical school. The minimal requirements for most medical and dental schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry and one year of physics; however, several medical schools and dental schools do require one additional semester of upper-level coursework in biology as well as math courses. Schools of veterinary medicine usually require upper-level coursework in biology as well as extensive experience working with a diversity of animal species. Students considering careers in one of the health professions are encouraged to discuss their plans with the undergraduate health professions adviser in Canwyll House. International students should be aware that students who are not U.S. citizens or permanent residents comprise less than 1% of the medical school students in the United States. Many medical schools do not accept applications from international students, and schools that do accept international students often require them to document their ability to pay the entire cost of a four year medical school education. International students are encouraged to contact the undergraduate health professions advisor to discuss the significant challenges faced by international students seeking admission to U. S. medical schools as well as to other health professional schools.

The Health Professions Advising Office publishes the Guide for First- and Second-Year Students Interested in the Health Professions. This handbook is available at the meeting for first-year students during Customs Week and at the Health Professions Advising Office in Canwyll House. More information about preparing for careers in the health professions, including the Guide for First- and Second-Year Students, is also available at the Health Professions Advising Office website, www.brynmawr.edu/healthpro.

Preparation for Careers in Law

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of “pre-law” courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr’s well-established student self-government process, “shadowing” alumnae/i lawyers through the Career and Professional Development’s externship program, attending LILAC and CPD law career panels and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance about the law-school application and admission process should consult with the College’s pre-law advisor, Jennifer Beale, at Career and Professional Development.

Teacher Certification

Students majoring in biology, chemistry, English, French, geology, history, Latin, mathematics, physics, political science, Spanish and a number of other fields that are typically taught in secondary school may get certified to teach in public secondary high schools in Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by most other states as well. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of her major department early in her college career so that she may make appropriate curricular plans. Students may also choose to get certified to teach after they graduate through the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. For further information, see the Education Program.

Air Force Reserve Officer Training Corps (AFROTC)

The Department of Aerospace Studies offered through Detachment 750 at Saint Joseph's University offers college students a three- or four-year curriculum leading to a commission as a Second Lieutenant in the United States Air Force (USAF). In the four-year option, a student (cadet) takes General Military Course (GMC) classes during their freshmen and sophomore years, attends a 4-week summer training program between their sophomore and junior years, and then takes Professional Officer Course (POC) classes during their junior and senior years. Cadets in the three-year option will be dual-enrolled in both GMC classes during their sophomore year, attend a summer training program, and take POC classes during their junior and senior years. A cadet is under no contractual obligation with the USAF until entering the POC or accepting an AFROTC scholarship. The GMC curriculum focuses on the scope, structure, organization, and history of the USAF with an emphasis on the development of airpower and its relationship to current events. The POC curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in American society.

In addition to the academic portion of the curricula, each cadet participates in a two-hour Leadership Laboratory each week. Leadership Laboratory utilizes the cadet organization designed for the practice of leadership and management techniques.

Further information on the AFROTC program at Saint Joseph's University can be found at sites.sju.edu/afrotc, or students can contact detachment personnel directly at:

Unit Admissions Officer
AFROTC Detachment 750
Saint Joseph's University
Philadelphia, PA 19131
Phone: 610-660-3190
Email: rotc@sju.edu

Centers for 21st Century Inquiry

Bryn Mawr's interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. The three interrelated centers are designed to bring together scholars from various fields to examine diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the centers help ensure that the College's curriculum can adapt to changing circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discussions, they foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

The Center for the Social Sciences was established to respond to the need for stronger linkages and cooperation among the social sciences at Bryn Mawr College. Uniting all the social sciences under an inclusive umbrella, the center provides opportunities for consideration of broad substantive foci within the fundamentally comparative nature of the social science disciplines, while training different disciplinary lenses on a variety of issues.

The Center for International Studies brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural and linguistic contexts. The center sponsors the major in International Studies and supports collaborative, cross-disciplinary research, preparing students for life and work in the highly interdependent world and global economy of the 21st century.

The Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world.

Continuing Education Program

The Continuing Education Program provides highly qualified women, men and high-school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Students accepted by the Continuing Education Program may apply to take up to two undergraduate courses or one graduate course per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P.

and/or Ph.D.) and women and men over 65 years of age are entitled to take undergraduate courses for credit at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing-education students are not eligible to receive financial aid from the College. For more information or an application, go to www.brynmawr.edu/academics/continuing_ed.shtml.

Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program serves women beyond the traditional college-entry age who wish to earn an undergraduate degree at Bryn Mawr. The program admits women who have demonstrated talent, achievement and intelligence in various areas, including employment, volunteer activities and home or formal study. McBride Scholars are admitted directly as matriculated students.

Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. For more information or an application, visit the McBride Program website at www.brynmawr.edu/mcbride or call (610) 526-5152.

Postbaccalaureate Premedical Program

The Postbaccalaureate Premedical Program at Bryn Mawr College was established in 1972 and is designed for men and women who are highly motivated to pursue a career in medicine yet have not completed the science prerequisite coursework necessary for applying to medical school. It is an intensive 12-month, full-time program for up to 80 students per year. Applications should be submitted as early as possible during our application season because decisions are made on a rolling basis and the postbac program is highly selective. Please visit www.brynmawr.edu/postbac for complete information about the program.

Students enrolled in the postbac program may elect to forgo the traditional application process to medical school in favor applying through the consortial/linkage program. Students who are accepted at a medical school through the consortial process enter medical school in the August immediately following the completion of their postbaccalaureate year. Otherwise, students apply to medical school during the summer of the year they are completing the program.

The following are Bryn Mawr's "consortial" medical schools:

Boston University School of Medicine

Brown–The Warren Alpert Medical School of Brown University

Columbia University College of Physicians and Surgeons

Cornell–Weill Cornell Medical College

Dartmouth–Geisel School of Medicine at Dartmouth

Drexel University College of Medicine

George Washington University School of Medicine and Health Sciences

Hofstra North Shore–LIJ School of Medicine

Jefferson Medical College of Thomas Jefferson University

Mount Sinai–Icahn School of Medicine at Mount Sinai

Philadelphia College of Osteopathic Medicine

Rutgers Robert Wood Johnson Medical School

SUNY Downstate Medical Center College of Medicine

SUNY Stony Brook–Stony Brook School of Medicine

University of Chicago Pritzker School of Medicine

University of Michigan Medical School

University of Pennsylvania–Perelman School of Medicine at the University of Pennsylvania

University of Pittsburgh School of Medicine

University of Rochester School of Medicine and Dentistry

The Emily Balch Seminars

Director: Gail Hemmeter, Department of English

The Emily Balch Seminars introduce all first-year students at Bryn Mawr to a critical, probing, thoughtful approach to the world and our roles in it. The seminars are named for Emily Balch, Bryn Mawr Class of 1889. She was a gifted scholar with a uniquely global perspective who advanced women's rights on an international level and who, in 1946, was awarded the Nobel Prize for Peace.

These challenging seminars are taught by scholar/teachers of distinction within their fields and across academic disciplines. They facilitate the seminars as active discussions among students, not lectures. Through intensive reading and writing, the thought-provoking Balch Seminars challenge students to think about complex, wide-ranging issues from a variety of perspectives.

While books and essays are core texts in the Balch Seminars, all source materials that invite critical interpretation and promote discussion and reflection may be included—films, performances, material objects, research surveys and experiments, or studies of social practices and behavior.

The seminars are organized around fundamental questions in contemporary or classical thought that students will inevitably address in their lives, regardless of the majors they elect at Bryn Mawr or the profession or career they pursue after graduating. Seminar topics vary from year to year.

An important goal of the seminars is to give students instruction and practice in writing as a flexible tool of inquiry and interpretation. Students can expect to write formal and informal assignments weekly during the semester. Students also meet one-on-one with their teachers every other week outside of class to discuss their written work and their progress in becoming a critical thinker.

In the Balch Seminars, students form a tightly knit, collaborative learning community that will serve as a model for much of their intellectual life at Bryn Mawr, both in and out of the classroom. As a result, students will enrich their educational experience in whatever fields of knowledge they pursue at Bryn Mawr, and be better prepared for a more reflective and critical life in a complex and changing world beyond college.

For more information and a list of current courses, visit www.brynmawr.edu/balch/.

360º

360º creates an opportunity for students to participate in a cluster of multiple courses that connect students and faculty in a single semester (or in some cases across contiguous semesters) to focus on common problems, themes, and experiences for the purposes of research and scholarship.

Interdisciplinary and interactive, 360º builds on Bryn Mawr's strong institutional history of learning experiences beyond the traditional classroom, placed within a rigorous academic framework.

360º is a unique academic opportunity that is defined by the following five characteristics:

1. 360º offers an interdisciplinary experience for students and faculty.

   Reflecting the fact that many interesting questions are being explored at the edges or intersections of fields, each cluster of courses in 360º emphasizes interdisciplinary, multidisciplinary or transdisciplinary coursework. 360º clusters may involve two or more courses bridging the humanities and the natural and social sciences; collaborations within each broad division, or even two or more courses within the same department with very different subfields. What is central is that these courses engage problems using different approaches, theories, prior data and methods.

2. 360º is unified by a focused theme or research question.

   These unifying themes can be topics that cut across disciplines such as "poverty," refer to a particular space or time like "Vienna at the turn of the 20th century", or define a complex research question, such as the impact of Hurricane Katrina in the city of New Orleans.

3. 360º engages students and faculty in active and interactive ways in a non-traditional classroom experience.

   Essential to 360˚ is a component beyond traditional classroom walls. This could occur through data gathering or research trips, praxis-like community based partnerships, artistic productions, and/or intensive laboratory activity.

4. 360º will encourage students and faculty to reflect on these different perspectives in explicit ways.

   Over their course of study, students often informally put together a set of related courses. 360º makes these connections explicit and explored reflectively among faculty and fellow students.

5. 360º participants enrich the entire community by sharing their work in some form.

All 360º participants will share their experiences through such activities as poster sessions, research talks, web postings, panel discussions and/or sharing of data, research, visuals etc. Materials produced in 360º are archived for later use by others within the College community.

For more information and a list of current and upcoming clusters, visit www.brynmawr.edu/360/.

Focus Courses

Focus Courses are 7-week long, half-semester courses that provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum. While some Focus Courses have been designed to whet the appetite for further study, several upper level topics lend themselves to a more in-depth, shorter experience. Focus courses are as rigorous and fast-paced as full semester courses and are used to experiment and engage with more of Bryn Mawr's stellar academic offerings.

Athletics and Physical Education

Administration

Kathleen Tierney, Director of Athletics and Physical Education

Stacey Adams, Assistant Director of Athletics for Facilities and Operations

Katie Tarr, Senior Woman's Administrator

Travis Galaska, Athletics Communication Director

Faculty

Carol Bower, Senior Lecturer and Head Coach

Becky Tyler, Instructor and Head Coach

Erin DeMarco, Senior Lecturer and Head Coach

Jason Hewitt, Lecturer and Head Coach

Laura Marzano Kemper, Lecturer and Assistant Athletic Trainer

Nicole Reiley, Instructor and Head Coach

Beth Riley, Instructor and Head Coach

Terry McLaughlin, Senior Lecturer & Head Athletic Trainer

Katie Tarr, Senior Lecturer and Head Coach

Kathleen Tierney, Director of Physical Education

Nikki Whitlock, Senior Lecturer and Head Coach

Staff

MaryAnn Schiller, Administrative Assistant

The Department of Athletics and Physical Education sponsors 12 intercollegiate sports in badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Bryn Mawr is a NCAA Division III member and a charter member of the Centennial Conference. Club sport opportunities are available in a range of sports; including rugby, equestrian, fencing, karate, ice skating, squash, and ultimate Frisbee. Students interested in any of these programs should consult the Department of Athletics at: http://athletics.brynmawr.edu/landing/index.

Bryn Mawr's Physical Education curriculum is designed to provide opportunities to develop lifelong habits that will enhance the quality of life. From organized sport instruction, to a variety of dance offerings, lifetime sport skills, fitness classes, and a wellness curriculum, the Department provides a breadth of programming to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculums offer more than 50 courses in a variety of disciplines. All students must complete a physical education requirement (as determined by their year of entry into the college), including a swim-proficiency requirement, and a freshmen Wellness Class. Students can enroll in physical education classes at Swarthmore and Haverford Colleges.

The Department of Physical Education in conjunction with Health Services, Student Life and the Dean's Office has developed an eight-week Wellness Seminar that focuses on a variety of issues confronting college women. The course is mandatory for all first year students and fulfills two physical education credits. The curriculum is designed to be interesting, interactive and provide a base of knowledge that will encourage students to think about their wellbeing as an important partner to their academic life. The course will be taught by College faculty and staff from various disciplines and offices.

The newly renovated Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The new 11,500 sq. ft. fitness center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from PE Indoor cycling to Zumba Fitness! The fitness center has over 100 different workout options, including drop in classes, free weights, indoor cycling bicycles, and cardiovascular and strength training machines.

The building hosts two-courts in the Class of 1958 Gymnasium, an eight lane pool, a fitness center with varsity weight training area, an athletic training room, locker rooms, a conference smart room and the Department of Athletics & Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the Bern Schwartz Fitness and Athletic Center. For more information please consult: http://athletics.brynmawr.edu/information/facilities/index.

The outdoor athletics and recreation facilities include two varsity athletics playing fields, seven tennis courts and two fields for recreational and club sport usage. The Shillingford and Applebee Fields are home to the College's field hockey, soccer and lacrosse programs. In the fall of 2011 the College completed construction on Applebee, converting it from natural grass to a NCAA regulation sized synthetic field.

Praxis Program

Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with fieldwork and community-based research. The three designated

types of Praxis courses—Praxis I and II Departmental courses and Praxis Independent Study courses—are described below and at http://www.brynmawr.edu/ceo/programs/praxis/.

Praxis courses are distinguished by genuine collaboration with fieldsite organizations. The nature of fieldwork assignments and projects varies according to the learning objectives for the course and according to the needs of the community partner. In most Praxis courses, students are engaged in field placements or working on community-connected projects that meet an identified need in the community.

The Praxis Program is one of the Civic Engagement programs that is offered through the Leadership, Innovation and Liberal Arts Center (LILAC).Praxis Program staff assist faculty in identifying, establishing and supporting field placements in a wide variety of organizations, such as public health centers, community art programs, museums, community-development and social service agencies, schools, and local government offices. Faculty members are responsible for integrating the Praxis component into the course through process and reflection. As with all other courses, faculty evaluate student work and progress.

The three types of Praxis courses require increasing amounts of fieldwork but do not need to be taken successively. Praxis I and II courses are offered within a variety of academic departments and are developed by faculty in those departments. Praxis Independent Study courses are developed by individual students, in collaboration with faculty field supervisors, and Praxis staff. Students may enroll in more than one Praxis course at a time and are sometimes able to use the same field placement to meet the requirements of both courses.

Praxis I Departmental Courses provide opportunities for students to explore and develop community connections in relation to the course topic by incorporating a variety of activities into the syllabus, such as: field trips to local organizations, guest speakers from those organizations, and assignments that ask students to research local issues. In some cases, students in Praxis I courses are engaged an introductory fieldwork activities; the time commitment for this fieldwork does not exceed 2 hours per week or 20 hours per semester.

Praxis II Departmental Courses include a more substantial fieldwork component that engages students in activities and projects off-campus that are linked directly to course objectives and are useful to the community partner. The time commitment for fieldwork varies greatly from course to course but falls within the range of 2-7 hours per week or 20-70 hours per semester. Praxis II courses might include: weekly fieldwork in local classrooms or community-based organizations; conducting research that has been requested by a community partner; project-based activities such as creating a curriculum, designing a website, or curating a museum exhibit.. The Praxis Fieldwork Agreement is an important part of all Praxis II courses. This document outlines the learning and placement objectives of the Praxis component and is signed by the course instructor, the field supervisor, the Praxis coordinator and the student.

Praxis Independent Study places fieldwork at the center of a supervised learning experience and gives students the opportunity to design their own course and select their own field placement. The fieldwork for Praxis Independent Study consists of 8-10 hours per week for 12 weeks. Typically, students complete two, 4-to-5 hour visits per week. Fieldwork is supported by appropriate readings and regular meetings with a faculty member who must agree in advance to supervise the project. Students receive additional support from the Praxis staff, who conduct reflection sessions for each semester's Praxis cohort, visit each student's field site once a semester to meet with the student and her supervisor, and coordinate a Praxis Poster Session.

Praxis Independent Study is an option for sophomore and higher-level students who are in good academic standing. Students are eligible to take up to two Praxis Independent Study courses during their time at Bryn Mawr.

Advance planning is required for students wanting to develop a Praxis Independent Study course. At least one semester ahead of time, students should review the online resource materials and attend a Praxis Independent Study Information Session, held once a month during the academic year. In addition, they must complete the brief 1-page Praxis Proposal, declaring their intent to develop such a course, and discuss their plans with their Major Advisors as well as their Deans. The Praxis Proposal needs to be signed by the student's Dean and submitted to the Praxis Program Director at the time of pre-registration. Praxis staff members will then provide guidance to the students in setting up their courses..

The Praxis Independent Study Learning Plan—which must include a description of the student's course, all stipulated coursework, a faculty supervisor, a fieldsite, a fieldsite supervisor and fieldwork responsibilities—must be approved by the Praxis Program Director by the beginning of the semester in which the course will take place. The Praxis Program Director will notify the Registrar's Office when the Praxis Learning plan is approved, at which point a course registration number will be created.

Collaboration with the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research

At Bryn Mawr, we embrace a distinctive academic model that offers a select number of outstanding coeducational graduate programs in arts and sciences and social work in conjunction with an exceptional undergraduate college for women. As such, Bryn Mawr undergraduates have significant opportunities to do advanced work by participating in graduate level courses offered in several academic areas. These areas include Chemistry; Classical and Near Eastern Archaeology; Greek, Latin, and Classical Studies; History of Art; Mathematics; Physics; and Social Work. An undergraduate must meet the appropriate prerequisites for a particular course and obtain departmental approval if she wishes the course to count towards her major.

The Graduate School of Arts and Sciences (GSAS)

Founded in 1885, the Bryn Mawr Graduate School was the first graduate school to open its doors to women in the United States. This radical innovation of graduate education in a women's college was the beginning of a distinguished history of teaching and learning designed to enable every student to reach the apex of her intellectual capacity. Today, students in the Graduate School of Arts and Sciences are a vital component in a continuum of learning and research, acting as role models for undergraduates and as collaborators with the faculty. Renowned for excellence within disciplines, Bryn Mawr also fosters connections across disciplines and the individual exploration of newly unfolding areas of research.

Examples of GSAS graduate level courses that are open to advanced undergraduates include:

ARCH 693	Studies in Greek Pottery
CHEM 534	Organometallic Chemistry
HART 607	Women in Medieval Art
GREK 643	Readings in Greek History
MATH 506	Graduate Topology
PHYS 503 and 504	Electromagnetic Theory I and II

The Graduate School of Social Work and Social Research (GSSWSR)

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of $750,000 (about $14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself.

As part of the Bryn Mawr College academic community and throughout its 95 year history, the School has placed great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to principles of social justice. It has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities, both locally and globally.

Moving forward, the School has reaffirmed its commitment through a redesigned outcomes/abilities-based curriculum, providing all students with an integrated perspective on policy, practice, theory, and research. Both Master's and PhD graduates are prepared to address the rapidly growing and complex challenges impacting the biological, psychological, and social conditions of children and families within their communities. GSSWSR graduates are leaders in defining standards of practice, shaping social welfare policy, and undertaking ethically grounded research in the social and behavioral sciences.

Examples of GSSWSR graduate level courses that are open to advanced undergraduates include:

SOWK 302	Perspectives on Inequality
SOWK 306	Social Determinants of Health and Health Equity
SOWK 308	Adult Development and Aging
SOWK 309	Organizational Behavior: The Art and Science
SOWK 352	Child Welfare: Policy, Practice, and Research
SOWK 354	To Protect the Health of the Public
SOWK 408	Women and the Law
SOWK 411	Family Law

ACADEMIC AWARDS AND PRIZES

The following awards, fellowships, scholarships, and prizes are awarded by the faculty and are given solely on the basis of academic distinction and achievement.

The Academy of American Poets Prize, awarded in memory of Marie Bullock, the Academy's founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. (1957)

The Seymour Adelman Book Collector's Award is given each year to a student for a collection on any subject, single author or group of authors, which may include manuscripts and graphics. (1980)

The Seymour Adelman Poetry Award was established by Daniel and Joanna Semel Rose '52, to provide an award in honor of Seymour Adelman. The award is designed to stimulate further interest in poetry at Bryn Mawr. Any member of the Bryn Mawr community—undergraduate or graduate student, staff or faculty member—is eligible for consideration. The grant may be awarded to fund research in the history or analysis of a poet or poem, to encourage the study of poetry in interdisciplinary contexts, to support the writing of poetry or to recognize a particularly important piece of poetic writing. (1985)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Areté Fellowship Fund was established by Doreen Canaday Spitzer '31. The fund supports graduate students in the Departments of Greek, Latin and Classical Studies, History of Art, and Classical and Near Eastern Archaeology. (2003)

The Bain-Swiggett Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The prize is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

The Bolton Prize was established by the Bolton Foundation as an award for students majoring in the Growth and Structure of Cities. (1985)

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at a university in the United States or abroad. The European Fellowship continues to be funded by a bequest from Elizabeth S. Shippen.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The scholarship is used to send a graduate to a university or college in Commonwealth Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. In 1994, the description of the scholarship was changed to include support for current undergraduates. (1965)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner '42, by gifts from her family, classmates, and friends. The award is made to a junior or senior on the recommendation of a committee composed of the chairs of the Departments of English and of Classical and Modern Foreign Languages. (1950)

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. It is awarded to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a senior doing advanced work in American history for an essay written in connection with that work. The income from this fund has been supplemented since 1955 by annual gifts from the society. (1903)

Friends and colleagues have joined Ruth Nelson in honoring Judy Gould's retirement through the establishment of the Judy Loomis Gould '64 Fund for Summer Study Abroad.

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae of the school. It is awarded annually to the member of the

junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subject(s) and is held during the senior year. (1921)

The Sarah Stifler Jesup Fund was established in memory of Sarah Stifler Jesup ’56, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project or career goal during term time or vacation. (1978)

The Pauline Jones Prize was established by friends, students and colleagues of Pauline Jones ’35. The prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Anna Lerah Keys ’79. The prize is awarded to an undergraduate majoring in Classical and Near Eastern Archaeology. (1984)

The Sheelah Kilroy Memorial Scholarship in English was founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. This prize is awarded annually on the recommendation of the Department of English to a student for excellence of work in an English course. (1919)

The Richmond Lattimore Prize for Poetic Translation was established in honor of Richmond Lattimore, Professor of Greek at Bryn Mawr and distinguished translator of poetry. The prize is awarded for the best poetic translation submitted to a committee composed of the chairs of the Departments of Classical and Modern Languages. (1984)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning ’15, in the year of her retirement, by her class. The prize is awarded to a senior in the Department of History for work of special excellence in the field. (1957)

The McPherson Fund for Excellence was established through the generous response of alumnae/i, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The fund honors the achievements of President Emeritus Mary Patterson McPherson. Three graduating seniors are named McPherson Fellows in recognition of their academic distinction and community service accomplishments. The fund provides support for an internship or other special project.

The Nadia Anne Mirel Memorial Fund was established by the family and friends of Nadia Anne Mirel ’85. The fund supports the research or travel of students undertaking imaginative projects in the following areas: children’s educational television, and educational film and video. (1986)

The Martha Barber Montgomery Fund was established by Martha Barber Montgomery ’49, her family and friends to enable students majoring in the humanities, with preference to those studying philosophy and/or history, to undertake special projects. The fund may be used, for example, to support student research and travel needs, or an internship in a nonprofit or research setting. (1993)

The Elinor Nahm Prizes in Italian are awarded for excellence in the study of Italian at the introductory, intermediate and advanced levels. (1991)

The Elinor Nahm Prizes in Russian are awarded for excellence in the study of Russian language and linguistics and of Russian literature and culture. (1991)

The Milton C. Nahm Prize in Philosophy is awarded to the senior Philosophy major whose thesis is judged most outstanding. (1991)

The Elisabeth Packard Art and Archaeology Internship Fund was established by Elisabeth Packard ’29 to provide stipend and travel support to enable students majoring in History of Art or Classical and Near Eastern Archaeology to hold museum internships, conduct research or participate in archaeological digs. (1993)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka ’64 by gifts from her family and friends. The prize is awarded annually to a member of the first-year or sophomore class and writer of the best piece of imaginative writing in prose. (1969)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income from this fund may be awarded annually to a student in Economics. (1938)

The Laura Estabrook Romine ’39 Fellowship in Economics was established by a gift from David E. Romine, to fulfill the wish of his late brother, John Ransel Romine III, to establish a fund in honor of their mother, Laura Estabrook Romine ’39. The fellowship is given annually to a graduating senior or alumna, regardless of undergraduate major, who has received admission to a graduate program in Economics. (1996)
The Barbara Rubin Award Fund was established by the Amicus Foundation in memory of Barbara Rubin ’47. The fund provides summer support for students undertaking internships in nonprofit or research settings appropriate to their career goals, or study abroad. (1989)

The Gail Ann Schweiter Prize Fund was established in memory of Gail Ann Schweiter ’79 by her family. The prize is to be awarded to a science or Mathematics major in her junior or senior year who has shown excellence both in her major field and in musical performance. (1993)

The Charlotte Angas Scott Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, Professor of Mathematics 1885 to 1924. (1960)

The Elizabeth S. Shippen Scholarship in Foreign Language was founded under the will of Elizabeth S. Shippen of Philadelphia. It is awarded to a junior whose major is in French, German, Greek, Italian, Latin, Russian or Spanish for excellence in the study of foreign languages. (1915)

The Elizabeth S. Shippen Scholarship in Science was foundedunder the will of Elizabeth S. Shippen of Philadelphia and is awarded to a junior whose major is in Biology, Chemistry, Geology or Physics for excellence in the study of sciences. (1915)

The Gertrude Slaughter Fellowship was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year’s study in the United States or abroad. (1964)

The Ariadne Solter Fund was established in memory of Ariadne Solter ’91 by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country or the United States. (1989)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh ’20. (1943)

The Emma Osborn Thompson Prize in Geology was established by a bequest of Emma Osborn Thompson ’04. From the income of the bequest, a prize is to be awarded from time to time to a student in Geology. (1963)

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter, Laura van Straaten ’90, in honor of Laura’s graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women’s rights or reproductive rights. (1990)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker ’10. It is given from time to time to support the study of living conditions of northern African Americans. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, Professor of Mathematics from 1918 until her death in 1966. (1960)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and President of the Trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Anne Kirschbaum Winkelman Prize, established by the children of Anne Kirschbaum Winkelman ’48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

Scholarships for Medical Study

The following scholarships may be awarded to seniors or graduates of Bryn Mawr intending to study medicine, after their acceptance by a medical school in the United States. The premedical adviser will send applications for the scholarship to medical school applicants during the spring preceding the academic year in which the scholarship is to be held.

The Linda B. Lange Fund was founded by bequest under the will of Linda B. Lange, A.B. 1903. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded to members of the graduating class or graduates of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. Renewal applications will be sent to scholarship recipients by the premedical adviser. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother. The Scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Jane V. Myers Medical Scholarship Fund was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest under the will of Paul J. Sartain. The income from the fund is to establish a scholarship which is awarded by a committee to students and alumnae who have been accepted by a medical school. (1948)

AREAS OF STUDY

Definitions

MAJOR

In order to ensure that a student's education involves not simply exposure to many disciplines but also development of some degree of mastery in at least one, she must choose a major subject at the end of the sophomore year. With the guidance of the major adviser, a student plans an appropriate sequence of courses. The following is a list of major subjects:

Anthropology
Astronomy (Haverford College)
Biochemistry and Molecular Biology
Biology
Chemistry
Classical and Near Eastern Archaeology
Classical Culture and Society
Classical Languages
Comparative Literature
Computer Science
East Asian Languages and Cultures
Economics
English
Fine Arts (Haverford College)
French and Francophone Studies
Geology
German and German Studies
Greek
Growth and Structure of Cities
History
History of Art
Italian and Italian Studies
International Studies
Latin
Linguistics (Tri-College Major)
Linguistics and Languages (Tri-College Major)
Mathematics
Music (Haverford College)
Philosophy
Physics
Political Science
Psychology
Religion (Haverford College)
Romance Languages
Russian
Sociology
Spanish

MINOR

The minor typically consists of six courses, with specific requirements determined by the department or program. A minor is not required for the degree. The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

Africana Studies
Anthropology
Astronomy (at Haverford)
Biology
Chemistry
Child and Family Studies
Chinese
Classical and Near Eastern Archaeology
Classical Culture and Society
Comparative Literature
Computational Methods
Computer Science
Creative Writing
Dance
East Asian Languages and Cultures
Economics
Education
English
Environmental Studies
Film Studies
French and Francophone Studies
Gender and Sexuality
Geology
German and German Studies
Greek
Growth and Structure of Cities
Health Studies
History
History of Art
International Studies
Italian and Italian Studies
Japanese
Latin
Linguistics (at Haverford)
Mathematics
Middle Eastern Studies
Music (at Haverford)
Neuroscience
Philosophy
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Theater Studies

CONCENTRATION

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures
- Peace, Conflict and Social Justice

KEY TO COURSE LETTERS

ANTH	Anthropology
ARAB	Arabic
ARTA	Arts in Education
ASTR	Astronomy
BIOL	Biology
CHEM	Chemistry
CNSE	Chinese
ARCH	Classical and Near Eastern Archaeology
CSTS	Classical Culture and Society
COML	Comparative Literature
CMSC	Computer Science
ARTW	Creative Writing
ARTD	Dance
EAST	East Asian Languages and Cultures
ECON	Economics
EDUC	Education
ENGL	English
ARTS	Fine Arts
FREN	French and Francophone Studies
GNST	General Studies
GEOL	Geology
GERM	German and German Studies
GREK	Greek
CITY	Growth and Structure of Cities
HEBR	Hebrew and Judaic Studies

HIST	History
HART	History of Art
INST	International Studies
ITAL	Italian
JNSE	Japanese
LATN	Latin
LING	Linguistics
MATH	Mathematics
MUSC	Music
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PSYC	Psychology
RELG	Religion
RUSS	Russian
SOCL	Sociology
SPAN	Spanish
ARTT	Theater

KEY TO COURSE NUMBERS

001-099
These course numbers are used by only a few departments. They refer to introductory courses that are not counted towards the major.

100-199
Introductory courses.

200-299
Introductory and intermediate-level courses

300-399
Advanced courses.

400-499
Special categories of work (e.g., 403 for a unit of supervised work).

A semester course usually carries one unit of credit. Students should check the course guide for unit listing. One unit equals four semester hours or six quarter hours. A quarter course (or Focus course) carries 0.5 units.

KEY TO REQUIREMENT INDICATORS

Quantitative and Mathematical Reasoning (QM): Indicates courses that meet the requirement for work in QM.

Quantitative Readiness (QR): Indicates courses that meet the requirement for work in QR.

Scientific Inquiry (SI): Indicates courses that meet the requirement for work in SI.

Critical Interpretation (CI): Indicates courses that meet the requirement for work In CI.

Cross-Cultural Analysis (CC): Indicates courses that meet the requirement for work CC.

Inquiry Into the Past (IP): Indicates courses that meet the requirement for work In IP.

Neighboring College Courses

Selected Haverford College courses may be listed in this catalog when applicable to Bryn Mawr programs. Consult the Haverford catalog for full course descriptions. Students should consult their deans or major advisers for information about Swarthmore College, University of Pennsylvania and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore are available through the Tri-Co Course Guide. Catalogs and course guides for Penn and Villanova are available through each institution’s website.

Course Descriptions

Following the description are the name(s) of the instructor(s), the College requirements that the course meets, if any, and information on cross-listing. Information on prerequisite courses may be included in the descriptions or in the prefatory material on each department.

At the time of this printing, the course offerings and descriptions that follow were accurate. Whenever possible, courses that will not be offered in the current year are so noted. There may be courses offered in the current year for which information was not available at the time of this catalog printing. For the most up-to-date and complete information regarding course offerings, faculty, status, and college requirements, please consult BiONic at https://vbm.brynmawr.edu.

AFRICANA STUDIES

Students may complete a minor in Africana Studies.

Steering Committee

Michael Allen, Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of the International Studies Program

Linda-Susan Beard, Associate Professor of English on the Rosabeth Moss Kanter Change Master Fund (on leave semesters I and II)

Frances (Pim) Higginson, Professor of French and Francophone Studies

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Director of Africana Studies

Elaine Mshomba, Lecturer in Africana Studies

Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of the International Studies Program

Mary Osirim, Provost and Professor of Sociology

Robert Washington, Professor of Sociology

Susan A. White, Professor of Chemistry

The Africana Studies Program brings a global outlook to the study of Africa its Diasporas. Drawing on analytical perspectives from anthropology, economics, history, literary studies, political science and sociology, the program focuses on peoples of African descent within the context of increasing globalization and dramatic social, economic and political changes.

Bryn Mawr's Africana Studies Program participates in a U.S. Department of Education-supported consortium with Haverford College, Swarthmore Colleges, and the University of Pennsylvania. Through this consortium, Bryn Mawr students have the opportunity to take a broad range of courses by enrolling in courses offered by all participating institutions. Also, Bryn Mawr's Africana Studies Program sponsors a study abroad semester at the University of Nairobi, Kenya, and participates in other study abroad programs offered by its consortium partners in Zimbabwe, Ghana, and Senegal.

Students are encouraged to begin their work in the Africana Studies Program by taking "Introduction to African Civilizations" (HIST B102). This required introductory level course, which provides students with a common intellectual experience as well as the foundation for subsequent courses in Africana Studies, should be completed by the end of the student's junior year.

Minor Requirements

The requirements for a minor in Africana Studies are the following:

- One-semester interdisciplinary course Bryn Mawr HIST B102: Introduction to African Civilizations (ICPR 101 at Haverford).
- Five additional semester courses from an approved list of courses in Africana studies.
- A senior thesis or seminar-length essay in an area of Africana studies.

Students are encouraged to organize their course work along one of several prototypical routes. Such model programs might feature:

- Regional or area studies; for example, focusing on blacks in Latin America, the English-speaking Caribbean or North America.
- Thematic emphases; for example, exploring class politics, ethnic conflicts and/or economic development in West and East Africa.
- Comparative emphases; for example, problems of development, governance, public health or family and gender.

The final requirement for the Africana Studies minor is a senior thesis or its equivalent. If the department in which the student is majoring requires a thesis, the student can satisfy the Africana Studies requirement by writing on a topic that is approved by her department and the Africana Studies Program coordinator. If the major department does not require a thesis, an equivalent written exercise—that is, a seminar-length essay—is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by both the instructor in question and the Africana Studies Program coordinator.

COURSES

ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): HIST-B200
Units: 1.0
(Not Offered 2015-2016)

ANTH B202 Africa in the World

In this course, we will approach Africa with an emphasis on the many interconnections that link the continent with the rest of the world, through both time and space. Much popular talk about Africa in the U.S. is overwhelmingly negative—focusing on poverty, violence, and failed states—and often portrays Africa as something "other," both different from and unrelated to the United States and much of the rest of the world. But such preconceptions blatantly overlook what we know about historical and contemporary movements of people, ideas, materials, and money around the globe. Rather than regarding Africa as separate or apart, in this course we will examine the centrality of African engagements with these global movements. Rather than attempting a survey of particular, bounded African "peoples" or "cultures," we will explore complex issues and processes through interconnected topics including colonial and postcolonial politics, urban life, gender and sexuality, religion, economic networks, development, and transnational migration. We will use these themes as guides for exploring larger, interlinked questions of social life in Africa and around the world. Prerequisite: at least Sophomore Standing
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Fioratta,S.
(Fall 2015)

ARCH B101 Introduction to Egyptian and Near Eastern Archaeology

A historical survey of the archaeology and art of the ancient Near East and Egypt.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B230 Archaeology and History of Ancient Egypt

A survey of the art and archaeology of ancient Egypt from the Pre-Dynastic through the Graeco-Roman periods, with special emphasis on Egypt's Empire and its outside connections, especially the Aegean and Near Eastern worlds.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

CITY B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): HIST-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015, Spring 2016: **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

CITY B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Praxis Program
Crosslisting(s): EDUC-B266; SOCL-B266
Units: 1.0
(Not Offered 2015-2016)

CITY B269 Black America in Sociological Perspective

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies
Crosslisting(s): SOCL-B229
Units: 1.0
Instructor(s):Washington,R.
(Spring 2016)

COML B279 Introduction to African Literature

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's Anthills of the Savannah, Ayi Kwei Armah's Fragments, Mariama Bâ's Si Longe une Lettre, Tsitsi Danga-rembga's Nervous Conditions, Bessie Head's Maru, Sembène Ousmane's Xala, plays by Wole Soyinka and his Burden of History, The Muse of Forgiveness and Ngugi wa Thiong'o's A Grain of Wheat.

We will address the “transliteration” of Christian and Muslim languages and theologies in these works.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Crosslisting(s): ENGL-B279
Units: 1.0
(Not Offered 2015-2016)

COML B388 Contemporary African Fiction

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90’s serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of “living in the present” in history and letters.
Counts towards: Africana Studies
Crosslisting(s): ENGL-B388
Units: 1.0
(Not Offered 2015-2016)

EDUC B200 Critical Issues in Education

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit).
Approach: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Child and Family Studies
Units: 1.0
Instructor(s):Lesnick,A.
(Spring 2016)

EDUC B260 Multicultural Education

An investigation of education as a cultural event that engages issues of identity, difference, and power. The course explores a set of key tensions in the contested areas of multiculturalism and multicultural education: identity and difference; peace and conflict; dialogue and silence; and culture and the individual psyche. Students will apply theory and practice to global as well as specific, localized situations — communities and schools that contend with significant challenges in terms of equity and places where educators, students, and parents are trying out ways of educating for diversity and social justice. Fieldwork of two to three hours per week.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

EDUC B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Praxis Program
Crosslisting(s): SOCL-B266; CITY-B266
Units: 1.0
(Not Offered 2015-2016)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B217
Units: 1.0
Instructor(s):Harford Vargas,J.
(Fall 2015)

ENGL B234 Postcolonial Literature in English

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Crosslisting(s): COML-B234
Units: 1.0
(Not Offered 2015-2016)

ENGL B262 Survey in African American Literature

Pairing canonical African American fiction with theoretical, popular, and filmic texts from the late-19th Century through to the present day, we will address the ways in which the Black body, as cultural text, has come to be both constructed and consumed within the nation’s imagination and our modern visual regime.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B263 Toni Morrison and the Art of Narrative Conjure

All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B264 Black Bards: Poetry in the Diaspora

An interrogation of poetic utterance in works of the African diaspora, primarily in English, this course addresses a multiplicity of genres, including epic, lyric, sonnet, rap, and mimetic jazz. The development of poetic theories at key moments such as the Harlem Renaissance and the Black Arts Movement will be explored.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B279 Introduction to African Literature

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's Anthills of the Savannah, Ayi Kwei Armah's Fragments, Mariama Bâ's Si Longe une Lettre, Tsitsi Danga-rembga's Nervous Conditions, Bessie Head's Maru, Sembène Ousmane's Xala, plays by Wole Soyinka and his Burden of History, The Muse of Forgiveness and Ngugi wa Thiong'o's A Grain of Wheat. We will address the "transliteration" of Christian and Muslim languages and theologies in these works.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Crosslisting(s): COML-B279
Units: 1.0
(Not Offered 2015-2016)

ENGL B362 African American Literature: Hypercanonical Codes

Intensive study of six 18th-21st century hypercanonical African American written and visual texts (and critical responses) with specific attention to the tradition's long use of speaking in code and in multiple registers simultaneously. Focus on language as a tool of opacity as well as transparency, translation, transliteration, invention and resistance. Previous reading required.
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B379 The African Griot(te)

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction.
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B381 Post-Apartheid Literature

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers which explore the complexities of life in "the new South Africa." Several films emphasize the minefield of post-apartheid reconciliation and accountability.
Counts towards: Africana Studies
Crosslisting(s): COML-B381
Units: 1.0
(Not Offered 2015-2016)

ENGL B388 Contemporary African Fiction

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.
Counts towards: Africana Studies
Crosslisting(s): COML-B388
Units: 1.0
(Not Offered 2015-2016)

FREN B213 Theory in Practice:Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies. Course is taught in English. Current topic description: Structuralism, Poststructuralism, Feminism, Postcolonialism
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Crosslisting(s): RUSS-B253; PHIL-B253; ITAL-B213; HART-B213
Units: 1.0
Instructor(s):Higginson,P.
(Fall 2015)

FREN B254 Teaching (in) the Postcolony: Schooling in African Fiction

This seminar examines novels from Francophone and Anglophone Africa, critical essays, and two films, in

order better to understand the forces that inform the African child's experiences of education. This course is taught in English.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Higginson,P.
(Spring 2016)

GNST B103 Introduction to Swahili Language and Culture I

The primary goal of this course is to develop an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. In the process of acquiring the language, students will also be introduced to East Africa and its cultures. No prior knowledge of Swahili or East Africa is required.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Mshomba,E.
(Fall 2015)

GNST B105 Introduction to Swahili Language and Culture II

The primary goal of this course is to continue working on an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. Students will also continue learning about East Africa and its cultures. Prerequisite: GNST B103 (Introduction to Swahili Language and Culture I) or permission of the instructor is required.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Mshomba,E.
(Spring 2016)

HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s):Ngalamulume,K.
(Fall 2015)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): ANTH-B200
Units: 1.0
(Not Offered 2015-2016)

HIST B236 African History since 1800

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Ngalamulume,K.
(Spring 2016)

HIST B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): CITY-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015, Spring 2016: **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

HIST B243 Atlantic Cultures

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies

Units: 1.0
Instructor(s):Laurent-Perrault,E.

Fall 2015: **Introduction to the History of the African Diaspor**. This course will explore the arrival, establishment, and experiences of Africans and their descendants in the Americas, with a particular emphasis on Latin America and the Caribbean. We will explore ways in which enslaved men and women experienced and negotiated their imposed condition in both rural areas and urban centers through the colonial period and into the nineteenth century. Readings will also consider the experiences of free people and we will take up questions of resistance, spirituality, gender, race, cultures, identities, and social dynamics. We will also do a succinct overview of some of the major movements lead by people of African descent in the hemisphere up to the twentieth century.

HIST B265 Colonial Encounters in the Americas

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.
Counts towards: Africana Studies; Latin Amer/Latino/ Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Laurent-Perrault,E.
(Fall 2015)

HIST B336 Topics in African History

This is a topic course. Course content varies.
Counts towards: Africana Studies; International Studies
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015: **History of Health and Medicine in Africa.** The course will focus on the issues of public health history, social and cultural history of disease as well as the issues of the history of medicine. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; medical pluralism in contemporary Africa; the emerging diseases, medical education, women in medicine, and differential access to health care.

HIST B337 Topics in African History

This is a topics course. Topics vary.
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B339 The Making of the African Diaspora 1450-1800

This course explores the emergence, development, and challenges to the ideologies of whiteness and blackness, that have been in place from the colonial period to the present. Through the reading of primary and secondary sources, we will explore various ways through which enslaved people imagined freedom, personal rights, community membership, and some of the paths they created in order to improve their experiences and change the social order. In an attempt to have a comparative approach, we will look at particular events and circumstances that took place in few provinces in the Americas, with an emphasis on Latin America and the Caribbean. The course will also look at the methodological challenges of studying and writing history of people who in principle, were not allowed to produce written texts. Throughout, we will identify and underscore the contribution that people of African descent have made to the ideas of rights, freedom, equality, and democracy.
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Laurent-Perrault,E.
(Spring 2016)

HIST B349 Topics in Comparative History

This is a topics course. Topics vary.
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Laurent-Perrault,E.

Fall 2015: **A History of Honor in Latin America, 1600s-1920s**. This course will examine the trajectory of the concept of honor from the Iberian Peninsula, through colonial Latin America, and into the early republican era. We will read primary and secondary sources, view films, and listen to poets and songwriters, the better to understand changing notions of race, gender, and class. In addition, the course will touch on how the concept of honor applied in Francophone and Anglophone regions of the Americas. Throughout, our seminar will encourage students to question the ways in which elements of the past may still linger in the present and may shape current social structures.

POLS B243 African and Caribbean Perspectives in World Politics

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: POLS 141 or 1 course in African or Latin American history.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

SOCL B225 Women in Society

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s):Montes,V.
(Spring 2016)

SOCL B229 Black America in Sociological Perspective

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies
Crosslisting(s): CITY-B269
Units: 1.0
Instructor(s):Washington,R.
(Spring 2016)

SOCL B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Praxis Program
Crosslisting(s): EDUC-B266; CITY-B266
Units: 1.0
(Not Offered 2015-2016)

SPAN B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B217
Units: 1.0
Instructor(s):Harford Vargas,J.
(Fall 2015)

ANTHROPOLOGY

Students may complete a major or a minor in Anthropology. Within the major, students may complete a concentration in geoarchaeology.

Faculty

Casey Barrier, Assistant Professor of Anthropology

Susanna Fioratta, Assistant Professor of Anthropology

Casey Miller, Visiting Assistant Professor in Anthropology

Melissa Pashigian, Chair and Associate Professor of Anthropology

Maja Seselj, Assistant Professor in Anthropology

Amanda Weidman, Associate Professor of Anthropology (on leave semester II)

Anthropology is a holistic study of the human condition in both the past and the present. The anthropological lens can bring into focus the social, cultural, biological and linguistic variations that characterize the diversity of humankind throughout time and space. The frontiers of anthropology can encompass many directions: the search for early human fossils in Africa, the excavations of prehistoric societies and ancient civilizations, the analysis of language use and other expressive forms of culture, or the examination of the significance of culture in the context of social life.

Major Requirements

Requirements for the major are ANTH 101, 102, 303, 398, 399, an ethnographic area course that focuses on the cultures of a single region, and four additional 200- or 300-level courses in anthropology. Students are encouraged to select courses from each of four subfields of anthropology: archaeology, bioanthropology, linguistics or sociocultural. ANTH B303 fulfills the major writing intensive requirement.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include ANTH 101, 102, 303, 398 and 399. (ANTH 103 at Haverford may be substituted for ANTH 102.)

Minor Requirements

Requirements for a minor in anthropology are ANTH 101, 102, 303, one ethnographic area course and two additional 200- or 300-level courses in anthropology.

Honors

Qualified students may earn departmental honors in their senior year. Honors are based on the quality of the senior thesis (398, 399) and grade point average in courses taken for the anthropology major.

Concentration in Geoarchaeology

The Department of Anthropology participates with Classical and Near Eastern Archaeology and Geology in offering a concentration within the major in geoarchaeology.

Cooperation with Other Programs

The Department of Anthropology actively participates and regularly contributes to the minors in Africana Studies, Environmental Studies, Gender and Sexuality Studies, and Health Studies. In addition, Anthropology cross-lists several courses with Biology, Classical and Near Eastern Archaeology, German, Growth and Structure of Cities, History, Peace and Conflict Studies, Political Science, and Sociology. Anthropology at Bryn Mawr also works in close cooperation with our counterpart department at Haverford College.

COURSES

ANTH B101 Introduction to Anthropology: Prehistoric Archaeology and Biological Anthropology

An introduction to the place of humans in nature, primates, the fossil record for human evolution, human variation and the issue of race, and the archaeological investigation of culture change from the Old Stone Age to the rise of early civilizations in the Americas, Eurasia and Africa. In addition to the lecture/discussion classes, students must select and sign up for one lab section.
Approach: Scientific Investigation (SI)
Units: 1.0
Instructor(s): Seselj,M., Barrier,C.
(Fall 2015)

ANTH B102 Introduction to Cultural Anthropology

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor(s): Fioratta,S.
(Spring 2016)

ANTH B185 Urban Culture and Society

Examines techniques and questions of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Philadelphia features prominently

in discussion, reading and exploration as do global metropolitan comparisons through papers involving fieldwork, critical reading and planning/problem solving using qualitative and quantitative methods.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CITY-B185
Units: 1.0
Instructor(s): McDonogh,G., Reyes,V.
(Fall 2015)

ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/ Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): HIST-B200
Units: 1.0
(Not Offered 2015-2016)

ANTH B202 Africa in the World

In this course, we will approach Africa with an emphasis on the many interconnections that link the continent with the rest of the world, through both time and space. Much popular talk about Africa in the U.S. is overwhelmingly negative—focusing on poverty, violence, and failed states—and often portrays Africa as something "other," both different from and unrelated to the United States and much of the rest of the world. But such preconceptions blatantly overlook what we know about historical and contemporary movements of people, ideas, materials, and money around the globe. Rather than regarding Africa as separate or apart, in this course we will examine the centrality of African engagements with these global movements. Rather than attempting a survey of particular, bounded African "peoples" or "cultures," we will explore complex issues and processes through interconnected topics including colonial and postcolonial politics, urban life, gender and sexuality, religion, economic networks, development, and transnational migration. We will use these themes as guides for exploring larger, interlinked questions of social life in Africa and around the world. Prerequisite: at least Sophomore Standing
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s): Fioratta,S.
(Fall 2015)

ANTH B204 North American Archaeology

For millennia, the North American continent has been home to a vast diversity of Native Americans. From the initial migration of big game hunters who spread throughout the continent more than 12,000 years ago to the high civilizations of the Maya, Teotihuacan, and Aztec, there remains a rich archaeological record that reflects the ways of life of these cultures. This course will introduce the culture history of North America as well as explanations for culture change and diversification. The class will include laboratory study of North American archaeological and ethnographic artifacts from the College's Art and Archaeology collections.
Prerequisites: ANTH 101 or permission of instructor.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

ANTH B208 Human Biology

This course will be a survey of modern human biological variation. We will examine the patterns of morphological and genetic variation in modern human populations and discuss the evolutionary explanations for the observed patterns. A major component of the class will be the discussion of the social implications of these patterns of biological variation, particularly in the construction and application of the concept of race. Prerequisite: ANTH 101 or permission of instructor.
Counts towards: Health Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B209 Human Evolution

The position of humans among the primates, processes of biocultural evolution, the fossil record and contemporary human variation. Prerequisite: ANTH 101 or permission of instructor.
Approach: Scientific Investigation (SI)
Units: 1.0
(Not Offered 2015-2016)

ANTH B211 The Archaeology and Anthropology of Rubbish and Recycling

This course serves as an introduction to a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to the interpretation of spatial disposal patterns, the power of dirt(y waste) to create boundaries and difference, and types of recycling.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B211
Units: 1.0
(Not Offered 2015-2016)

ANTH B219 Visual Anthropology, Latin America and Social Movements

Focusing on indigenous communities and social movements, this course examines the cultural uses of visual art, photography, film, and new media in Latin America. Students will analyze a variety of materials to reconsider western conceptions of art. As well, students will explore how anthropologists employ visual methods in ethnographic research. Prerequisites: Sophomore standing or higher.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

ANTH B220 Methods and Theory in Archaeology

An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples. Theoretical debates current in American archaeology are reviewed and the place of archaeology in the general field of anthropology is discussed. Prerequisite: ANTH 101 or permission of instructor.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

ANTH B221 Performance in Latin America

This course examines performance in Latin America, addressing performances that range from the everyday to the staged. Topics include: self-presentation and gender; food and sports; political ceremonies, personalities, and protest; religion, ritual, and rites of passage; literature, music, theater, dance, and performance art. In particular, students will attend to the situation of local practices within a global context, and to the relationship between culture, politics, and aesthetics. Prerequisites: Sophomore standing or higher.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2015-2016)

ANTH B223 Anthropology of Dance

This course surveys ethnographic approaches to the study of global dance in a variety of contemporary and historical contexts, including contact improvisation, Argentinian tango, Kathak dance in Indian modernity, a range of traditional dances from Japan and China, capoeira in today's Brazil, and social dances in North America and Europe. Recognizing dance as a kind of shared cultural knowledge and drawing on theories and literature in anthropology, dance and related fields such as history, and ethnomusicology, we will examine dance's relationship to social structure, ethnicity, gender, spirituality and politics. Lectures, discussion, media, and fieldwork are included. Prerequisite: a course in anthropology or related discipline, or a dance lecture/seminar course, or permission of the instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Crosslisting(s): ARTD-B223
Units: 1.0
(Not Offered 2015-2016)

ANTH B229 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): CITY-B229; SOCL-B230; HART-B229
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

ANTH B230 Religion in the Pacific Rim

Using ethnography as the foundation for study, this course provides an introduction to religious beliefs throughout the Asia-Pacific region, including shamanism, sorcery, and the advent of Christianity. The role of ritual and religion in forming identity, enforcing social structures, and managing cultural change will be examined. We also will explore the difficulties anthropologists have had in understanding and interpreting the rich religious heritage of the Pacific Rim. Students will consider how the interpretation and representation of religious practices in the Pacific Rim have influenced anthropological approaches to perceptions of reality, power, and difference. Prerequisite: Sophomore standing or higher.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2015-2016)

ANTH B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston,

Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): GERM-B231; COML-B231
Units: 1.0
(Not Offered 2015-2016)

ANTH B233 Battle of the Sexes? Cooperation and Conflict in Primates

Using the framework provided by evolutionary biology, this course examines the behavior and underlying biology of primate males and females as they pursue strategies for survival and reproduction. Particular attention will be given to the conflicts that emerge between males and females in gregarious species, including humans. Prerequisites: ANTH B101 or equivalent is required. One additional course in biological anthropology is strongly recommended.
Units: 1.0
(Not Offered 2015-2016)

ANTH B234 Forensic Anthropology

Introduces the forensic subfield of biological anthropology, which applies techniques of osteology and biomechanics to questions of forensic science, with practical applications for criminal justice. Examines the challenges of human skeletal identification and trauma analysis, as well as the broader ethical considerations and implications of the field. Topics will include: human osteology; search and recovery of human remains; taphonomy; trauma analysis; and the development and application of innovative and specialized techniques. Prerequisite: ANTH 101 or permission of instructor.
Approach: Scientific Investigation (SI)
Units: 1.0
Instructor(s): Seselj,M.
(Spring 2016)

ANTH B236 Evolution

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): BIOL-B236; GEOL-B236
Units: 1.0
Instructor(s): Davis,G.
(Spring 2016)

ANTH B237 Environmental Health

This course introduces principles and methods in environmental anthropology and public health used to analyze global environmental health problems globally and develop health and disease control programs. Topics covered include risk; health and environment; food production and consumption; human health and agriculture; meat and poultry production; and culture, urbanization, and disease. Prerequisite: ANTH 102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B238 Chinese Culture and Society

This course encourages students to think critically about major developments in Chinese culture and society that have occurred during the twentieth and twenty-first centuries, with an emphasis on understanding both cultural change and continuity in China. Drawing on ethnographic material and case studies from rural and urban China over the traditional, revolutionary, and reform periods, this course examines a variety of topics including family and kinship; marriage, reproduction, and death; popular religion; women and gender; the Cultural Revolution; social and economic reforms and development; gift exchange and guanxi networks; changing perceptions of space and place; as well as globalization and modernity. Prerequisite: Sophomore standing or higher.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B239 Anthropology of Media

This course examines the impact of non-print media such as films, television, sound recordings, radio, cell phones, the internet and social media on contemporary life from an anthropological perspective. The course will focus on the constitutive power of media at two interlinked levels: first, in the construction of subjectivity, senses of self, and the production of affect; and second, in collective social and political projects, such as building national identity, resisting state power, or giving voice to indigenous claims. Prerequisite: ANTH B102 or ANTH H103, or permission of instructor
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B242 Urban Field Research Methods

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues.
Counts towards: Praxis Program

Crosslisting(s): SOCL-B242; CITY-B242
Units: 1.0
(Not Offered 2015-2016)

ANTH B244 Archaeology of Early Farmers, Agriculture, and Social Change

Throughout most of human history our ancestors practiced lifestyles focused upon the gathering and hunting of wild plants and animals. Today, however, a globalized agricultural economy supports a population of over seven billion individuals. This course utilizes information produced by archaeologists to examine this major historical transition while asking big questions like: What impact did the adoption of agriculture have on communities in the past, and how does the current farming system influence our own society? How does farming still affects our lives today, and how the history of agricultural change continues into the future. Prerequisite: ANTH B101, or permission of instructor.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

ANTH B248 Race, Power and Culture

This course examines race and power through a variety of topics including colonialism, nation-state formation, genocide, systems of oppression/privilege, and immigration. Students will examine how class, gender, and other social variables intersect to affect individual and collective experiences of race, as well as the consequences of racism in various cultural contexts. Prerequisite: ANTH B102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B249 Asian American Communities

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): SOCL-B249; CITY-B249
Units: 1.0
(Not Offered 2015-2016)

ANTH B259 The Creation of Early Complex Societies

In the last 10,000 years, humans around the world have transitioned from organizing themselves through small, egalitarian social networks to living within large and socially complex societies. This archaeology course takes an anthropological perspective to seek to understand the ways that human groups created these complex societies. We will explore the archaeological evidence for the development of complexity in the past, including the development of villages and early cities, the institutionalization of social and political-economic inequalities, and the rise of states and empires. Alongside discussion of current theoretical ideas about complexity, the course will compare and contrast the evolutionary trajectories of complex societies in different world regions. Case studies will emphasize the pre-Columbian histories of complex societies in the Americas as well as some of the early complex societies of the Old World. Prerequisite: ANTH B101, or permission of instructor.

Approach: Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Barrier,C.
(Spring 2016)

ANTH B260 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B260; CSTS-B260; CITY-B259
Units: 1.0
(Not Offered 2015-2016)

ANTH B265 Dance, Migration and Exile

Highlighting aesthetic, political, social and spiritual powers of dance as it travels, transforms, and is accorded meaning both domestically and transnationally, especially in situations of war and social and political upheaval, this course investigates the re-creation of heritage and the production of new traditions in refugee camps and in diaspora. Prerequisite: a Dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or Peace and Conflict Studies, or permission of the instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Crosslisting(s): ARTD-B265
Units: 1.0
(Not Offered 2015-2016)

ANTH B267 The Development of the Modern Japanese Nation

An introduction to the main social dimensions central to an understanding of contemporary Japanese society and nationhood in comparison to other societies. The course also aims to provide students with training in comparative analysis in sociology.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): SOCL-B267

Units: 1.0
(Not Offered 2015-2016)

ANTH B268 Cultural Perspectives on Marriage and Family

This course explores the family and marriage as basic social institutions in cultures around the world. We will consider various topics including: kinship systems in social organization; dating and courtship; parenting and childhood; cohabitation and changing family formations; family planning and reproductive technologies; and gender and the division of household labor. In addition to thinking about individuals in families, we will consider the relationship between society, the state, and marriage and family. Prerequisite: ANTH B102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B270 Geoarchaeology

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Crosslisting(s): ARCH-B270; GEOL-B270
Units: 1.0
(Not Offered 2015-2016)

ANTH B281 Language in Social Context

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH B102, ANTH H103 or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Child and Family Studies; Peace, Justice and Human Rights
Crosslisting(s): LING-B281
Units: 1.0
Instructor(s): Weidman,A.
(Fall 2015)

ANTH B287 Sex, Gender and Culture

Introduces students to core concepts and topics of the cultural anthropological study of gender, sexuality difference and power in today's world. Focusing on the body as a site of lived experience, the course explores the varied intersections of gender, race, ethnicity, economics, class, location and sexual preference that produce different experiences for people both within and across nations. Particular attention will be paid to how gender and other forms of difference are shaped and transformed by global forces, and how these processes are gendered and raced. Topics include: scientific discourses, femininity/masculinity, marriage and intimacy, media and childhood, gender and variance, systems of inequality, race and ethnicity, sexuality, queer theory, labor, globalization and social change, and others. Prerequisites: ANTH 102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B294 Culture, Power, and Politics

This course provides an overview of theoretical approaches and thematic concerns in political anthropology. Drawing on both classic and contemporary ethnographic studies, we will examine how anthropological understandings of political formations have changed over time and in relation to different world regions. Topics will include political systems, the state, nationalism, ethnicity, citizenship, violence, rumor, and neoliberal forms of global governance. Prerequisite: ANTH 102 or permission of the instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B301 Anthropology of Globalization: Wealth, Mobility, Insecurity

This course explores economic globalization from an anthropological perspective. With a focus on the social, cultural, and historical aspects of global connections, we seek to understand not only large-scale change in the world, but also how the growing integration of different countries and economic systems shapes everyday life experience. Conversely, we will also explore how individuals actively engage with, and sometimes help shape, changing global processes. We will examine the meanings and motivations that guide some people to accumulate capital, and we will consider the structural inequalities and barriers that prevent others from doing so. We will study the paths of mobile individuals around the world—those who cross borders "legally" as well as those whose movements are deemed "illegal"—and think critically about what exclusion and forced immobility means for people socially as well as economically. Finally, we will investigate patterns

of economic, political, and social insecurity that often accompany processes of globalization. Working through a series of ethnographic analyses and conducting our own research, we will gain a better understanding of how people around the world experience and actively make “the global.” Prerequisite: ANTH B102, ANTH H103 or permission of the instructor.
Units: 1.0
Instructor(s): Fioratta,S.
(Fall 2015)

ANTH B303 History of Anthropological Theory

A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms, or orientations, but as configurations of thought, technique, knowledge, and power that reflect the ever-changing relationships among the societies and cultures of the world. This course qualifies as completion of the writing requirement. Prerequisite: at least one additional anthropology course at the 200 or 300 level. Priority is given to Anthropology majors and minors.
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Weidman,A.
(Fall 2015)

ANTH B305 Archaeology of the Precolumbian Southeastern United States

The history of Native American occupation of the southeastern United States is one that is long, rich, and varied. This rich history stretches back to the earliest colonization of the region during the late Pleistocene period more than 12,000 years ago, and continues on today. The course will serve two main purposes. First, students will gain knowledge of the culture history and archaeology of the pre-Columbian Southeast. Second, students will be exposed to problem-oriented research in anthropological archaeology. Each semester the course will examine recent archaeological studies from the region that are situated within the broad scope of current anthropological inquiry. Potential topics might include the archaeology of hunter-gatherer social complexity, the development of towns and proto-urban settlements, gender and identity, ideology and religion, culture-contact, and early Native-European relations. Prerequisite: ANTH B101, or permission of the instructor.
Units: 1.0
Instructor(s): Barrier,C.
(Spring 2016)

ANTH B312 Anthropology of Reproduction

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH 102 or permission of instructor.
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B316 Media, Performance, and Gender in South Asia

Examines gender as a culturally and historically constructed category in the modern South Asian context, focusing on the ways in which everyday experiences of and practices relating to gender are informed by media, performance, and political events. Prerequisite: Sophomore standing or higher.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Weidman,A.
(Fall 2015)

ANTH B317 Disease and Human Evolution

Pathogens and humans have been having an “evolutionary arms race” since the beginning of our species. In this course, we will look at methods for tracing diseases in our distant past through skeletal and genetic analyses as well as tracing the paths and impacts of epidemics that occurred during the historic past. We will also address how concepts of Darwinian medicine impact our understanding of how people might be treated most effectively. There will be a midterm, a final, and an essay and short presentation on a topic developed by the student relating to the class. Prerequisite: ANTH B102 or permission of the instructor.
Counts towards: Health Studies
Units: 1.0
Instructor(s): Seselj,M.
(Spring 2016)

ANTH B320 Culture Change, Heritage and Tourism

This course will examine change among individuals and groups in various cultural contexts, with a focus on heritage and tourism, and the tensions between preservation and evolution in the survival of cultural phenomena and practice. Readings will address topics including: identity construction; public celebrations such as festivals, parades, and processions; religious belief and ritual practices; transformations in food, music, dance, and performance; the commodification of “ethnic” arts and crafts and “untouched” landscapes; debates over public space and historic preservation; and economic and cultural arguments surrounding tourism and heritage programs. Special attention will be directed towards the impact of migration, colonialism, nationalism, and global capitalism upon cultural change. Prerequisite: ANTH B102, or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

ANTH B325 Mobility, Movement, and Migration in the Past

The movement of human social groups across landscapes, borders, and boundaries is a dominant feature of today's world as well as of the recent historic past. Archaeological research has demonstrated that migration, movement, and mobility were also common features of human life in the more distant past. From examining cases of small-scale groups that were largely defined by constant movements across their social landscapes, to the study of the spread of complex societies and early political states, this course will consider the role of migration in the formation, reproduction, and alteration of human societies. Attention will be paid to how archaeologists recognize and study movement, as well as to how knowledge of the past contributes to a broader anthropological understanding of human migration. Prerequisite: ANTH B101, or permission of instructor
Units: 1.0
Instructor(s): Barrier,C.
(Fall 2015)

ANTH B331 Advanced Topics in Medical Anthropology

The purpose of the course is to provide a survey of theoretical frameworks used in medical anthropology, coupled with topical subjects and ethnographic examples. The course will highlight a number of sub-specializations in the field of Medical Anthropology including genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, ecological approaches to studying health and behavior, and more. Prerequisite: ANTH B102
Counts towards: Health Studies
Units: 1.0
Instructor(s): Pashigian,M.
(Fall 2015)

ANTH B335 Topics in City and Media

This is a topics course. Course content varies.
Crosslisting(s): CITY-B335
Units: 1.0

Spring 2016: **Digital Rome.**

ANTH B338 Applied Anthropology: Ethics, Methods & Rights

This course will explore anthropology and social change, specifically how anthropologists challenge forms of oppression and injustice. Through readings, discussions, and practice, we will examine and radically reconsider what anthropology has been, what it is, and what it can be as a tool for engaging the world outside academia. We will read a variety of examples of how public anthropologists have used ethnographic methods to address social inequalities both in the United States and globally. We will discuss both the process and product of such research and myriad ways that insight from ethnographic fieldwork and qualitative analysis lends visibility and public voice to a variety of issues including human rights, health, poverty and inequality, homelessness, humanitarian aid, and war. Prerequisites: ANTH B102 or permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

ANTH B343 Human Growth and Development and Life History

In this seminar we will examine various aspects of the human life history pattern, highly unusual among mammals, from a comparative evolutionary perspective. First, we will survey the fundamentals of life history theory, with an emphasis on primate life histories and socioecological pressures that influence them. Secondly, we will focus on unique aspects of human life history, including secondary altriciality of human infants, the inclusion of childhood and pubertal life stages in our pattern of growth and development, and the presence of a post-reproductive life span. Finally, we will examine fossil evidence from the hominin lineage used in reconstructing the evolution of the modern human life history pattern. Prerequisite: ANTH B101 or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

ANTH B351 Transnationalism, Culture and Globalization

Introduces students to transnationalism, globalization and what it means to live in culturally diverse societies. Through media, art, technology, fashion, food, and music this course examines the sociopolitical contours of contemporary multiculturalism in our globalizing world. The course will examine the impact of global forces such as immigration, media, and labor markets on cultural diversity. We will look critically at the concept of multiculturalism as it differs across the world, and consider the power of culture as a means of oppression as well as a tool for social change. We will consider how people create and deploy culture through art production, visual media, social movements and other phenomena. Prerequisites: ANTH B102 or permission of the instructor
Units: 1.0
(Not Offered 2015-2016)

ANTH B354 Identity, Ritual and Cultural Practice in Contemporary Vietnam

This course focuses on the ways in which recent economic and political changes in Vietnam influence and shape everyday lives, meanings and practices there. It explores construction of identity in Vietnam through topics including ritual and marriage practices, gendered socialization, social reproduction and memory. Prerequisite: Sophomore standing or higher.
Counts towards: Gender and Sexuality Studies
Units: 1.0

Instructor(s): Pashigian,M.
(Spring 2016)

ANTH B359 Topics in Urban Culture and Society

This is a topics course. Course content varies.
Crosslisting(s): CITY-B360; SOCL-B360; HART-B359
Units: 1.0
Instructor(s): Morton,T.

Fall 2015: **Architecture of the Eternal City.** How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Rome's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism.

Spring 2016: **Mobility and Territory**. In the early twenty-first century, the problematics of mobility and territory are the water in which we swim. This course uses these concepts as categories for theoretical and historical study of the spatial, material, and aesthetic, examining issues in architecture, urbanism, geography, visual arts, design, and technology.

ANTH B398 Senior Conference

Research design, proposal writing, research ethics, empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior thesis proposal is the most significant writing experience in the seminar.
Units: 1.0
Instructor(s): Pashigian,M., Fioratta,S.
(Fall 2015)

ANTH B399 Senior Conference

Coding research notes, discussion of ongoing field work and research. A senior's thesis is the most significant writing experience in the seminar.
Units: 1.0
Instructor(s): Pashigian,M., Seselj,M., Fioratta,S.
(Spring 2016)

ANTH B403 Supervised Work

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest.
Units: 1.0
(Fall 2015, Spring 2016)

ANTH B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

ARABIC

Faculty

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Manar Darwish, Instructor and Coordinator of Bi-Co Arabic Program

Farnaz Perry, Drill Instructor

Arabic language instruction is offered through Tri-College cooperation. Arabic 001 and 002 are taught at Haverford College (ARAB H001 and H002 Introduction to Modern Standard Arabic). Intermediate Arabic courses are taught at Bryn Mawr (ARAB B003 and B004 Second-Year Modern Standard Arabic), and Advanced Arabic courses are available at Swarthmore College and the University of Pennsylvania through the Quaker Consortium. The teaching of Arabic is one important component of the three colleges' efforts to increase the presence of the Middle East in their curricula. Bryn Mawr offers courses on the Middle East in the departments of Anthropology, Classical and Near Eastern Archaeology, Comparative Literature, General Studies, History, History of Art, and Political Science. Additionally, students can have a concentration in Middle Eastern Studies.

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

COURSES

ARAB B003 Second Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Perry,F., Darwish,M.
(Fall 2015)

ARAB B004 Second-Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Perry,F., Darwish,M.
(Spring 2016)

ARAB B403 Independent Study

Units: 1.0
(Not Offered 2015-2016)

ARTS PROGRAM

Students may complete a minor in Creative Writing, Dance or Theater and qualified students may submit an application to major in Creative Writing, Dance or Theater through the independent major program. Students may complete a major in Fine Arts or a major or minor in Music at Haverford College (see separate sections on Fine Arts and Music). English majors may complete a concentration in Creative Writing.

Faculty

Dilruba Ahmed, Lecturer

Madeline Cantor, Assistant Director and Term Professor of Dance

Linda Caruso Haviland, Director and Associate Professor of Dance

Nomi Eve, Lecturer

Lauren Feldman, Lecturer

Thomas Ferrick, Lecturer

Cordelia Jensen, Lecturer

Karl Kirchwey, Professor of Creative Writing (on leave semesters I and II)

Mark Lord, Alice Carter Dickerman Director of the Arts Program and Professor of the Arts on the Theresa Helburn Chair of Drama and Director of the Theater Program

Cynthia Pushaw Reeves, Lecturer

Catharine Slusar, Assistant Professor of Theater

J.C. Todd, Lecturer

Daniel Torday, Associate Professor and Director of the Creative Writing Program

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and are also for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level. Courses are offered at introductory as well as advanced levels.

ARTS IN EDUCATION

The Arts Program offers a Praxis II course for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites.

COURSES

ARTA B251 Arts Teaching in Educational and Community Settings

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts. School or community placement 4-6 hours a week. Prerequisite: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or in Theater.
Counts towards: Praxis Program
Crosslisting(s): EDUC-B251
Units: 1.0
Instructor(s): Cantor,M.
(Fall 2015)

CREATIVE WRITING

Courses in Creative Writing within the Arts Program are designed for students who wish to develop their skills and appreciation of creative writing in a variety of genres (poetry, prose fiction and nonfiction, playwriting, screenwriting, etc.) and for those intending to pursue studies in creative writing at the graduate level. Any English major may include one Creative Writing course in the major plan. Students may pursue a minor as described below. While there is no existing major in Creative Writing, exceptionally well-qualified students with a GPA of 3.7 or higher in Creative Writing courses completed in the Tri-College curriculum may consider submitting an application to major in Creative Writing through the Independent Major Program after meeting with the Creative Writing Program director. When approved, the independent major in Creative Writing may also be pursued as a double major with another academic major subject.

Minor Requirements

Requirements for the minor in Creative Writing are six units of course work, generally including three beginning/intermediate courses in at least three different genres of creative writing (chosen from ARTW 159, 231, 236, 240, 251, 260, 261, 262, 263, 264, 265, 266, 268, 269) and three electives, including at least one course at the 300 level (ARTW 360, 361, 362, 364, 366, 367, 371, 373, 382), allowing for advanced work in one or more genres of creative writing which are of particular interest to the student. The objective of the minor in Creative Writing is to provide both depth and range, through exposure to several genres of creative writing. Students should consult with the Creative Writing Program director by the end of their sophomore year to submit a plan for the minor in order to ensure admission to the appropriate range of courses.

Concentration in Creative Writing

English majors may elect a three-course concentration in Creative Writing as part of the English major program. Students interested in the concentration must meet with the Creative Writing Program director by the end of their sophomore year to submit a plan for the concentration and must also confirm the concentration with the chair of the English Department.

COURSES

ARTW B159 Introduction to Creative Writing

This course is for students who wish to experiment with three genres of creative writing: short fiction, poetry and drama, and techniques specific to each of them. Priority will be given to interested first- and second-year students; additional spaces will be made available to upper-year students with little or no experience in creative writing. Students will write or revise work every week; roughly four weeks each will be devoted to short fiction, poetry, and drama. There will be individual conferences with the instructor to discuss their progress and interests. Half of class time will be spent discussing student work and half will be spent discussing syllabus readings.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Ahmed,D.
(Spring 2016)

ARTW B240 Literary Translation Workshop

Open to creative writing students and students of literature, the syllabus includes some theoretical readings, but the emphasis is practical and analytical. Syllabus reading includes parallel translations of certain enduring literary texts (mostly poetry) as well as books and essays about the art of translation. Literary translation will be considered as a spectrum ranging from Dryden's "metaphrase" (word-for-word translation) all the way through imitation, adaptation, and reimagining. Each student will be invited to work with whatever non-English language(s) s/he has, and to select for translation short works of poetry, prose, or drama. The course will include class visits by working literary translators. The Italian verbs for "to translate" and "to betray" sound almost alike; throughout, the course concerns the impossibility and importance of literary translation.
Approach: Critical Interpretation (CI)
Crosslisting(s): COML-B240
Units: 1.0
(Not Offered 2015-2016)

ARTW B260 Writing Short Fiction I

An introduction to fiction writing, focusing on the short story. Students will consider fundamental elements of fiction and the relationship of narrative structure, style, and content, exploring these elements in their own work and in the assigned readings in order to develop an understanding of the range of possibilities open to the fiction writer. Weekly readings and writing exercises are designed to encourage students to explore the material and styles that most interest them, and to push their fiction to a new level of craft, so that over the semester their writing becomes clearer, more controlled, and more absorbing.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Reeves,C., Torday,D.
(Fall 2015, Spring 2016)

ARTW B261 Writing Poetry I

In this course students will learn to "read like a writer," while grappling with the work of accomplished poets, and providing substantive commentary on peers' work. Through diverse readings, students will examine craft strategies at work in both formal and free verse poems, such as diction, metaphor, imagery, lineation, metrical patterns, irony, and syntax. The course will cover shaping forms (such as elegy and pastoral) as well as given forms, such as the sonnet, ghazal, villanelle, etc. Students will discuss strategies for conveying the literal meaning of a poem (e.g., through sensory description and clear, compelling language) and the concealed meaning of a text (e.g., through metaphor, imagery, meter, irony, and shifts in diction and syntax). By the end of the course, students will have generated new material, shaped and revised draft poems, and significantly grown as writers by experimenting with various aspects of craft.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Ahmed,D.
(Fall 2015)

ARTW B262 Playwriting I

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.
Approach: Critical Interpretation (CI)
Crosslisting(s): ARTT-B262
Units: 1.0
Instructor(s): Feldman,L.
(Fall 2015)

ARTW B263 Writing Memoir I

The purpose of this course is to provide students with practical experience in writing about the events, places and people of their own lives in the form of memoir. Emphasis will be placed on open-ended investigation into what we think we know (about ourselves and others) and how we think we came to know it. In addition to writing memoir of their own, and workshop

discussions, students will also read and discuss works by writers such as Montaigne, Hazlitt, Freud, H.D., J.R. Ackerley, Georges Perec, and more contemporary writing by writers such as Akeel Bilgrami, Elif Batuman, Emily Witt, Lawrence Jackson. Although little mention will be made of the master narratives of American memoir—Christian redemption, confession, captivity, and slavery—the class will consistently struggle to come to terms with their foundational legacy in American life and letters.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ARTW B264 News and Feature Writing

Students in this class will learn how to develop, report, write, edit and revise a variety of news stories, beginning with the basics of reporting and writing the news and advancing to longer-form stories, including personality profiles, news features and trend stories, and concluding with point-of-view journalism (columns, criticism, reported essays). The course will focus heavily on work published in The Philadelphia Inquirer and The New York Times. Several working journalists will participate as guest speakers to explain their craft. Students will write stories that will be posted on the class blog, the English House Gazette.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Ferrick,T.
(Fall 2015)

ARTW B265 Creative Nonfiction

This course will explore the literary expressions of nonfiction writing by focusing on the skills, process and craft techniques necessary to the generation and revision of literary nonfiction. Using the information-gathering tools of a journalist, the analytical tools of an essayist and the technical tools of a fiction writer, students will produce pieces that will incorporate both factual information and first person experience. Readings will include a broad group of writers ranging from E.B. White to Anne Carson, George Orwell to David Foster Wallace, Joan Didion to James Baldwin, among many others.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Torday,D.
(Spring 2016)

ARTW B266 Screenwriting

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will be expected to outline and complete the first act of an adapted screenplay of their own.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ARTW B268 Writing Literary Journalism

This course will examine the tools that literary writers bring to factual reporting and how these tools enhance the stories they tell. Readings will include reportage, polemical writing and literary reviewing. The issues of point-of-view and subjectivity, the uses of irony, forms of persuasion, clarity of expression and logic of construction will be discussed. The importance of context—the role of the editor and the magazine, the expectations of the audience, censorship and self-censorship—will be considered.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ARTW B269 Writing for Children

In this course, students have the opportunity to hone the craft of writing for children and young adults. Through reading, in-class discussion, peer review of student work, and private conferences with the instructor, we will examine the specific requirements of the picture book, the middle-grade novel, and the young adult novel. This analytical study of classic and contemporary literature will inspire and inform students' creative work in all aspects of storytelling, including character development, plotting, world building, voice, tone, and the roles of illustration and page composition in story narration.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Jensen,C.
(Spring 2016)

ARTW B360 Writing Short Fiction II

An exploration of approaches to writing short fiction designed to strengthen skills of experienced student writers as practitioners and critics. Requires writing at least five pages each week, workshopping student pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Suggested Preparation: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. Students without the ARTW B260, must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.
Units: 1.0
Instructor(s): Torday,D.
(Spring 2016)

ARTW B361 Writing Poetry II

This course assumes that reading and writing are inextricably linked, and that the only way to write intelligent and interesting poetry is to read as much of it as possible. Writing assignments will be closely

connected to syllabus reading, including an anthology prepared by the instructor, and may include working in forms such as ekphrastic poems (i.e. poems about works of visual art or sculpture), dramatic monologues, prose poems, translations, imitations and parodies. Suggested Preparation: ARTW B261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. For students without ARTW B261, a writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.
Units: 1.0
Instructor(s): Todd,J.
(Spring 2016)

ARTW B364 Longer Fictional Forms

An advanced workshop for students with a strong background in fiction writing who want to write longer works: the long short story, novella and novel. Students will write intensively, and complete a long story, novel or novella (or combination thereof) totaling up to 20,000 words. Students will examine the craft of their work and of published prose. Suggested Preparation: ARTW B260 or proof of interest and ability. For students without ARTW B260, students must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.
Units: 1.0
Instructor(s): Eve,N.
(Fall 2015)

ARTW B365 Creative Nonfiction II

An exploration of approaches to writing personal essays and lyric essays designed to strengthen skills of experienced student essayists as practitioners and critics. Requires writing at least five pages each week, workshopping student essays, and reading texts ranging from long personal essays to book-length essays, to explore how writers can work within the broader parameters of the long essay. Suggested Preparation: ARTW B265 or work demonstrating equivalent expertise in writing personal and lyric essays. Students without the ARTW B265, must submit a writing sample of 10-15 pages in length (nonfiction prose) to the Creative Writing Program during the preregistration period to be considered for this course.
Approach: Course does not meet an Approach
Units: 1.0
(Not Offered 2015-2016)

ARTW B403 Supervised Work

Students who have had a Creative Writing Major approved through the Independent Major Program will work with a member of the Creative Writing Program faculty on a semester-long 403 (Independent Study) as a final project their senior year. Highly qualified Creative Writing minors and concentrators may petition the program to complete an independent study, subject to the availability of faculty to supervise such projects.
Units: 1.0
(Fall 2015)

DANCE

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of creative and scholarly inquiry within the liberal arts. The Program offers full semester courses in progressive levels of ballet, modern and jazz, as well as a full range of technique courses in diverse genres and various traditions. Several performance opportunities are available to students ranging from our Dance Outreach Project, which travels to schools throughout the Philadelphia region, to our Spring Concert in which students work with professional choreographers or reconstructors and perform in our main stage theater. Students may also investigate the creative process in three levels of composition and choreography courses. We also offer lecture/seminar courses designed to introduce students to dance as a vital area of academic inquiry. These include courses that examine dance within western practices as well as courses that extend or locate themselves beyond those social or theatrical traditions.

Students can take single courses in dance, can minor in dance, or propose a major through the independent major program. The core academic curriculum for the dance minor or independent major in dance includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance research or analysis.

Minor Requirements

Requirements for the dance minor are six units of coursework: three required (ARTD B140, B142, and two .5 credit courses: one must be selected from among the following technique courses: 136-139, or any 200 or 300 level technique course; the second .5 credit course must be a technique course at the 200 or 300 level or selected from among the following performance ensembles:345-350); three approved electives; and attendance at a prescribed number of performances/events. With the advisor’s approval, one elective in the minor may be selected from allied Tri-College departments

Independent Major in Dance Requirements

The independent major requires eleven courses, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; ARTD 142 and one additional composition/choreography courses; one 0.5 technique course at the intermediate or advanced level each semester after declaring the major. Participation in a performance ensemble is highly recommended. The major also requires attendance at a prescribed number of performances/events, demonstration of basic writing

competency in dance by taking two writing attentive or one writing intensive course in Dance or an approved allied program or department, , and a senior capstone experience. With the advisor's approval, two electives in the major may be selected from allied Tri-College departments. In both the minor and the major, students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study.

Technique Courses and Performance Ensemble Courses

The Dance Program offers a full range of dance instruction including courses in ballet, modern, jazz, and African as well as techniques developed from other cultural art and social forms such as flamenco, Classical Indian, Polynesian hula, hip-hop, Latin social dance, and tap dance, among others. A ballet placement class is required for upper level ballet courses. Performance ensembles, choreographed or re-staged by professional artists, are by audition only and are given full concert support. The Dance Outreach Project tours regional schools. Technique courses ARTD 136-139, 230-232, 330-331, and most dance ensembles are offered for academic credit but all technique courses and ensemble courses may be taken for Physical Education credit instead (see both listings below).

Technique/Ensemble Courses for PE Credit (check course guide for courses available each semester)

PE B101 Ballet: Beginning Technique

PE B102 Ballet: Intermediate Technique

PE B103 Ballet: Advanced Technique

PE B104 Ballet Workshop

PE B105 Modern: Beginning Technique

PE B106 Modern: Intermediate Technique

PE B107 Modern: Advanced Technique

PE B108 Jazz: Beginning Technique

PE B110 Jazz: Intermediate Technique

PE B111 Hip-hop Technique

PE B112 African Dance

PE B116 Salsa

PE B117 Classical Indian Dance

PE B118 Movement Improvisation

PE B120 Intro. to Flamenco

PE B121 Tap I

PE B122 Intro to Social Dance

PE B123 Tap II

PE B125 Swing Dance

PE B126 Rhythm & Style: Flamenco and Tap

PE B127 Social Dance Forms: Topics Intro to Social Dance, Swing, Salsa

PE B129 The Gesture of Dance: Classical Indian and Polynesian/Hula

PE B145 Dance Ensemble: Modern

PE B146 Dance Ensemble: Ballet

PE B147 Dance Ensemble: Jazz

PE B148 Dance Ensemble: African

PE B149 Dance Ensemble: Outreach

PE B150 Dance Ensemble: Special Topics (2015-16: Hip-Hop)

PE B195 Movement for Theater

PE B196 Dance Composition Lab

PE B197 Directed Work in Dance

Courses for Academic Credit

ARTD B136 001 Intro to Dance Techniques I - Modern

ARTD B137 002 Intro to Dance Techniques I - Ballet

ARTD B138 001 Intro to Dance Techniques II – Modern

ARTD B139 002 Intro to Dance Techniques II – Ballet

ARTD B140 Approaches to Dance: Themes and Perspectives

ARTD B142 Dance Composition I

ARTD B145 Dance: Close Reading

ARTD/ANTH B223 Anthropology of Dance (not offered 2015-16)

ARTD B230 Intermediate Technique: Modern

ARTD B231 Intermediate Technique: Ballet

ARTD B232 Intermediate Technique: Jazz

ARTD B240 Dance History I: Roots of Western Theater Dance (not offered 2015-16)

ARTD B241 Dance History II: A History of Contemporary Western Theater Dance (not offered 2015-16)

ARTD B242 Dance Composition II

ARTD B250 Performing the Political Body (not offered 2015-16)

ARTD B265 Dance, Migration and Exile (not offered 2015-16)

ARTD/ANTH B310 Performing in the City: Theorizing Bodies in Space (not offered 2015-16)

ARTD B330 Advanced Technique: Modern

ARTD B331 Advanced Technique: Ballet

ARTD B342 Advanced Choreography

ARTD B345 Dance Ensemble: Ballet

ARTD B346 Dance Ensemble: Modern

ARTD B347 Dance Ensemble: Jazz

ARTD B348 Dance Ensemble: African

ARTD B349 Dance Ensemble: Outreach

ARTD B350 Dance Ensemble: Special (Hip-Hop)

ARTD B390 Senior Project/Thesis

ARTD B403 Supervised Work

ARTD B403 002 Supervised Work: Anatomy for the Dancer

ARTA B251/EDUC B251 Arts Teaching in Educational and Community Settings

COURSES

ARTD B136 Introduction to Dance Techniques I: Modern

Students enrolling in this course take one full semester of elementary modern dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course are: Ballet: Beginning Technique; Rhythm and Style: introduction to tap and flamenco; African Dance; and Hip-hop. The schedule of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at two mandatory lectures and one live dance performance and completion of three short writing assignments. In lieu of books, students will be assigned to see a dance performance (typical costs: $12-30) but may take advantage of free Tri-co performances. Offered on a Pass/Fail basis only.
Approach: Course does not meet an Approach
Crosslisting(s): PE-B105
Units: 0.5
Instructor(s): Cantor,M.
(Fall 2015, Spring 2016)

ARTD B137 Introduction to Dance Techniques I: Ballet

Students enrolling in this course take one full semester of elementary ballet dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course are: Ballet: Beginning Technique; Rhythm and Style: introduction to tap and flamenco; African Dance; and Hip-hop. The schedule of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at two mandatory lectures and one live dance performance and completion of three short writing assignments. In lieu of books, students will be assigned to see a dance performance (typical costs: $12-30) but may take advantage of free Tri-co performances. Offered on a Pass/Fail basis only.
Approach: Course does not meet an Approach
Crosslisting(s): PE-B101
Units: 0.5
Instructor(s): Caruso Haviland,L., Cantor,M.
(Fall 2015, Spring 2016)

ARTD B138 Introduction to Dance Techniques II: Modern

Students enrolling in this course take one full semester of elementary modern dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course vary by semester and may include: Ballet: Beginning Technique; Jazz: Beginning Technique; Tap: Beginning Technique; Social Dance: Salsa/Swing; or Movement Improvisation. The schedule of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html and, at the beginning of the semester, on BIONIC under Physical Education. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at and critique of one live dance event and a short paper on a topic selected in consultation with the faculty coordinator. Offered on a Pass/Fail basis only. Prerequisite: ARTD B136 or B137
Approach: Course does not meet an Approach
Units: 0.5
Instructor(s): Cantor,M.
(Fall 2015, Spring 2016)

ARTD B139 Introduction to Dance Techniques II: Ballet

Students enrolling in this course take one full semester of elementary modern dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course vary by semester and may include: Ballet: Beginning Technique; Jazz: Beginning Technique; Tap: Beginning Technique; Social Dance: Salsa/Swing; or Movement Improvisation. The schedule of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html and, at the beginning of the semester, on BIONIC under Physical Education. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at and critique of one live dance event and a short paper on a topic selected in consultation with the faculty coordinator. Offered on a Pass/Fail basis only. Prerequisite: ARTD B136 or B137
Units: 0.5
Instructor(s): Caruso Haviland,L., Cantor,M.
(Fall 2015, Spring 2016)

ARTD B140 Approaches to Dance: Themes and Perspectives

This course introduces students to dance as a multi-layered, significant and enduring human behavior that ranges from art to play, from ritual to politics and beyond. It engages students in the creative, critical and conceptual processes that emerge in response to the study of dance. It also explores the research potential that arises when other areas of academic inquiry, including criticism, ethnology, history and philosophy, interact with dance and dance scholarship. Lectures,

discussion, film, video, and guest speakers are included.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2015-2016)

ARTD B142 Dance Composition I

In this introduction to the art of making dances, an array of compositional tools and approaches is used to evolve and refine choreographic ideas. Basic concepts such as space, phrasing, timing, image, energy, density and partnering are introduced and explored alongside attention to the roles of inspiration and synthesis in the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments and readings contributes to analyzing and refining choreography. Concurrent participation in any level technique course is required.
Approach: Critical Interpretation (CI)
Crosslisting(s): ARTT-B142
Units: 1.0
Instructor(s): Brick,D.
(Fall 2015)

ARTD B145 Focus: Dance/Close Reading

This is a focus course. Students will engage in a close reading of dance, using live dance performances as primary texts and setting these performances in critical and historical contexts through readings in dance criticism and theory, activities, discussion and media. Each week, students will apply their findings in organized field trips to live performances, selected from a range of genres, and will work through their responses in discussion and writing. Requires performance attendance on weekends.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Praxis Program
Units: 0.5
(Not Offered 2015-2016)

ARTD B223 Anthropology of Dance

This course surveys ethnographic approaches to the study of global dance in a variety of contemporary and historical contexts, including contact improvisation, Argentinian tango, Kathak dance in Indian modernity, a range of traditional dances from Japan and China, capoeira in today's Brazil, and social dances in North America and Europe. Recognizing dance as a kind of shared cultural knowledge and drawing on theories and literature in anthropology, dance and related fields such as history, and ethnomusicology, we will examine dance's relationship to social structure, ethnicity, gender, spirituality and politics. Lectures, discussion, media, and fieldwork are included. Prerequisite: a course in anthropology or related discipline, or a dance lecture/seminar course, or permission of the instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Crosslisting(s): ANTH-B223
Units: 1.0
(Not Offered 2015-2016)

ARTD B230 Modern: Intermediate Technique

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field. Preparation: three semesters of beginning level modern, its equivalent, or permission of the instructor.
Approach: Course does not meet an Approach
Crosslisting(s): PE-B106
Units: 0.5
(Fall 2015, Spring 2016)

ARTD B231 Ballet: Intermediate Technique

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field. Preparation: three semesters of beginning level ballet, its equivalent, or permission of the instructor.
Approach: Course does not meet an Approach
Crosslisting(s): PE-B102
Units: 0.5
Instructor(s): Mintzer,L., Moss,C.
(Fall 2015, Spring 2016)

ARTD B232 Jazz: Intermediate Technique

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field. Prerequisite: two semesters of beginning level jazz, its equivalent, or permission of the instructor

Approach: Course does not meet an Approach
Crosslisting(s): PE-B110
Units: 0.5
Instructor(s): Goodman,Y.
(Fall 2015)

ARTD B240 Dance History I: Roots of Western Theater Dance

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century Western theater dance. It will consider nontheatrical forms and applications as well, but will give special emphasis to the development of theater dance forms within the context of their relationship to and impact on Western culture. The course, of necessity, will give some consideration as well to the impact of global interchange on the development of Western dance. It will also introduce students to a selection of traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ARTD B242 Dance Composition II

This course builds on work accomplished in Composition I and develops an understanding of and skill in the theory and craft of choreography. This includes deepening movement invention skills; exploring form and structure; investigating sources for sound, music, text and language; developing group design; and broadening critical understanding. Students will work on projects and will have some opportunity to revise and expand work. Readings and viewings will be assigned and related production problems will be considered. Concurrent participation in any level technique course is required. Pre-requisite: ARTD B142.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Cantor,M.
(Spring 2016)

ARTD B250 Performing the Political Body

This course explores how artists, activists, intellectuals and people in the street have used dance and performance to support political goals and ideologies or to perform social, political, or cultural interventions in the public sphere. From a wide range of possibilities across time and cultures we will focus on how dance as an embodied practice is an effective medium for analyzing ideologies and practices of power particularly with reference to gender, class, and ethnicity. Students will also investigate the body as an active agent of social change and political action. In addition to lectures and discussion, the course will include film, video, slides, guest lecturers and some easy movement exercises. A prior dance lecture/seminar course or a course in a relevant discipline e.g. gender studies, anthropology, sociology, history is recommended but not a prerequisite.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Caruso Haviland,L.
(Spring 2016)

ARTD B265 Dance, Migration and Exile

Highlighting aesthetic, political, social and spiritual powers of dance as it travels, transforms, and is accorded meaning both domestically and transnationally, especially in situations of war and social and political upheaval, this course investigates the re-creation of heritage and the production of new traditions in refugee camps and in diaspora. Prerequisite: a Dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or Peace and Conflict Studies, or permission of the instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Crosslisting(s): ANTH-B265
Units: 1.0
(Not Offered 2015-2016)

ARTD B310 Performing the City: Theorizing Bodies in Space

Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned readings, attendance at live performance and 2-3 field trips are included. Prerequisites: One Dance lecture/seminar course or one course in relevant discipline e.g. cities, anthropology, sociology or permission of the instructor.
Major Writing Requirement: Writing Attentive
Crosslisting(s): ARTT-B310
Units: 1.0
(Not Offered 2015-2016)

ARTD B330 Modern: Advanced Technique

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. Students are also expected to begin recognizing

and incorporating the varied gestural and dynamic markers of styles and genres, with an eye to both developing their facility for working with various choreographic models and for beginning to mark out their individual movement preferences. These courses continue to focus on both the intellectual and kinesthetic understanding and command of technical challenges and their actual performance. Prerequisite: Two semesters of PE B107/ARTD B230: Modern: Intermediate Technique, its equivalent, or permission of the instructor.
Crosslisting(s): PE-B107
Units: 0.5
(Fall 2015, Spring 2016)

ARTD B331 Ballet: Advanced Technique

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. Students are also expected to begin recognizing and incorporating the varied gestural and dynamic markers of styles and genres, with an eye to both developing their facility for working with various choreographic models and for beginning to mark out their individual movement preferences. These courses continue to focus on both the intellectual and kinesthetic understanding and command of technical challenges and their actual performance. The last half hour of this class includes optional pointe work with permission of the instructor. Preparation: Minimum of three semesters of intermediate level ballet, its equivalent, or permission of the instructor.
Crosslisting(s): PE-B103
Units: 0.5
Instructor(s): Mintzer,L., Moss,C., Brown,K.
(Fall 2015, Spring 2016)

ARTD B342 Advanced Choreography

Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. Concurrent attendance in any level technique course is required. Pre-requisite:

ARTD B345 Dance Ensemble: Modern

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers. Concurrent attendance in one technique class a week is required.
Crosslisting(s): PE-B145
Units: 0.5
(Fall 2015, Spring 2016)

ARTD B346 Dance Ensemble: Ballet

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and achievement of expected levels of performance. This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required.
Crosslisting(s): PE-B146
Units: 0.5
(Fall 2015)

ARTD B347 Dance Ensemble: Jazz

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and achievement of expected levels of performance This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required.
Crosslisting(s): PE-B147
Units: 0.5
(Not Offered 2015-2016)

ARTD B348 Dance Ensemble: African

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and achievement of expected levels of performance. This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is suggested.

Crosslisting(s): PE-B148
Units: 0.5
(Not Offered 2015-2016)

ARTD B349 Dance Ensemble: Dance Outreach Project

Dance Outreach Ensemble is a community-focused project in which students learn both a lecture-demonstration and a narrative dance work and tour this combined program to schools every Fall in the Philadelphia area, reaching 1500 to 2000 children each year. Dance Outreach introduces these children to dance through a program of original choreography that is supported by commissioned music and costuming as well. Interested students are expected to have some experience in a dance form or genre, enthusiasm for performance, and an interest in education in and through the arts. Students are selected after an initial group meeting and movement session in the Fall. Concurrent participation in at least one technique class per week is suggested.
Crosslisting(s): PE-B149
Units: 0.5
Instructor(s): Cantor,M.
(Fall 2015)

ARTD B350 Dance Ensemble: Special Topics

This is a topics course. The genre or style content of this ensemble varies. Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and achievement of expected levels of performance. This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is suggested.
Crosslisting(s): PE-B150
Units: 0.5
(Not Offered 2015-2016)

ARTD B390 Senior Project/Thesis

Majors develop, in conjunction with a faculty advisor, a senior capstone experience that is complementary to and will expand and deepen their work and interests within the field of dance. This can range from a significant research or expository paper to a substantial choreographic work that will be supported in a full studio performance. Students who elect to do choreographic or performance work must also submit a portfolio (10 pages) of written work on dance. Work begins in the Fall semester and should be completed by the middle of the Spring semester. One outside evaluator will be invited to offer additional comment.
Units: 0.5, 1.0
(Fall 2015, Spring 2016)

ARTD B403 Supervised Work

Research in a particular topic of dance under the guidance of an instructor, resulting in a final paper or project. Permission of the instructor is required. Current topic description: Human musculoskeletal anatomy class that applies anatomy to dance technique, performance of various kinds, and general movement. Covers muscles and bones, kinesiology, strengthening/ stretching techniques, and injury identification/ management. Theoretical knowledge supported with actual movement analysis in dance studio. Reading, quizzes, midterm, final.
Units: 0.5, 1.0

> *Fall 2015, Spring 2016:* **Anatomy for Dance**. Human musculoskeletal anatomy class that applies anatomy to dance technique, performance of various kinds, and general movement. Covers muscles and bones, kinesiology, strengthening/ stretching techniques, and injury identification/ management. Theoretical knowledge supported with actual movement analysis in dance studio. Reading, quizzes, midterm, final.

THEATER

The curricular portion of the Bryn Mawr and Haverford Colleges' Theater Program focuses on the point of contact between creative and analytic work. Courses combine theory (reading and discussion of dramatic literature, history and criticism) and practical work (creative exercises, scene study and performance) to provide viable theater training within a liberal-arts context.

Minor Requirements

Requirements for the minor in Theater are six units of course work, three required (ARTT 150, 251 and 252) and three elective. Students must consult with the Theater faculty to ensure that the necessary areas in the field are covered. Students may submit an application to major in Theater through the independent major program.

Theater Performance

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

COURSES

ARTT B142 Dance Composition I

In this introduction to the art of making dances, an array of compositional tools and approaches is used to evolve and refine choreographic ideas. Basic concepts such as space, phrasing, timing, image, energy, density and partnering are introduced and explored alongside attention to the roles of inspiration and synthesis in the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments and readings contributes to analyzing and refining choreography. Concurrent participation in any level technique course is required.
Approach: Critical Interpretation (CI)
Crosslisting(s): ARTD-B142
Units: 1.0
(Fall 2015)

ARTT B151 Focus: Dramatic Structures in Plays, Performance, and Film

This course is an introduction to techniques of dramatic structure that are used in the creation of plays, works of performance art, and films. We will have recourse in our work to some crucial theoretical documents as well as to play scripts both classic and contemporary and archived and live performances. Participants will make critical readings of works using the techniques of artistic analysis utilized by directors, dramaturgs, actors, playwrights and designers. This course is intended to be a touchstone for the study of any of these creative pursuits as well as an excellent opportunity for interested students to acquaint themselves with critical aspects of the creative process.
Approach: Critical Interpretation (CI)
Units: 0.5
Instructor(s): Lord,M.
(Spring 2016)

ARTT B152 Focus: Writing about Theater and Performance

This course will constitute an introduction to writing about theater and performance art events. Our work will be structured in relation to a number of live and archived performances which the class will see on and off-campus. Students will practice techniques for preparing to see a performance, discuss strategies for reading dramatic texts and for observing time-based art. We will read notable examples of occasional criticism by a diverse group of writers of the past fifty years, who publish in a wide variety of forms including on blogs and social media. We will examine their work for techniques and strategies. Students will also read and respond to each other's writing. Central questions of the course include the evolution of critical vocabulary, the role of the critic's bias, the development of a critical voice, and the likely trajectory of the fields of criticism and performance.
Approach: Critical Interpretation (CI)
Units: 0.5
Instructor(s): Lord,M.
(Spring 2016)

ARTT B230 Topics in American Drama

Considers American plays of the 20th century, reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how American drama reflects and responds to cultural and political shifts. Considers how modern American identity has been constructed through dramatic performance, considering both written and performed versions of these plays.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Crosslisting(s): ENGL-B230
Units: 1.0
(Not Offered 2015-2016)

ARTT B232 Technical Theater I: Fundamentals of Lighting Techniques and Technology

The course is an introduction to how lights and lighting technologies are implemented in a theatrical context. Different from lighting design, this course is on the fundamental skills of instrument operation, installation, programming, and troubleshooting. Collaboration is the key to the successful implementation of these skills and students will work with designers to properly execute their concepts. Students will be required to attend outside performances and provide written analysis on how the techniques they've learned may have been used.
Units: 0.5
(Not Offered 2015-2016)

ARTT B233 Technical Theater II: Fundamentals of Scenic Carpentry

The course is an introduction to the basic principles of scenic carpentry and set construction. It is meant to offer a hands-on approach to the craft as well as the underlying concepts behind how sets are built. Students will begin with a safety course in the use of hand and power tools, then learn how to translate design drawings into fully realized sets. Fundamental set elements such as flats, jacks, and cubes will be built, as well as individual projects. Students can expect to leave the class empowered by a project based learning experience that will translate into a practical skill set useful in both theater and the outside world. This is a quarter course.
Units: 0.5
(Not Offered 2015-2016)

ARTT B250 Twentieth-Century Theories of Acting

An introduction to 20th-century theories of acting emphasizing the intellectual, aesthetic, and sociopolitical

factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical approaches to the task of developing a role are applied in workshop and scene study.
Units: 1.0
(Spring 2016)

ARTT B251 Fundamentals of Acting

An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant 20th-century dramatic literature.
Units: 1.0
Instructor(s): Slusar,C.
(Fall 2015)

ARTT B252 Fundamentals of Technical Theater

A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and traditional methods of achieving a coherent synthesis of all areas of technical production.
Units: 1.0
(Spring 2016)

ARTT B253 Performance Ensemble

An intensive workshop in the methodologies and aesthetics of theater performance, this course is open to students with significant experience in performance. In collaboration with the director of theater, students will explore a range of performance techniques and styles in the context of rehearsing a performance project. Admission to the class is by audition or permission of the instructor. The class is offered for a half-unit of credit.
Units: 0.5
Instructor(s): Lord,M., Slusar,C.
(Fall 2015, Spring 2016)

ARTT B254 Fundamentals of Theater Design

An introduction to the creative process of visual design for theater; exploring dramatic context and influence of cultural, social, and ideological forces on theater and examining practical applications of various technical elements such as scenery, costume, and lighting while emphasizing their aesthetic integration.
Units: 1.0
Instructor(s): Matsushima,M.
(Spring 2016)

ARTT B255 Fundamentals of Costume Design

Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through materialization and plotting to execution of design.
Units: 1.0
Instructor(s): Matsushima,M.
(Fall 2015)

ARTT B262 Playwriting I

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.
Approach: Critical Interpretation (CI)
Crosslisting(s): ARTW-B262
Units: 1.0
Instructor(s): Feldman,L.
(Fall 2015)

ARTT B265 Acting Across Culture

This course examines how we access Shakespeare across culture and across language, as performers and audience members. We will explore the role of creator/performer using traditional and non-traditional means (text work and scansion, investigation of objective and actions, and first-folio technique). Prerequisites: Fundamentals of Acting or its equivalent.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Slusar,C.
(Spring 2016)

ARTT B270 Ecologies of Theater: Performance, Play, and Landscape

Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer to. Through readings in contemporary drama and performance and through the construction and evaluation of performances, the class will explore the relationship between human beings and the environments they imagine, and will study the ways in which those relationships impact how we think about our relationship to the world in which we live. The course will culminate in a series of public performances.Suggested Preparation: Any course in theater, design, film, dram, or permission of the instructor.
Crosslisting(s): COML-B269
Units: 1.0
(Not Offered 2015-2016)

ARTT B310 Performing the City: Theorizing Bodies in Space

Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned

readings, attendance at live performance and 2-3 field trips are included. Prerequisites: One Dance lecture/ seminar course or one course in relevant discipline e.g. cities, anthropology, sociology or permission of the instructor.
Crosslisting(s): ARTD-B310
Units: 1.0
(Not Offered 2015-2016)

ARTT B332 The Actor Creates: Performance Studio in Generating Original Work

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent her own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/ creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting)
Units: 1.0
(Not Offered 2015-2016)

ARTT B351 Acting II

A continuation of the methods of inquiry in Fundamentals of Acting, this course is structured as a series of project-based learning explorations in acting. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.
Units: 1.0
(Fall 2015)

ARTT B353 Advanced Performance Ensemble

An advanced, intensive workshop in theater performance. Students explore a range of performance techniques in the context of rehearsing a performance project, and participate in weekly seminars in which the aesthetic and theatrical principles of the play and production will be developed and challenged. The course may be repeated. Prerequisite: ARTT B253 or permission of the instructor.
Units: 1.0
Instructor(s): Lord,M., Slusar,C.
(Fall 2015, Spring 2016)

ARTT B354 Shakespeare on the Stage

An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances.
Units: 1.0
(Not Offered 2015-2016)

ARTT B356 Endgames: Theater of Samuel Beckett

An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and postmodern performance techniques.
Crosslisting(s): ENGL-B356
Units: 1.0
(Not Offered 2015-2016)

ARTT B359 Directing for the Stage

A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.
Units: 1.0
Instructor(s): Lord,M.
(Fall 2015)

ARTT B403 Supervised Work

Units: 1.0
(Fall 2015, Spring 2016)

ARTT B425 Praxis III

Units: 1.0
(Not Offered 2015-2016)

ASTRONOMY

Students may complete a major or minor in Astronomy at Haverford College.

Faculty

Bruce Partridge, Bettye and Howard Marshall Professor of Natural Sciences and Professor of Astronomy, Chair

Beth Willman (on leave 2015-16), Associate Professor of Astronomy

Desika Narayanan, Assistant Professor of Astronomy

The astronomy department's curriculum is centered on studying the phenomena of the extraterrestrial Universe and on understanding them in terms of the fundamental principles of physics. We emphasize student research with faculty members and upper level courses contain substantial project- and/or research-based investigation. Our department offers two majors: astronomy or astrophysics. Both majors provide substantial training in quantitative reasoning and independent thinking through work in and out of the classroom. The astronomy major is appropriate for students that desire an in-depth education in astronomy that can be applied to a wide-range of career trajectories, but who do not necessarily intend to pursue graduate study in astronomy. The astrophysics major is appropriate for students who wish to pursue the study of astronomy with additional attention to the physical principles that underlie astrophysical phenomena. The depth of the physics training required for a degree in astrophysics will prepare students who wish to pursue a career in astronomy or astrophysics, or to enter graduate study in astronomy or astrophysics. The department also offers a minor in astronomy.

Although a variety of pathways can lead to a major in the department, prospective astronomy or astrophysics majors are advised to study physics (Physics 105 and 106, or 101 and 102, or Bryn Mawr equivalents) beginning in their first year, and to enroll in Astronomy 205/206 and Physics 213/214 in their sophomore year. It is also recommended to take Astronomy/Physics 152 in the second semester of the first year.

The department offers three courses, Astronomy 101a, Astronomy 112, and Astronomy 114b, which can be taken with no prerequisites or prior experience in astronomy. The department also offers a half-credit course, Astronomy/Physics 152, intended for first-year students who are considering a physical science major and wish the opportunity to study some of the most recent developments in astrophysics.

Students may major in astronomy or astrophysics, but not both. Astrophysics majors may not double major in either physics or astronomy, nor can they minor in either physics or astronomy. Astronomy majors may pursue a double major or a minor in physics. A concentration in scientific computing is available for astronomy and astrophysics majors. The department coordinator for this concentration is Beth Willman.

Major Requirements

- Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214.
- Two mathematics courses; Mathematics 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
- Astronomy 205, Astronomy 206, four 300-level astronomy courses, one of which may be replaced by an upper-level physics course.
- Astronomy 404, which may be replaced by approved independent research either at Haverford or elsewhere.
- Written comprehensive examinations.

Bryn Mawr equivalents may be substituted for the nonastronomy courses. Astronomy/Physics 152 is recommended but not required.

Astrophysics Major Requirements

- Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214, Physics 211 (usually taken concurrently with Physics 213).
- Two mathematics courses. Mathematics 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
- Astronomy 205, Astronomy 206, and any two 300-level astronomy courses.
- Physics 302, Physics 303, and Physics 309.
- The Senior Seminar, Physics 399, including a talk and senior thesis on research conducted by the student. This research can be undertaken in a 400-level research course with any member of the Physics or Astronomy departments or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The thesis is to be written under the supervision of both the research advisor and a Haverford advisor if the research advisor is not a Haverford faculty member.Bryn Mawr equivalents may be substituted for the nonastronomy courses.
- Astronomy/Physics 152 and Physics 308 are recommended but not required.

Minor Requirements

- Physics 105 (or 101); Physics 106 (or 102)
- Astronomy 205; Astronomy 206; one 300-level astronomy course.Astronomy/Physics 152 is recommended but not required.

Requirements for Honors

All astronomy and astrophysics majors are regarded as candidates for Honors. For both majors, the award of Honors will be made in part on the basis of superior work in the departmental courses and in certain related courses. For astronomy majors, the award of Honors will additionally be based on performance on the comprehensive examinations, with consideration given for independent research. For astrophysics majors, the award of Honors will additionally be based on the senior thesis and talk.

COURSES

ASTR H152I First-year Seminar in Astrophysics

This half-credit course is intended for prospective physical science majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein's relativity theories.
Narayanan,Desika

ASTR H205A Introduction to Astrophysics I

General introduction to astronomy including: the structure and evolution of stars; the properties and evolution of the solar system including planetary surfaces and atmospheres; exoplanets; and observational projects using the Strawbridge Observatory telescopes.
Narayanan,Desika

ASTR H206B Introduction to Astrophysics II

Introduction to the study of: the structure and formation of the Milky Way galaxy; the interstellar medium; the properties of galaxies and their nuclei; and cosmology including the Hot Big Bang model.
Partridge,Bruce

ASTR H341A Advanced Topics: Observational Astronomy

Observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H-alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Students will learn about astronomical phenomena firsthand through observing and analyzing data with the tools of the research astronomer. Data are both archival and that obtained with the CCD camera on Haverfords 16-inch Schmidt-Cassegrain telescope. Instruction in the use of image processing software and CCD camera operation.
Willman,Beth

ASTR H343B Advanced Topics: Cosmology and Extragalactic Astronomy

The study of the origin, evolution and large-scale structure of the Universe (Big Bang Theory). Review of the relevant observational evidence. A study of remote galaxies, radio sources, quasars, and intergalactic space.
Narayanan,Desika

ASTR H404A Research in Astrophysics

Intended for those students who choose to complete an independent research project in astrophysics under the supervision of a faculty member.
Narayanan,Desika

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students may complete a major in Biochemistry and Molecular Biology. Required courses are drawn principally from the Biology and Chemistry Departments and those interested in Biochemistry should consult both Biology and Chemistry web pages. Students may double major in Chemistry and Biology, but are not permitted to double major in Biology and Biochemistry or Chemistry and Biochemistry. There is no minor in Biochemistry and Molecular Biology.

Faculty

Sharon Burgmayer, Dean of Graduate Studies and the W. Alton Jones Professor of Chemistry

Monica Chander, Associate Professor of Biology

Davis Greg, Associate Professor of Biology

Tamara Davis, Chair and Professor of Biology (on leave semesters I and II)

Karen Greif, Professor of Biology

Yan Kung, Assistant Professor of Chemistry

Bill Malachowski, Chair and Professor of Chemistry

Joshua Shapiro, Assistant Professor of Biology

Susan A. White, Professor of Chemistry

Research may be a valuable experience for students considering graduate or professional studies or for those planning research or teaching careers. Any Chemistry or Biology professor may be selected as a research adviser, but students are encouraged to consult departmental advisers for information on how to join research groups. Students may select either a one or two semester research experience.

With very careful advanced planning a student may enroll in Study Abroad. Typically a student will select a one-semester program in an English-speaking country such as England, Wales, Australia or Ghana.

Biochemistry and Molecular Biology Requirements and Opportunities

A student may qualify for an A. B. in Biochemistry and Molecular Biology by completing courses in Chemistry and Biology with the following distribution. Students must be mindful that some courses have pre-requisites.

Fundamental Courses

- Biology 110
- Chemistry 103, 104
- Chemistry 211, 212

Major Writing Requirement

Students must complete CHEM B251 and CHEM B252 to complete the writing attentive requirement of the major. The writing attentive requirement of the major must be completed by the end of a student's junior year.

Core Biochemistry Courses

- Chemistry 242 and Chemistry 252 OR Biology 375
- Chemistry 221 OR Chemistry 222
- Chemistry/Biology 377

Advanced Biology Courses

- Biology 201
- Biology 376

Advanced Electives on Biochemically Related Topics

Two courses that provide depth and breadth are required and one must be at the 300 or 500 level. Suggested courses include, but are not limited to:

- Biology 215
- Biology 216
- Biology 327
- Biology 340
- Biology 255
- Biology 271
- Chemistry 221 or 222 (if not used as a Core course)
- Chemistry 231
- Chemistry 251
- Chemistry 331
- Chemistry 345
- Chemistry 515

Students are encouraged to consider suitable course offerings at Haverford and Swarthmore and all choices must be approved by the major adviser.

Senior Experience

Option 1—Required for Honors

- Biology 403 (2 semesters) OR Chemistry 398, 399 plus all requirements associated with the senior thesis.
- Biology 399

Option 2

- Chemistry or Biology 403 (Independent Study or Praxis on a Biochemical topic arranged by the student). An additional laboratory course, not counted as an Advanced Elective, chosen from:

- Biology 255
- Biology 271
- Biology 340
- Chemistry 251

Courses in Allied Fields

- Mathematics 101, 102
- Mathematics 201

In consultation with the major adviser, two courses must be selected from the courses listed below. Most students would be expected to take two semesters of Physics.

- Physics 101, 102 or 121, 122
- Biology 111, 202, 220, 225, 236, 250
- Computer Science 110, 206
- Geology 101, 102, 103, 202, 203

Timetable for Meeting Requirements

There are a variety of ways to meet the major requirements provided that 100 level courses in Chemistry and Mathematics are completed by the end of the freshman year. Note that Mathematics 201 is only required as a pre-requisite for Chemistry 221 or 222 and only two sample programs are shown here.

Sample 1

- Freshman year: Biology 110 , Chemistry 103, 104, Mathematics 101, 102
- Sophomore year: Chemistry 211, 212, Mathematics 201, Physics 121, 122
- Junior year: Biology 201, 255, Chemistry 222, 242, 252
- Senior year: Biology/Chemistry 377, Biology 340, 376, Senior Experience

Sample 2

- Freshman year: Biology 110, 111, Chemistry 103, 104, Mathematics 101, 102
- Sophomore year: Chemistry 211, 212, Mathematics 201, Biology 201
- Junior year: Biology 216, 375, 377, Chemistry 222, CS110
- Senior year: Biology 340, 376, Senior Experience

Honors

Students seeking to complete the Biochemistry and Molecular Biology Major must complete two semesters of research (Option 1) and have a GPA of 3.6 in all major and allied courses.

Advanced Placement

Students are instructed to follow the policies described by individual departments

COURSES

ANTH B236 Evolution

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): BIOL-B236; GEOL-B236
Units: 1.0
Instructor(s):Davis,G.
(Spring 2016)

BIOL B110 Biological Exploration I

BIOL B110 is an introductory-level courses designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Quantitative readiness is required for this course. With permission of instructor, students registered for Quant 10 may also take this course in the same semester.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Greif,K., Skirkanich,J., Chander,M.

Fall 2015: **Biology of Cancer**. Biology B110-001 will explore the biology underlying cancer through examination of areas of biochemistry, cell biology, genetics and genomics, building a picture of cell function that helps explain the physiology of cancer.

Fall 2015: **Biochemical Basis of Disease**. BIOL B110-002 will explore the ways the central dogma of molecular biology relates to the biochemical basis of human disease.

BIOL B111 Biological Exploration II

BIOL 111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Prerequisite: Quantitative readiness is required for this course. With permission of instructor, students registered for QUAN B010 may also take this course concurrently. This is a topics course, course topic varies.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology

Units: 1.0
Instructor(s):Brodfuehrer,P., Skirkanich,J., Record,S.

Spring 2016: **Gulp: Physiology of Feeding**. BIOL B111-001 will examine the complex behavior of feeding by examining the various physiological systems involved controlling the intake of food, its digestion, and how many calories do organisms need to survive.

Spring 2016: **Global Change & Ecosystems**. BIOL B111-002 will explore potential responses of how life on earth may respond to global change while reflecting on how such responses may alter the ecosystem services important to human society.

BIOL B201 Genetics

An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage and recombination, chromosome abnormalities, population and developmental genetics. Examples of genetic analyses are drawn from a variety of organisms, including bacteria, Drosophila, C. elegans and humans. Lecture three hours. Prerequisite: One semester of BIOL B110 or B111 and CHEM B104.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s):Garbe,D.
(Fall 2015)

BIOL B202 Introduction to Neuroscience

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Neuroscience
Units: 1.0
Instructor(s):Greif,K.
(Fall 2015)

BIOL B215 Experimental Design and Statistics

An introductory course in designing experiments and analyzing biological data. This course is structured to develop students' understanding of when to apply different quantitative methods, and how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, parametric and nonparametric tests, and introductory topics in multivariate and Bayesian statistics. The course is geared around weekly problem sets and interactive learning. Suggested Preparation: BIOL B110 or B111 is highly recommended.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s):Shapiro,J.
(Fall 2015)

BIOL B216 Genomics

An introduction to the study of genomes and genomic data. This course will examine the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes and proteomes. Prerequisite: One semester of BIOL 110-111. BIOL 201 highly recommended.
Approach: Quantitative Methods (QM); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s):Shapiro,J.
(Spring 2016)

BIOL B220 Ecology

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B225 Biology and Ecology of Plants

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems. One semester of BIOL 110/111.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology;

Environmental Studies
Units: 1.0
Instructor(s):Record,S.
(Spring 2016)

BIOL B236 Evolution

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): GEOL-B236; ANTH-B236
Units: 1.0
Instructor(s):Davis,G.
(Spring 2016)

BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience
Crosslisting(s): GEOL-B250
Units: 1.0
Instructor(s):Record,S.
(Fall 2015)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: One semester of BIOL 110 or permission of the instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies
Units: 1.0
Instructor(s):Chander,M.
(Spring 2016)

BIOL B271 Developmental Biology

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s):Davis,G.
(Fall 2015)

BIOL B327 Evolutionary Genetics and Genomics

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of research articles. Quantitative proficiency required. Pre-requisites: One semester of BIOL 110-111 and BIOL 201, or BIOL 236, or permission of instructor.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
(Not Offered 2015-2016)

BIOL B340 Cell Biology

A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity and cell signaling. Laboratory experiments are focused on studies of the cytoskeleton making use of techniques in cell culture and immunocytochemistry. A student-designed project is a major component. Lecture three hours, laboratory four hours a week. Prerequisites: One semester of Organic Chemistry (CHEM B211/B212), and BIOL B201 or B271, or permission of instructor.
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Greif,K.
(Spring 2016)

BIOL B375 Integrated Biochemistry and Molecular Biology I

The first semester of a two-semester course that focuses on the structure and function of proteins, carbohydrates, lipids and nucleic acids, enzyme kinetics, metabolic pathways, gene regulation and

recombinant DNA techniques. Students will explore these topics via lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: one semester of BIOL B110 and two semesters of organic chemistry (CHEM B211/B212).
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Chander,M.
(Fall 2015)

BIOL B376 Integrated Biochemistry and Molecular Biology II

This second semester of a two-semester sequence will continue with analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Garbe,D.
(Spring 2016)

BIOL B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry.
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): CHEM-B377
Units: 1.0
Instructor(s):White,S.
(Spring 2016)

BIOL B399 Senior Seminar in Laboratory Investigations

This seminar provides students with a collaborative forum to facilitate the exchange of ideas and broaden their perspective and understanding of research approaches used in various sub-disciplines of biology. There will be a focus on the presentation, interpretation and discussion of data, and communication of scientific findings to diverse audiences. In addition, students write, defend and publicly present a paper on their supervised research project. Three hours of class discussion each week. Co-requisite: enrollment in BIOL403.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Chander,M.
(Spring 2016)

CHEM B103 General Chemistry I

For students with some back ground in chemistry. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory workshop include environmental sciences, material sciences and biological chemistry. Lecture three hours and Chemistry workshop three hours a week. The laboratory workshop period will be used for traditional chemical experimentation or related problem solving. The course may include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: Quantitative Readiness Required;
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):White,S., Goldsmith,J., Watkins,L.
(Fall 2015)

CHEM B104 General Chemistry II

A continuation of CHEM B103. Enriched section for students interested in science. Topics include chemical reactions; introduction to thermodynamics and chemical equilibria; acid-base chemistry; electrochemistry; chemical kinetics. Lecture three hours, recitation one hour and laboratory three hours a week. May include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: CHEM B103 with a grade of at least 2.0 or chemistry department placement or permission of the instructor. Students interested in the intensive section of CHEM B104 must have earned at least a 3.7 in CHEM B103.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Francl,M., Kung,Y., Watkins,L.
(Spring 2016)

CHEM B211 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Nerz-Stormes,M., Krasley,A., Karagiaridi,O.
(Fall 2015)

CHEM B212 Organic Chemistry II: Biological Organic Chemistry

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Nerz-Stormes,M., Malachowski,B., Porello,S.
(Spring 2016)

CHEM B221 Physical Chemistry I

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201. May be taken concurrently with CHEM B211 or B212.
Approach: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Francl,M.
(Spring 2016)

CHEM B222 Physical Chemistry II

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisite: CHEM B104 and MATH B201. May be taken concurrently with CHEM B211 or B212.
Approach: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Goldsmith,J.
(Fall 2015)

CHEM B231 Inorganic Chemistry

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours a week. Prerequisite: CHEM 212.
Approach: Course does not meet an Approach
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Burgmayer,S.
(Spring 2016)

CHEM B242 Biological Chemistry

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.
Approach: Course does not meet an Approach
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s):Kung,Y.
(Fall 2015)

CHEM B251 Research Methodology in Chemistry I

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping and writing. Attendance at departmental colloquia is expected of all students. Prerequisite: CHEM B212. Co-Requisite: CHEM B221 or B231 or B242.
Approach: Quantitative Readiness Required (QR)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Burgmayer,S., White,S.
(Fall 2015)

CHEM B252 Research Methodology II

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.
Approach: Quantitative Readiness Required (QR)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Porello,S., Goldsmith,J.
(Spring 2016)

CHEM B345 Advanced Biological Chemistry

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375. Prerequisites: CHEM B242

or BIOL 375 or BIOL H200 with instructor permission.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Kung,Y.

Fall 2015: **Biochemical Pathways**. Biochemical pathways involved in cellular metabolism and natural product biosynthesis are explored in molecular detail, including fatty acid metabolism and biosynthesis of antibiotics, anticancer agents, vitamins, and other secondary metabolites. Attention paid to biochemical mechanisms employed, the role of cofactors, coenzymes, and metals, and emerging applications to biotechnology and medicine.

CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry.
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): BIOL-B377
Units: 1.0
Instructor(s):White,S.
(Spring 2016)

CHEM B515 Topics in Organic Chemistry

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or equivalent.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
(Not Offered 2015-2016)

GEOL B236 Evolution

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): BIOL-B236; ANTH-B236
Units: 1.0
Instructor(s):Davis,G.
(Spring 2016)

GEOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience
Crosslisting(s): BIOL-B250
Units: 1.0
Instructor(s):Record,S.
(Fall 2015)

BIOLOGY

Students may complete a major or minor in Biology. Within the major, students may complete minors in computational methods, environmental studies or neural and behavioral sciences.

Faculty

Peter Brodfuehrer, Eleanor A. Bliss Professor of Biology (on leave semester I)

Monica Chander, Associate Professor of Biology

Gregory Davis, Associate Professor of Biology

David Garbe, Lecturer

Karen Greif, Professor of Biology

Thomas Mozdzer, Assistant Professor of Biology (on leave semesters I and II)

Sydne Record, Assistant Professor of Biology

Joshua Shapiro, Assistant Professor of Biology

Jennifer Skirkanich, Lecturer

Michelle Wien, Lecturer in Biology

Tamara Davis, Chair and Professor of Biology (on leave semesters I and II)

The programs of the department are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through coursework and independent research. Introductory- and intermediate-level courses examine the structures and functions of living systems at all levels of organization, from molecules, cells and organisms to populations. Advanced courses encourage the student to gain proficiency in the critical reading of research literature, leading to the development, defense and presentation of a senior paper. Opportunities for supervised research with faculty are available and highly encouraged. Students considering coursework in Biology are encouraged to meet with the department's major advisor to determine the best sequence of courses based on their interests and goals.

Major Requirements

Course requirements for a major in Biology include two semesters of introductory biology (BIOL110-111), six courses at the 200 and 300 level (excluding BIOL 390-399), of which at least two must be at the 300-level and three must be laboratory courses, and one senior seminar course (BIOL 390-399). Two semesters of supervised laboratory research, BIOL 403, may be substituted for one of the required laboratory courses. In addition, two semester courses in general chemistry and three additional semester courses in allied sciences, to be selected from Anthropology, Chemistry, Computer Science, Geology, Mathematics, Physics or Psychology are required for all majors. Selection of the three additional allied science courses must be done in consultation with the student's major adviser and be approved by the department.

Students interested in pursuing graduate studies or medical school are encouraged to take two semesters each of physics and organic chemistry. In addition, all biology students are encouraged to take courses that employ quantitative reasoning or computational approaches; such courses can be taken within the Biology Department or in other departments.

A score of 5 on the Advanced Placement examination, or equivalent International Baccalaureate scores, can be used to satisfy one semester of the introductory biology requirement for the major. One additional semester of BIOL 110-111 is required to fulfill the introductory biology requirement. The department, however, highly recommends both semesters of introductory biology for majors. Placement out of one semester of introductory biology does not satisfy the introductory biology pre-requisite for 200/300-level courses.

The writing within the Major Requirement is fulfilled by the completion of two 200/300-level laboratory courses in Biology, all of which are writing attentive.

Honors

Departmental honors are awarded to students who have distinguished themselves academically or via their participation in departmental activities. Final selection for honors is made by the Biology faculty.

Minor Requirements

A minor in Biology consists of six semester courses in Biology.

Minors in Environmental Studies, Computational Methods, and Neural and Behavioral Sciences

Minors in Environmental Studies, Computational Methods, and Neural and Behavioral Sciences are available for students interested in interdisciplinary exploration in these areas. Check relevant sections of the course catalog for complete descriptions of the minors.

Teacher Certification

The College offers a certification program in secondary teacher education.

Animal Experimentation Policy

Students who object to participating directly in laboratory activities involving the use of animals in a course required for the major are required to notify the faculty

member of her or his objections at the beginning of the course. If alternative activities are available and deemed consistent with the pedagogical objectives of the course by the faculty member, then a student will be allowed to pursue alternative laboratory activities without penalty.

COURSES

BIOL B101 Introduction to Biology I: Genetics & the Central Dogma

For post-baccalaureate premedical students only.
A comprehensive examination of topics in genetics, molecular biology and cancer biology. Lecture three hours, laboratory three hours a week.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Wien,M.
(Fall 2015)

BIOL B102 Introduction to Biology II: Biochemistry & Human Physiology

For post-baccalaureate premedical students only. A comprehensive examination of topics in biochemistry, cell biology and human physiology. Lecture three hours, laboratory three hours a week. BIOL B101 is strongly recommended.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Wien,M.
(Spring 2016)

BIOL B110 Biological Exploration I

BIOL B110 is an introductory-level courses designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Quantitative readiness is required for this course. With permission of instructor, students registered for Quant 10 may also take this course in the same semester.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Greif,K., Skirkanich,J., Chander,M.

Fall 2015: **Biology of Cancer**. Biology B110-001 will explore the biology underlying cancer through examination of areas of biochemistry, cell biology, genetics and genomics, building a picture of cell function that helps explain the physiology of cancer.

Fall 2015: **Biochemical Basis of Disease**. BIOL B110-002 will explore the ways the central dogma of molecular biology relates to the biochemical basis of human disease.

BIOL B111 Biological Exploration II

BIOL 111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Prerequisite: Quantitative readiness is required for this course. With permission of instructor, students registered for QUAN B010 may also take this course concurrently. This is a topics course, course topic varies.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Brodfuehrer,P., Skirkanich,J., Record,S.

Spring 2016: **Gulp: Physiology of Feeding**. BIOL B111-001 will examine the complex behavior of feeding by examining the various physiological systems involved controlling the intake of food, its digestion, and how many calories do organisms need to survive.

Spring 2016: **Global Change & Ecosystems**. BIOL B111-002 will explore potential responses of how life on earth may respond to global change while reflecting on how such responses may alter the ecosystem services important to human society.

BIOL B201 Genetics

An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage and recombination, chromosome abnormalities, population and developmental genetics. Examples of genetic analyses are drawn from a variety of organisms, including bacteria, Drosophila, C. elegans and humans. Lecture three hours. Prerequisite: One semester of BIOL B110 or B111 and CHEM B104.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s): Garbe,D.
(Fall 2015)

BIOL B202 Introduction to Neuroscience

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Neuroscience
Units: 1.0
Instructor(s): Greif,K.
(Fall 2015)

BIOL B210 Biology and Public Policy

A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, the Human Genome project, environmental health hazards, bioterrorism, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. This class involves considerable writing. Prerequisite: One semester of BIOL 110-111, or permission of instructor.
Counts towards: Environmental Studies; Health Studies
Units: 1.0
Instructor(s): Greif,K.
(Spring 2016)

BIOL B214 The Historical Roots of Women in Genetics and Embryology

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HIST-B214
Units: 1.0
Instructor(s): Davis,G.
(Spring 2016)

BIOL B215 Experimental Design and Statistics

An introductory course in designing experiments and analyzing biological data. This course is structured to develop students' understanding of when to apply different quantitative methods, and how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, parametric and nonparametric tests, and introductory topics in multivariate and Bayesian statistics. The course is geared around weekly problem sets and interactive learning. Suggested Preparation: BIOL B110 or B111 is highly recommended.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s): Shapiro,J.
(Fall 2015)

BIOL B216 Genomics

An introduction to the study of genomes and genomic data. This course will examine the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes and proteomes. Prerequisite: One semester of BIOL 110-111. BIOL 201 highly recommended.
Approach: Quantitative Methods (QM); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s): Shapiro,J.
(Spring 2016)

BIOL B220 Ecology

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B225 Biology and Ecology of Plants

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems. One semester of BIOL 110/111.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Environmental Studies
Units: 1.0
Instructor(s): Record,S.
(Spring 2016)

BIOL B236 Evolution

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular

and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): GEOL-B236; ANTH-B236
Units: 1.0
Instructor(s): Davis,G.
(Spring 2016)

BIOL B244 Behavioral Endocrinology

An interdisciplinary-based analysis of the nature of hormones, how hormones affect cells and systems, and how these effects alter the behavior of animals. Topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisites: One semester of BIOL 110-111 or one of the following courses: BIOL B202, PSYC B218 or PSYC H217.
Approach: Scientific Investigation (SI)
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience
Crosslisting(s): GEOL-B250
Units: 1.0
Instructor(s): Record,S.
(Fall 2015)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: One semester of BIOL 110 or permission of the instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies
Units: 1.0
Instructor(s): Chander,M.
(Spring 2016)

BIOL B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101.
Approach: Course does not meet an Approach
Counts towards: Environmental Studies
Crosslisting(s): CITY-B262
Units: 1.0
(Not Offered 2015-2016)

BIOL B271 Developmental Biology

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s): Davis,G.
(Fall 2015)

BIOL B303 Human Physiology

A comprehensive study of the physical and chemical processes in tissues, organs and organ systems that form the basis of animal and human function. Homeostasis, control systems and the structural basis of function are emphasized. Laboratories are designed to introduce basic physiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course.
Major Writing Requirement: Writing Attentive
Counts towards: Health Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B310 Philosophy of Science

An examination of positivistic science and its critics. The topics of this course will include: the demarcation between science and non-science; falsificationism vs. verificationism; the structure of scientific revolutions and research programs; criticism and growth of

scientific knowledge; interpretive ideals in science; scientific explanation; truth and objectivity; the effect of interpretation upon that which is interpreted in modern physics; constructivism vs. realism in philosophy of science.
Crosslisting(s): PHIL-B310
Units: 1.0
(Not Offered 2015-2016)

BIOL B321 Neuroethology

This course provides an opportunity for students to understand the neuronal basis of behavior through the examination of how particular animals have evolved neural solutions to specific problems posed to them by their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford.
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

BIOL B323 Coastal and Marine Ecology

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). In 2015 the course will have a mandatory field trip to a tropical marine field station and an overnight field trip to a temperate field station in the mid-Atlantic.
Prerequisite: BIOL B220 (Ecology)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B326 From Channels to Behavior

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior.
Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC B218/PSYC H217, or BIOL 202.
Major Writing Requirement: Writing Attentive
Counts towards: Neuroscience
Crosslisting(s): PSYC-B326
Units: 1.0
Instructor(s): Brodfuehrer,P.
(Spring 2016)

BIOL B327 Evolutionary Genetics and Genomics

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of research articles. Quantitative proficiency required.
Pre-requisites: One semester of BIOL 110-111 and BIOL 201, or BIOL 236, or permission of instructor.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
(Not Offered 2015-2016)

BIOL B332 Global Change Biology

Global changes to our environment present omnipresent environmental challenges. We are only beginning to understand the complex interactions between organisms and the rapidly changing environment. Students will explore the effects of global change in depth using the primary literature. Prerequisites: BIOL B220 (Ecology) or BIOL B262 (Urban Ecology) or permission of instructor.
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B340 Cell Biology

A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity and cell signaling. Laboratory experiments are focused on studies of the cytoskeleton making use of techniques in cell culture and immunocytochemistry. A student-designed project is a major component. Lecture three hours, laboratory four hours a week. Prerequisites: One semester of Organic Chemistry (CHEM B211/B212), and BIOL B201 or B271, or permission of instructor.
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Greif,K.
(Spring 2016)

BIOL B354 Basic Concepts and Special Topics in Biochemistry

For post-baccalaureate premedical students and non-majors who meet the prerequisites. Course does not count toward the biology major, majors should take BIOL B375. Prerequisites: one semester of BIOL 110/B111, and CHEM 211 or permission of the instructor.
Units: 1.0
Instructor(s): Kung,Y.
(Spring 2016)

BIOL B361 Emergence

A multidisciplinary exploration of the interactions underlying both real and simulated systems, such as ant colonies, economies, brains, earthquakes, biological evolution, artificial evolution, computers, and life. These emergent systems are often characterized by simple, local interactions that collectively produce

global phenomena not apparent in the local interactions. Prerequisite: CMSC 206 or H106 and CMSC 231 or permission of instructor.
Crosslisting(s): CMSC-B361
Units: 1.0
(Not Offered 2015-2016)

BIOL B364 Developmental Neurobiology

A lecture/discussion course on major topics in the development of the nervous system. Lecture three hours a week. Prerequisite: BIOL 201 or 271, BIOL 202 or equivalent, or permission of instructor.
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

BIOL B375 Integrated Biochemistry and Molecular Biology I

The first semester of a two-semester course that focuses on the structure and function of proteins, carbohydrates, lipids and nucleic acids, enzyme kinetics, metabolic pathways, gene regulation and recombinant DNA techniques. Students will explore these topics via lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: one semester of BIOL B110 and two semesters of organic chemistry (CHEM B211/B212).
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Chander,M.
(Fall 2015)

BIOL B376 Integrated Biochemistry and Molecular Biology II

This second semester of a two-semester sequence will continue with analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Garbe,D.
(Spring 2016)

BIOL B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry.
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): CHEM-B377
Units: 1.0
Instructor(s): White,S.
(Spring 2016)

BIOL B380 Topics in Cellular and Organismal Physiology

Physiology is the study of the normal functioning of a living organism and its components, including all its physical and chemical processes. The integration of function across many levels of organization will be emphasized. Prerequisite: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course
Major Writing Requirement: Writing Attentive
Counts towards: Health Studies
Units: 1.0
Instructor(s): Davis,T., Garbe,D.
(Fall 2015)

BIOL B390 Senior Seminar in Ecology

A focus on the interactions among organisms and their environments. Students read and discuss current and classic papers from the primary literature. Topics may include biogeographic patterns, population and community dynamics, and ecosystem functioning. We may explore current issues such as global warming, habitat degradation and fragmentation, loss of biodiversity and the introduction of alien species. The effects of these human induced changes on the biota are examined. Students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 220 or permission of instructor.
Units: 1.0
Instructor(s): Record,S.
(Fall 2015)

BIOL B391 Senior Seminar in Biochemistry

Topics of current interest and significance in biochemistry are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisites: BIOL 375 or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

BIOL B392 Senior Seminar

An advanced course in the study of the organization and function of physiological systems from the molecular

level to the organismal level. Specific topics related to the organization and function of physiological systems are examined in detail using the primary literature. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students.
Units: 1.0
(Not Offered 2015-2016)

BIOL B393 Senior Seminar in Molecular Genetics

This course focuses on topics of current interest and significance in molecular genetics and genomics, including the characterization of functional DNA elements and the effects of allelic variation. Students critically read, present and discuss in detail primary literature relevant to the selected topic. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 201 or 376, or permission of instructor.
Units: 1.0
Instructor(s): Shapiro,J.
(Fall 2015)

BIOL B394 Senior Seminar in Evolutionary Developmental Biology

Topics of current interest and significance in evolutionary developmental biology are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present a research paper based on their readings. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 201, 216, 236, 271 or permission of instructor.
Units: 1.0
Instructor(s): Davis,G.
(Fall 2015)

BIOL B398 Senior Seminar in Science and Society

A seminar that addresses a variety of topics at the interface of biology and society. Students write, defend and publicly present a major scholarly work. Three hours of discussion a week, supplemented by frequent meetings with individual students.
Units: 1.0
(Not Offered 2015-2016)

BIOL B399 Senior Seminar in Laboratory Investigations

This seminar provides students with a collaborative forum to facilitate the exchange of ideas and broaden their perspective and understanding of research approaches used in various sub-disciplines of biology. There will be a focus on the presentation, interpretation and discussion of data, and communication of scientific findings to diverse audiences. In addition, students write, defend and publicly present a paper on their supervised research project. Three hours of class discussion each week. Co-requisite: enrollment in BIOL403.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Chander,M.
(Spring 2016)

BIOL B401 Supervised Research in Neuroscience

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.
Counts towards: Neuroscience
Units: 1.0
(Fall 2015)

BIOL B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

CHEMISTRY

Students may complete a major or minor in Chemistry. Within the major, students may complete a minor in computational methods or education. Concentrations in biological chemistry, environmental studies or geochemistry may be completed within the major. Students may complete an M.A. in the combined A.B./M.A. program.

Faculty

Sharon Burgmayer, Dean of Graduate Studies and the W. Alton Jones Professor of Chemistry

Michelle Francl, Professor of Chemistry (on leave semester I)

Jonas Goldsmith, Associate Professor of Chemistry

Olga Karagiaridi, Lecturer in Chemistry

Yan Kung, Assistant Professor of Chemistry

Krynn Lukacs, Senior Lecturer in Chemistry (on leave semester I)

Bill Malachowski, Chair and Professor of Chemistry

Maryellen Nerz-Stormes, Senior Lecturer in Chemistry

Silvia Porello, Lecturer in Chemistry

Jason Schmink, Assistant Professor of Chemistry (on leave semesters I and II)

Lisa Hernandez Cuebas Watkins, Laboratory Lecturer

Susan A. White, Professor of Chemistry

Chemistry Program Requirements and Opportunities

The Chemistry major is offered with several different options:

- American Chemical Society Certified A.B., recommended for graduate school
- Chemistry major, A.B. Only
- Chemistry minor
- Chemistry major with concentration in biochemistry
- Chemistry major with concentration in geochemistry

For all degree options, merit level work is expected in every chemistry, math, biology, geology, and physics course.

See also:

More Information About Majors/ Concentrations: www.brynmawr.edu/chemistry/documents/MajorRequirements.pdf

FAQ About The Chemistry Major

www.brynmawr.edu/chemistry/undergraduate/FAQ.html

ACS Certified A.B. Major Requirements

A student may qualify for a major in chemistry by completing a total of 13 units in chemistry with the distribution

- Chem 103, 104
- Chem 211, 212
- Chem 221, 222
- Chem 231
- Chem 242
- Chem 251, 252
- Chem 398, 399
- two other Chem 3xx
- Other required courses: Math 101, 102, 201. Students who plan to do graduate work in chemistry should also consider taking Physics 121/122 (preferred) or 101/102 and Physics 201.

Students majoring in Chemistry fulfill the disciplinary writing requirement by satisfactorily completing Chem 251 and 252, which are writing attentive courses.

Major, A.B. only

A non-ACS certified major requires all of the above coursework except Chem 398, 399.

Timetables for Meeting Major Requirements

Students may follow various schedules to meet their major requirements. However, a fairly typical one is:

- freshman year: Chem 103 and 104, Math 101 and 102
- sophomore year: Chem 211 and 212, Math 201
- junior year: Chem 221, 222, 231, 242, 251, 252
- senior year: two or more Chem 3xx

In particular note that

- Math 201 must be completed before taking Chem 221. Math 201 is offered at Bryn Mawr only in the fall, but an equivalent course is offered at Haverford in the spring term.
- Chem 221/222 can be taken concurrently with Chem 211/212 and this arrangement allows for the completion of all major requirements in three years.
- The required 300x courses all have prerequisites that generally include Chem 212 and/or Chem 222.

Students who wish to deviate from the usual schedule should consult with the major adviser as early as possible to devise an alternative.

Honors

The requirements for departmental honors are:

- Complete one of the major plans.
- Maintain a chemistry GPA of 3.7 or better.
- Complete Chem 398 and 399 with a grade of 3.3 or better each semester.
- Participate in research oral/poster presentations.
- Write an acceptable thesis, and meet all department deadlines for submission of the thesis.
- Complete an additional unit of Chem 3xx (for a total of three 300-level chemistry units). With department approval, one unit of 300-level work in certain fields may be substituted.

Minor

A student may qualify for a minor in chemistry by completing a total of 7 units in chemistry with the distribution:

- Chem 103, 104
- Chem 211, 212
- Chem 221* or 222*
- Chem 231 or 242**
- Chem 251 or 252

*Pre-requisite: Math 201

**Biol 375 may be substituted for Chem 242

Other required courses: Math 101, 102

At least two of the seven courses must be taken at Bryn Mawr.

Major with Concentration in Biochemistry

- Chem 103, 104
- Chem 211, 212
- Chem 221*, 222*, 231 or 242** (choose 3 of 4)
- Chem 251, 252
- Chem 345
- Chem 3xx
- Biol 201
- Biol 376***

*Pre-requisite: Math 201

**Biol 375 may be substituted for Chem 242

***Chem 242 satisfies the pre-requisite for this course

Other required courses: Math 101, 102

Equivalent biology courses at Haverford may be substituted.

Major with Concentration in Geochemistry

- Chem 103, 104
- Chem 211, 212
- Chem 221*, 222*, 231 or 242** (choose 3 of 4)
- Chem 251, 252
- Chem 322 or 332
- Chem 3xx
- Geol 101
- Geol 202
- Geol 302, 305, 350 (choose 2 of 3; Geol 350 requires Geology major adviser approval)

*Pre-requisite: Math 201

**Bio 375 may be substituted for Chem 242

Other required courses: Math 101, 102

The Chemistry Major can also be combined with any of the Minors offered in the College. In particular, the Minors in Environmental Studies, Education and Computational Science offer attractive combinations with a Chemistry Major for future career paths that require competency in those allied fields. Detailed information about these Minors can be found in the appropriate section of the catalog. Students may double major in Chemistry and Biology, but are not permitted to double major in Biology and Biochemistry or Chemistry and Biochemistry.

A.B./M.A. Program

- Chemistry major A.B. requirements
- four units of 5xx*
- two units of 7xx
- M.A. thesis
- written final exam

*two units may be 3xx

3-2 Program in Engineering and Applied Science

The 3-2 Program in Engineering and Applied Science is offered in cooperation with the California Institute of Technology and awards both an A.B. at Bryn Mawr and a B.S. at Cal Tech. For more information, see 3-2 Program in Engineering and Applied Science. Chemistry students considering this program should contact Senior Laboratory Lecturer in Chemistry, Krynn Lukacs or Chemistry Chair, Bill Malachowski.

4+1 Program in Engineering at UPenn

The University of Pennsylvania 4+1 engineering program allows students to earn an A.B. at Bryn Mawr

and an M.S. in Engineering (M.S.E) at UPenn. Students apply between the beginning of the sophomore year and end of the junior year. For more information, see Four Plus One Partnership with Penn's School of Engineering and Applied Science. Chemistry students considering this program should contact Senior Laboratory Lecturer in Chemistry, Krynn Lukacs or Chemistry Chair, Bill Malachowski. See also the description of the 4+1 Program in Engineering at UPenn.

COURSES

CHEM B103 General Chemistry I

For students with some back ground in chemistry. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory workshop include environmental sciences, material sciences and biological chemistry. Lecture three hours and Chemistry workshop three hours a week. The laboratory workshop period will be used for traditional chemical experimentation or related problem solving. The course may include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: Quantitative Readiness Required;
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): White,S., Goldsmith,J., Watkins,L.
(Fall 2015)

CHEM B104 General Chemistry II

A continuation of CHEM B103. Enriched section for students interested in science. Topics include chemical reactions; introduction to thermodynamics and chemical equilibria; acid-base chemistry; electrochemistry; chemical kinetics. Lecture three hours, recitation one hour and laboratory three hours a week. May include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: CHEM B103 with a grade of at least 2.0 or chemistry department placement or permission of the instructor. Students interested in the intensive section of CHEM B104 must have earned at least a 3.7 in CHEM B103.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Francl,M., Kung,Y., Watkins,L.
(Spring 2016)

CHEM B206 The Science of Renewable Energy

In this course the chemistry and physics of renewable energy, including solar, wind, geothermal and others, will be explored. Methodologies for energy storage will also be discussed. Quantitative tools will be developed to enable students to make effective and accurate comparisons between various types of energy generation processes. Prerequisites: completion of CHEM 103 and CHEM 104 with merit grades in both, or permission of instructor.
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

CHEM B211 Organic Chemistry I

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Nerz-Stormes,M., Krasley,A., Karagiaridi,O.
(Fall 2015)

CHEM B212 Organic Chemistry II: Biological Organic Chemistry

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Nerz-Stormes,M., Malachowski,B., Porello,S.
(Spring 2016)

CHEM B221 Physical Chemistry I

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201. May be taken concurrently with CHEM B211 or B212.
Approach: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Francl,M.
(Spring 2016)

CHEM B222 Physical Chemistry II

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisite: CHEM B104 and MATH B201. May be taken concurrently with CHEM B211 or B212.
Approach: Quantitative Methods (QM)
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Goldsmith,J.
(Fall 2015)

CHEM B231 Inorganic Chemistry

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours a week. Prerequisite: CHEM 212.
Approach: Course does not meet an Approach
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Burgmayer,S.
(Spring 2016)

CHEM B242 Biological Chemistry

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.
Approach: Course does not meet an Approach
Counts towards: Biochemistry and Molecular Biology; Health Studies
Units: 1.0
Instructor(s): Kung,Y.
(Fall 2015)

CHEM B251 Research Methodology in Chemistry I

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping and writing. Attendance at departmental colloquia is expected of all students. Prerequisite: CHEM B212. Co-Requisite: CHEM B221 or B231 or B242.
Approach: Quantitative Readiness Required (QR)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Burgmayer,S., White,S.
(Fall 2015)

CHEM B252 Research Methodology II

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.
Approach: Quantitative Readiness Required (QR)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s): Porello,S., Goldsmith,J.
(Spring 2016)

CHEM B311 Advanced Organic Chemistry

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: CHEM 212 and 222.
Units: 1.0
(Not Offered 2015-2016)

CHEM B312 Advanced Organic Chemistry

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, stereochemistry, and qualitative molecular orbital theory reasoning. Prerequisites: a standard two-semester course in organic chemistry (such as BMC Chemistry 211/212), and some coursework in physical chemistry.
Units: 1.0
(Not Offered 2015-2016)

CHEM B321 Topics: Advanced Physical Chemistry

This is a topics course, course content varies. Lecture/ seminar /laboratory three hours per week. Prerequisites: CHEM 221 and 222 or permission of the instructor.
Units: 1.0
Instructor(s): Goldsmith,J.

Spring 2016: **Chemistry of Food.** Focus will be on the physical/analytical chemistry of food with emphasis on advanced laboratory techniques.

CHEM B332 Advanced Inorganic Chemistry

A survey of metals in biology illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry and including discussion of structural themes and bonding, reaction types, and catalysis. Lecture three hours per week. Prerequisites: CHEM 231 and 242 or permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

CHEM B334 Organometallic Chemistry

Fundamental concepts in organometallic chemistry, including structure and bonding, reaction types, and catalysis, and applications to current problems

in organic synthesis. Lecture three hours a week.
Prerequisite: CHEM 212 and 231.
Units: 1.0
Instructor(s): Malachowski,B.
(Fall 2015)

CHEM B345 Advanced Biological Chemistry

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375. Prerequisites: CHEM B242 or BIOL 375 or BIOL H200 with instructor permission.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
Instructor(s):Kung,Y.

Fall 2015: **Biochemical Pathways**. Biochemical pathways involved in cellular metabolism and natural product biosynthesis are explored in molecular detail, including fatty acid metabolism and biosynthesis of antibiotics, anticancer agents, vitamins, and other secondary metabolites. Attention paid to biochemical mechanisms employed, the role of cofactors, coenzymes, and metals, and emerging applications to biotechnology and medicine.

CHEM B350 Selected Topics in Current Chemical Research

This is a topics course, course content varies. Lecture three hours a week. Prerequisites: CHEM 221-222 or permission of instructor.
Units: 1.0
Instructor(s): Francl,M.

Spring 2016: **Physical Chemistry of Food**. The physical chemistry of food. Topics will include chemical equilibrium, phase behavior of multi-component systems, and polymer chemistry.

CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry.
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): BIOL-B377
Units: 1.0
Instructor(s): White,S.
(Spring 2016)

CHEM B398 Senior Seminar

Units: 1.0
Instructor(s): Burgmayer,S., White,S., Malachowski,B., Goldsmith,J., Schmink,J., Kung,Y.
(Fall 2015)

CHEM B399 Senior Seminar

Units: 1.0
Instructor(s): Burgmayer,S., White,S., Malachowski,B., Goldsmith,J., Schmink,J., Kung,Y.
(Spring 2016)

CHEM B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

CHEM B511 Advanced Organic Chemistry I

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week.
Units: 1.0
(Not Offered 2015-2016)

CHEM B512 Advanced Organic Chemistry

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, stereochemistry, and qualitative molecular orbital theory reasoning. Prerequisites: a standard two-semester course in organic chemistry (such as BMC Chemistry 211/212), and some coursework in physical chemistry.
Units: 1.0
(Not Offered 2015-2016)

CHEM B515 Topics in Organic Chemistry

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or equivalent.
Counts towards: Biochemistry and Molecular Biology
Units: 1.0
(Not Offered 2015-2016)

CHEM B521 Advanced Physical Chemistry

Quantum mechanics and its application to problems in chemistry. Topics will include molecular orbital theory, density functional theory. Readings and problem sets will be supplemented with material from the current research literature. Students will gain experience with programming in Mathematica. Prerequisites: CHEM 221 and 222 or permission of the instructor. Lecture/seminar

three hours per week. Lecture/seminar/laboratory three hours per week. Prerequisites: CHEM 221 and 222 or permission of the instructor.
Units: 1.0
Instructor(s): Goldsmith,J.

Spring 2016: **Chemistry of Food**. Spring 2016 focus will be on the physical/analytical chemistry of food with emphasis on advanced laboratory techniques.

CHEM B532 Advanced Inorganic Chemistry

A survey of metals in biology illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry and including discussion of structural themes and bonding, reaction types, and catalysis. Lecture three hours per week. Prerequisites: CHEM 231 and 242 or permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

CHEM B534 Organometallic Chemistry

Fundamental concepts in organometallic chemistry, including structure and bonding, reaction types, and catalysis, and applications to current problems in organic synthesis. Lecture three hours a week. Course is open to graduate students and those undergraduates with CHEM B231 or permission from the instructor.
Units: 1.0
Instructor(s): Malachowski,B.
(Fall 2015)

CHEM B535 Inorganic Seminar: Group Theory

Fundamental concepts of mathematical groups, their derivation and their application to problems in bonding, spectroscopy and chemical reactivity.
Units: 1.0
(Not Offered 2015-2016)

CHEM B545 Advanced Biological Chemistry

This is a topics course. Topics vary. Prerequisite: Prerequisites: CHEM B242 or BIOL 375 or BIOL H200 with instructor permission.
Units: 1.0
Instructor(s): Kung,Y.

Fall 2015: **Biochemical Pathways.** Biochemical pathways involved in cellular metabolism and natural product biosynthesis are explored in molecular detail, including fatty acid metabolism and biosynthesis of antibiotics, anticancer agents, vitamins, and other secondary metabolites. Attention paid to biochemical mechanisms employed, the role of cofactors, coenzymes, and metals, and emerging applications to biotechnology and medicine.

CHEM B550 Selected Topics in Current Chemical Research

This is a topics course, content varies. A combination lecture/seminar course on physical, structural and spectroscopic properties of organic compounds, including oral presentations by students on very recently published research articles. Prerequisites: CHEM 221 and CHEM222 or Graduate Standing in Chemistry or permission of the instructor Lecture three hours a week.
Units: 1.0
Instructor(s): Francl,M.

Spring 2016: **Physical Chemistry of Food.**The physical chemistry of food. Topics will include chemical equilibrium, phase behavior of multi-component systems, and polymer chemistry.

CHEM B701 Supervised Work

Units: 1.0
Instructor(s): Burgmayer,S., White,S., Malachowski,B., Goldsmith,J., Schmink,J., Kung,Y.
(Fall 2015, Spring 2016)

CHILD AND FAMILY STUDIES

Students may complete a Child and Family Studies minor as an adjunct to any major at Bryn Mawr, Haverford or Swarthmore pending approval of the student's coursework plan by the Director of Child and Family Studies, Leslie Rescorla.

Faculty

Marissa Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Director of Africana Studies

Mary Osirim, Provost and Professor of Sociology

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child Study Institute

Janet Shapiro, Professor of Social Work and Director of the Center for Child and Family Wellbeing

The Child and Family Studies (CFS) minor provides a curricular mechanism for inter-disciplinary work focused on the contributions of biological, familial, psychological, socioeconomic, political, and educational factors to child and family well-being. The minor not only addresses the life stages and cultural contexts of infancy through adolescence but also includes issues of parenting; child and family well-being; gender; schooling and informal education; risk and resilience; and the place, representation, and voice of children in society and culture.

Requirements for the Child and Family Studies Minor

The minor comprises six courses: one gateway course (PSYCH 206 Developmental Psychology, PSYCH 203 Educational Psychology, EDUC 200 Critical Issues in Education, or SOCL 201 Study of Gender in Society), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Advanced Haverford and Swarthmore courses typically taken by juniors and seniors that are more specific than introductory and survey courses will count as 300 level courses. Only two CFS courses may be double-counted with any major, minor, or other degree credential.

Students craft a pathway in the minor as they engage in course selection through ongoing discussions with the CFS Director. Sample pathways might include: political science/child and family law; sociology/educational policy; child and family mental health; depictions of children/families in literature and film; child and family public health issues; social work/child welfare; anthropology/cross-cultural child and family issues; gender issues affecting children and families; social justice/diversity issues affecting children and families; or economic factors affecting children and families.

The minor also requires participation in at least one semester or summer of volunteer, practicum, praxis, community-based work study, or internship experience related to Child and Family Studies. Students are expected to discuss their placement choices with the CFS Director. For further information about field-based experiences, consult the Child and Family Studies website: http://www.brynmawr.edu/tricochildfamily/minor.html.

To foster the inter-disciplinary nature of Child and Family Studies, students enrolled in the minor must also complete the following requirements

- Attendance at periodic CFS evening meetings for discussion sessions, guest speakers, "minor teas", etc..
- Participation during senior year in an annual CFS Poster Session during which students will share highlights of their CFS campus and field-based experiences.

(Note: it is important to check the Trico course guide for updated course information as not every course is taught every year. In some cases, courses relevant to the CFS minor will have changed, or been added. Students should explore freely and consult with their advisor on curricular choices).

Courses that can be counted toward the Child and Family Studies Minor

Bryn Mawr College Courses and Seminars

ANTH 102 Introduction to Cultural Anthropology

ANTH 268 Cultural Perspectives on Marriage and Family

ANTH 281 Language in the Social Context

ANTH 312 Anthropology of Reproduction

ARTS 269 Writing for Children

EDUC 200 Critical Issues in Education

EDUC 210 Perspectives on Special Education

EDUC 266 Schools in American Cities

EDUC 302 Practice Teaching Seminar

EDUC 311 Fieldwork Seminar

ENGL 247 Shakespeare's Teenagers

ENGL 270 American Girl: Childhood in U.S. Literatures, 1690-1935

POLS 375 Gender, Work and Family

PSYC 203 Educational Psychology

PSYC 206 Developmental Psychology

PSYC 209 Abnormal Psychology

PSYC 250 Autism Spectrum Disorders

PSYC 322 Culture and Development

PSYC 340 Women's Mental Health

PSYC 346 Pediatric Psychology

PSYC 350 Developmental Cognitive Disorders

PSYC 351 Developmental Psychopathology

SOCL 201 The Study of Gender in Society

SOCL 217 The Family in Social Context

SOCL 225 Women in Society

SOCL 229 Black America in Sociological Perspective

SOCL 266 Schools in American Cities

SOWK 552 Perspectives on Inequality

SOWK 554 Social Determinants of Health

SOWK 565 Clinical Social Work Practice with Children and Adolescents

SOWK 571 Education Law for Social Workers

SOWK 574 Child Welfare Policy, Practice, and Research

SOWK 575 Global Public Health

SOWK 580 Adolescents in Family Therapy

Haverford College Courses and Seminars

ANTH 103 Introduction to Anthropology

ANTH 209 Anthropology of Education

ANTH 263 Anthropology of Space and Architecture

BIOL 217 Biological Psychology

EDUC 200 Critical Issues in Education

EDUC 275 English Learners in the U.S.

PSYC 215 Introduction to Personality Psychology

PSYC 217 Biological Psychology

PSYC 223 Psychology of Human Sexuality

PSYC 335 Self & Identity

SOCL 204 Medical Sociology

SOCL 226 Sociology of Gender

Swarthmore College Courses and Seminars

ED 14 Introduction to Education

ED 21/Psych 21 Educational Psychology

ED 23/Psych 23 Adolescence

ED 23A Adolescents and Special Education

ED 26/Psych 26 Special Education

ED 42 Teaching Diverse Young Learners

ED 45 Literacies and Social Identities

ED 53 Language Minority Education

ED 64 Comparative Education

ED 68 Urban Education

ED 70 Outreach Practicum

ED 121 Psychology and Practice Honors Seminar

ED 131 Social and Cultural Perspectives Honors Seminar

ED 151 Literacies Research Honors Seminar

ED 167 Identities and Education Honors Seminar

PSYC 35 Social Psychology

PSYC 39 Developmental Psychology

PSYC 41 Children at Risk

PSYC 50 Developmental Psychopathology

PSYC 55 Family Systems Theory and Psychological Change

PSYC 135 Advanced Topics in Social and Cultural Psychology

COURSES

ANTH B281 Language in Social Context

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH B102, ANTH H103 or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Child and Family Studies; Peace, Justice and Human Rights
Crosslisting(s): LING-B281
Units: 1.0
Instructor(s):Weidman,A.
(Fall 2015)

ANTH B312 Anthropology of Reproduction

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH 102 or permission of instructor.
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

EDUC B200 Critical Issues in Education

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit).
Approach: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Child and Family Studies
Units: 1.0
Instructor(s):Lesnick,A.
(Spring 2016)

EDUC B210 Perspectives on Special Education

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies in understanding and educating all learners—those considered typical learners as well as those considered "special" learners. Students will learn more about: how students' learning profiles affect their learning in school from a functional perspective; how and why students' educational experience is affected by special education law; major issues in the field of special education; and a-typical learners, students with disabilities, and how to meet diverse student needs in a classroom. Two hours of fieldwork per week required.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
Instructor(s):Flaks,D.
(Fall 2015)

EDUC B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Praxis Program
Crosslisting(s): SOCL-B266; CITY-B266
Units: 1.0
(Not Offered 2015-2016)

EDUC B302 Practice Teaching Seminar

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.
Counts towards: Child and Family Studies
Units: 1.0
(Fall 2015)

EDUC B311 Fieldwork Seminar

Drawing on the diverse contexts in which participants complete their fieldwork, this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding his/her ongoing fieldwork and associated issues of educational practice, reform, and innovation. Five hours of fieldwork are required per week.
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935

This course will focus on the "American Girl" as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning.
Approach: Critical Interpretation (CI)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B375 Gender, Work and Family

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Crosslisting(s): SOCL-B375
Units: 1.0
(Not Offered 2015-2016)

PSYC B203 Educational Psychology

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required.
Prerequisite: PSYC B105 (Introductory Psychology)
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
Instructor(s):Cassidy,K.
(Fall 2015)

PSYC B206 Developmental Psychology

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. Prerequisite: PSYC B105 or PSYC H100
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies
Units: 1.0
Instructor(s):Albert,W.
(Fall 2015)

PSYC B209 Abnormal Psychology

This course will cover the main psychological disorders manifested by individuals as they develop across the life span. The semester will begin with an historical overview of how psychopathology has been conceptualized and treated across many centuries of Western history. The course will then review the assumptions of the major models which have been formulated to explain psychopathology: the biological, the psychodynamic, the behavioral, and the cognitive. We will begin with childhood and adolescent disorders and then cover the main disorders of adults. Among the disorders covered will be: attention deficit disorder, anorexia/bulimia, conduct disorder/antisocial personality, borderline personality disorder, anxiety disorders, psychophysiological disorders, substance abuse, depression, and schizophrenia. For each disorder, we will explore issues of classification, theories of etiology, risk and prevention factors, research on prognosis, and studies of treatment. Prerequisite: Introductory Psychology (PSYC B105 or H100).
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies; Health Studies
Units: 1.0
Instructor(s):Schulz,M.
(Fall 2015)

PSYC B250 Autism Spectrum Disorders

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105).
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies
Units: 1.0
Instructor(s):Wozniak,R.
(Spring 2016)

PSYC B322 Culture and Development

This course focuses on development and enculturation within nested sets of interacting contexts (e.g. family, village, classroom/work group, peer group, culture). Topics include the nature of culture, human narrativity, acquisition of multiple literacies, and the way in which developing mind, multiple contexts, cultures, narrativity, and literacies help forge identities. Prerequisites: PSYC 105 and PSYC 206, or Permission of the Instructor
Counts towards: Child and Family Studies
Units: 1.0
(Not Offered 2015-2016)

PSYC B340 Women's Mental Health

This course will provide an overview of current research and theory related to women's mental health. We will discuss psychological phenomena and disorders that are particularly salient to and prevalent among women, why these phenomena/disorders affect women disproportionately over men, and how they may impact women's psychological and physical well-being. Psychological disorders covered will include: depression, eating disorders, dissociative identity disorder, borderline personality disorder, and chronic pain disorders. Other topics discussed will include work-family conflict for working mothers, the role of sociocultural influences on women's mental health, and mental health issues particular to women of color and to lesbian women. Prerequisite: PSYC B209 or PSYC B351 (or equivalent 200-level course).
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

PSYC B346 Pediatric Psychology

This course uses a developmental-ecological perspective to understand the psychological challenges associated with physical health issues in children. The course explores how different environments support the development of children who sustain illness or injury and will cover topics including: prevention, coping, adherence to medical regimens, and pain management. The course will consider the ways in which cultural beliefs and values shape medical experiences. Suggested Preparations: PSYC B206 highly recommended.
Counts towards: Child and Family Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

PSYC B350 Developmental Cognitive Disorders

This course uses a developmental and neuropsychological framework to study major development cognitive disorders manifested by children and adolescents, such as language delay/impairment, specific reading disability, math disability, nonverbal learning disability, intellectual disability, executive function disorder, autism, and traumatic brain injury.

Cognitive disorders are viewed in the context of the normal development of language, memory, attention, reading, quantitative abilities, and executive functions. Students enrolled in the course will learn about the assessment, classification, outcome, remediation, and education of the major cognitive disorders manifested by children and adolescents. Students will participate in a course-related Praxis placement approximately 3 - 4 hours a week.
Counts towards: Child and Family Studies; Neuroscience; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

PSYC B351 Developmental Psychopathology

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy .Prerequisite: PSYC 206 or 209.
Counts towards: Child and Family Studies; Health Studies; Neuroscience
Units: 1.0
Instructor(s):Rescorla,L.
(Spring 2016)

SOCL B201 The Study of Gender in Society

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s):Nolan,B.
(Fall 2015)

SOCL B217 The Family in Social Context

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

SOCL B225 Women in Society

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s):Montes,V.
(Spring 2016)

SOCL B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Praxis Program
Crosslisting(s): EDUC-B266; CITY-B266
Units: 1.0
(Not Offered 2015-2016)

SOWK B575 Global Public Health

This course will use three overarching concepts of globalization, social justice and community to help students to define and explore the idea of public health and to decide for themselves where responsibilities for the public health lie. The first half of the course will have a global focus with an exploration of the evolution of some public health policy infrastructures in parts of Africa, India, the former Soviet Union and the United States. The second half will focus on the attempts of the United States to manage the public health through an exploration of examples of federal health legislation and the populations that they are intended to address. Major health legislation includes: soldiers’ and veterans’ benefits, Maternal and Child Health, Medicaid, Medicare, and laws related to the protection of the frail elderly. The subject of HIV/AIDS will be used to review all of the concepts and issues of the course.
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

Students may complete a major or minor in Classical and Near Eastern Archaeology.

Faculty

Mehmet-Ali Ataç, Associate Professor of Classical and Near Eastern Archaeology

Alice Donohue, Rhys Carpenter Professor of Classical and Near Eastern Archaeology (on leave semesters I and II)

Astrid Lindenlauf, Associate Professor of Classical and Near Eastern Archaeology

Peter Magee, Chair and Professor of Classical and Near Eastern Archaeology

Daniel Tober, Mellon Postdoctoral Fellow in the Humanities and Humanistic Studies

James Wright, Professor of Classical and Near Eastern Archaeology (on leave semesters I and II)

The curriculum of the department focuses on the cultures of the Mediterranean regions and the Near East in antiquity. Courses treat aspects of society and material culture of these civilizations as well as issues of theory, method, and interpretation.

Major Requirements

The major requires a minimum of 10 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt (either ARCH 101 or 104) and ancient Greece and Rome (ARCH 102), and two semesters of the senior conference. At least two upper-level courses should be distributed between Classical and Near Eastern subjects. Additional requirements are determined in consultation with the major advisor. Additional coursework in allied subjects may be presented for major credit but must be approved in writing by the major advisor; such courses are offered in the Departments of Anthropology, Geology, Greek, Latin and Classical Studies, Growth and Structure of Cities, and History of Art. In consultation with the major advisor, one course taken in study abroad may be accepted for credit in the major.

The writing requirement for the major consists of two one-semester Writing Attentive courses offered within the department.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major advisor in the spring semester of the sophomore year, at which time a written plan will be designed. Students considering majoring in the department are encouraged to take the introductory courses (ARCH 101 or 104 and 102) early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in study abroad during the junior year are strongly advised to seek assistance in planning their major early in their sophomore year.

Minor Requirements

The minor requires six courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt and ancient Greece and Rome, in addition to four other courses selected in consultation with the major advisor.

Concentration in Geoarcheology

The Departments of Anthropology, Classical and Near Eastern Archaeology, and Geology offer a concentration in geoarchaeology for existing majors in these departments. Please consult with Professor Magee regarding this program. Please note that these requirements are separate from those for the major and cannot be double counted.

Requirements for the concentration:

- Two 100-level units from Anthropology, Classical and Near Eastern Archaeology (including ARCH 135, a half-credit course) or Geology, of which one must be from the department outside the student's major.
- ANTH/ARCH/GEOL 270: Geoarchaeology (Magee, Barber).
- BIOL/ARCH/GEOL 328: Geospatial Data Analysis and GIS (staff).
- Two elective courses, to be chosen in consultation with the major advisor, from among current offerings in Anthropology, Classical and Near Eastern Archaeology and Geology. One of these two courses must be from outside the student's major. Suggested courses include but are not limited to ARCH 135 (HALF-CREDIT: Archaeological Fieldwork and Methods), ANTH 203 (Human Ecology), ANTH 220 (Methods and Theory), ARCH 330 (History of Archaeology and Theory), ANTH 225 (Paleolithic Archaeology), ANTH 240 (Traditional Technologies), ARCH 308 (Ceramic Analysis), ARCH 332 (Field Techniques), GEOL 202 (Mineralogy), GEOL 205 (Sedimentology), GEOL 310 (Geophysics), and GEOL 312 (Quaternary Climates).

Honors

Honors are granted on the basis of academic performance as demonstrated by a cumulative average of 3.5 or better in the major.

Independent Research

Majors who wish to undertake independent research, especially for researching and writing a lengthy paper, must arrange with a professor who is willing to advise them, and consult with the major advisor. Such research normally would be conducted by seniors as a unit of supervised work (403), which must be approved by the advising professor before registration. Students planning to do such research should consult with professors in the department in the spring semester of their junior year or no later than the beginning of the fall semester of the senior year.

Languages

Majors who contemplate graduate study in Classical fields should incorporate Greek and Latin into their programs. Those who plan graduate work in Near Eastern or Egyptian may take appropriate ancient languages at the University of Pennsylvania, such as Middle Egyptian, Akkadian and Sumerian. Any student considering graduate study in Classical and Near Eastern archaeology should study French and German.

Study Abroad

A semester of study abroad is encouraged if the program is approved by the department. Students are encouraged to consult with faculty, since some programs the department may approve may not yet be listed at the Office of International Programs. Students who seek major credit for courses taken abroad must consult with the major advisor before enrolling in a program. Major credit is given on a case-by-case basis after review of the syllabus, work submitted for a grade, and a transcript. Credit will not be given for more than one course and not for courses that are ordinarily offered by the department.

Fieldwork

The department strongly encourages students to gain fieldwork experience and assists them in getting positions on field projects in North America and overseas. The department is undertaking several field projects in which undergraduates may be invited to participate.

Professor Peter Magee conducts a for-credit field school at Muweilah, al-Hamriya and Tell Abraq in the United Arab Emirates. Undergraduate and graduate students participate in this project, which usually takes place during the winter break. He sends an announcement about how to apply for a position in the fall of each year. Students who participate for credit sign up for a 403 independent study with Professor Magee.

Professor James Wright directs the Nemea Valley Archaeological Project in Greece, which has finished fieldwork and is currently under publication. Information about the archives is available through the Special Collections Department. Professor Astrid Lindenlauf is also beginning a new excavation project at the ancient Greek trading post of Naukratis in Egypt, and the opportunities for work there will expand as the project gets under way.

The department has been collaborating with Professor Asli Özyar (Ph.D., Bryn Mawr College, 1991) of Bogaziçi University in Istanbul, in the Tarsus Regional Project, Turkey, sponsored by Bogaziçi University. This is a long-term investigation of the mound at Gözlükule at Tarsus, in Cilicia, which was first excavated by Hetty Goldman, A.B. 1903.

Museum Internships

The department is awarded annually two internships by the Nicholas P. Goulandris Foundation for students to work for a month in the Museum of Cycladic Art in Athens, Greece, with an additional two weeks at an archaeological field project. This is an all-expense paid internship for which students may submit an application. An announcement inviting applications is sent in the late fall or beginning of the second semester.

Opportunities to work with the College's archaeology collections are available throughout the academic year and during the summer. Students wishing to work with the collections should consult Marianne Weldon, Collections Manager for Special Collections.

Funding for Internships and Special Projects

The department has two funds that support students for internships and special projects of their own design. One, the Elisabeth Packard Fund for internships in Art History and Archaeology is shared with the Department of the History of Art, while the other is the Anna Lerah Keys Memorial Prize. Any declared major may apply for these funds. An announcement calling for applications is sent to majors in the spring, and the awards are made at the annual college awards ceremony in April.

COURSES

ARCH B101 Introduction to Egyptian and Near Eastern Archaeology

A historical survey of the archaeology and art of the ancient Near East and Egypt.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B102 Introduction to Classical Archaeology

A historical survey of the archaeology and art of Greece, Etruria, and Rome.
Approach: Cross-Cultural Analysis (CC); Inquiry into the

Past (IP)
Units: 1.0
Instructor(s): Lindenlauf,A.
(Spring 2016)

ARCH B104 Archaeology of Agricultural and Urban Revolutions

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Geoarchaeology; Middle Eastern Studies
Crosslisting(s): CITY-B104
Units: 1.0
Instructor(s): Magee,P.
(Fall 2015)

ARCH B125 Classical Myths in Art and in the Sky

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment.
Approach: Inquiry into the Past (IP)
Crosslisting(s): HART-B125; CSTS-B125
Units: 1.0
(Not Offered 2015-2016)

ARCH B135 Focus: Archaeological Fieldwork and Methods

The fundamentals of the practice of archaeology through readings and case studies and participatory demonstrations. Case studies will be drawn from the archives of the Nemea Valley Archaeological Project and material in the College's collections. Each week there will be a 1-hour laboratory that will introduce students to a variety of fieldwork methods and forms of analysis. This is a half semester Focus course.
Approach: Inquiry into the Past (IP)
Counts towards: Geoarchaeology
Units: 0.5
Instructor(s): Lindenlauf,A.
(Fall 2015)

ARCH B136 Focus: Archaeological Science

This is a half-semester Focus course offered as an introduction to the role of science in the contemporary practice of archaeology. Although it will often be sequential to another Focus course, ARCH 135: Archaeological Fieldwork and Methods, it is a stand alone offering that will be of interest to a broad range of students. Topics covered in the course will include: radiometric dating (especially 14c), palaeo-environmental reconstruction, sedimentary analysis and geochemical provenience methodologies. This course will include a 1 hour lab.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Counts towards: Geoarchaeology
Units: 0.5
(Not Offered 2015-2016)

ARCH B137 Focus: Introduction into Principles of Preservation & Conservation

This half-unit introductory course provides insights into the fundamentals of the practices of archaeological preservation and conservation and enhances the understanding of their significance in the archaeological process. This half-course deals exclusively with excavated materials that are still on-site or have been moved to a storage facility or a museum. Materials considered in this course include architecture, textiles, and portable objects made of clay, stone, and metal. While most of the finds are from land sites, occasional references to marine material are made. Most of the material used in the hands-on sessions comes from the Special Collections. Suggested preparation: basic understanding of chemistry is helpful.
Approach: Course does not meet an Approach
Units: 0.5
Instructor(s): Weldon,M., Lindenlauf,A.
(Fall 2015)

ARCH B203 Ancient Greek Cities and Sanctuaries

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CITY-B203
Units: 1.0
(Not Offered 2015-2016)

ARCH B204 Animals in the Ancient Greek World

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as

pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Tasopoulou,E.
(Spring 2016)

ARCH B205 Greek Sculpture

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): HART-B204
Units: 1.0
Instructor(s): Tasopoulou,E.
(Fall 2015)

ARCH B206 Hellenistic and Roman Sculpture

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period, beginning with the death of Alexander the Great, that saw the transformation of the classical world through the rise of Rome and the establishment and expansion of the Roman Empire. Style, iconography, and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society, and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Crosslisting(s): HART-B206
Units: 1.0
(Not Offered 2015-2016)

ARCH B211 The Archaeology and Anthropology of Rubbish and Recycling

This course serves as an introduction to a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to the interpretation of spatial disposal patterns, the power of dirt(y waste) to create boundaries and difference, and types of recycling.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): ANTH-B211
Units: 1.0
(Not Offered 2015-2016)

ARCH B220 Araby the Blest: The Archaeology of the Arabian Peninsula from 3000 to 300 B.C.E.

A survey of the archaeology and history of the Arabian peninsula focusing on urban forms, transport, and cultures in the Arabian peninsula and Gulf and their interactions with the world from the rise of states in Mesopotamia down to the time of Alexander the Great.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

ARCH B224 Women in the Ancient Near East

A survey of the social position of women in the ancient Near East, from sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and theories of matriarchy. Case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the representation of gender in the Gilgamesh epic; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for discussion.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B226 Archaeology of Anatolia

One of the cradles of civilization, Anatolia witnessed the rise and fall of many cultures and states throughout its ancient history. This course approaches the ancient material remains of pre-classical Anatolia from the perspective of Near Eastern archaeology, examining the art, artifacts, architecture, cities, and settlements of this land from the Neolithic through the Lydian periods. Some emphasis will be on the Late Bronze Age and the Iron Age, especially phases of Hittite and Assyrian imperialism, Late Hittite states, Phrygia, and the Urartu.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Ataç,M.
(Fall 2015)

ARCH B228 The Archaeology of Iran: From the Neolithic to Alexander the Great

This course examines the archaeology of Iran from circa 6000 BC to the coming of Alexander the Great at the end of the fourth century BC. Through the course we examine the beginnings of agriculture, pastoralism and sedentary settlement in the Neolithic and Chalcolithic periods; Bronze Age interaction between Iran, Mesopotamia, south Asia and the Arabian Gulf; developments within the Iron Age; and the emergence

of the Achaemenid Empire (538-332BC).
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

ARCH B230 Archaeology and History of Ancient Egypt

A survey of the art and archaeology of ancient Egypt from the Pre-Dynastic through the Graeco-Roman periods, with special emphasis on Egypt's Empire and its outside connections, especially the Aegean and Near Eastern worlds.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B234 Picturing Women in Classical Antiquity

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HART-B234; CSTS-B234
Units: 1.0
(Not Offered 2015-2016)

ARCH B238 Land of Buddha: The Archaeology of South Asia, First Millenium B.C.E.

This course uses archaeological evidence to reconstruct social and economic life in South Asia from ca. 1200 to 0 B.C.E. We examine the roles of religion, economy and foreign trade in the establishment of powerful kingdoms and empires that characterized this region during this period.
Units: 1.0
Instructor(s): Magee,P.
(Spring 2016)

ARCH B240 Archaeology and History of Ancient Mesopotamia

A survey of the material culture of ancient Mesopotamia, modern Iraq, from the earliest phases of state formation (circa 3500 B.C.E.) through the Achaemenid Persian occupation of the Near East (circa 331 B.C.E.). Emphasis will be on art, artifacts, monuments, religion, kingship, and the cuneiform tradition. The survival of the cultural legacy of Mesopotamia into later ancient and Islamic traditions will also be addressed.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
Instructor(s): Ataç,M.
(Spring 2016)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Crosslisting(s): POLS-B244; HIST-B244; CITY-B244
Units: 1.0
(Not Offered 2015-2016)

ARCH B252 Pompeii

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.
Crosslisting(s): CITY-B259
Units: 1.0
Instructor(s): Tasopoulou,E.
(Spring 2016)

ARCH B254 Cleopatra

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, Cleopatra.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B255 Show and Spectacle in Ancient Greece and Rome

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CSTS-B255; HIST-B285; CITY-B260
Units: 1.0
(Not Offered 2015-2016)

ARCH B260 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CSTS-B260; CITY-B259; ANTH-B260
Units: 1.0
(Not Offered 2015-2016)

ARCH B270 Geoarchaeology

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Counts towards: Geoarchaeology
Crosslisting(s): GEOL-B270; ANTH-B270
Units: 1.0
(Not Offered 2015-2016)

ARCH B301 Greek Vase-Painting

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Lindenlauf,A.
(Spring 2016)

ARCH B304 Archaeology of Greek Religion

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.
Crosslisting(s): CSTS-B304
Units: 1.0
Instructor(s): Tasopoulou,E.
(Fall 2015)

ARCH B305 Topics in Ancient Athens

This is a topics course. Course content varies.
Major Writing Requirement: Writing Attentive
Crosslisting(s): CITY-B305
Units: 1.0
(Not Offered 2015-2016)

ARCH B308 Ceramic Analysis

Pottery is a fundamental means of establishing the relative chronology of archaeological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor.
Counts towards: Geoarchaeology
Units: 1.0
Instructor(s): Magee,P.
(Fall 2015)

ARCH B312 The Eastern Mediterranean in the Late Bronze Age

This course is focused on the artistic interconnections among Egypt, Syria, Anatolia, and the Aegean during the Late Bronze Age (ca. 1500-1200 BCE) and their Middle Bronze Age (ca. 2000-1500 BCE) background. Prerequisites: ARCH B101 or B216 or B226 or B230 or B240 or B244.
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2015-2016)

ARCH B316 Trade and Transport in the Ancient World

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.
Crosslisting(s): CITY-B316
Units: 1.0
(Not Offered 2015-2016)

ARCH B323 On the Trail of Alexander the Great

This course explores the world of Alexander the Great and the Hellenistic world on the basis of a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander's campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in classical archaeology or permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

ARCH B324 Roman Architecture

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces,structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.
Crosslisting(s): CSTS-B324; HART-B324
Units: 1.0
(Not Offered 2015-2016)

ARCH B329 Archaeology and National Imagination in Modern Greece

This course explores the link between archaeology, antiquity and the national imagination in modern Greece from the establishment of the Greek state in the early nineteenth century to present times. Drawing from a variety of disciplines, including history, archaeology, art history, sociology, anthropology, ethnography, and political science, the course examines the pivotal role of archaeology and the classical past in the construction of national Greek identity. Special emphasis is placed on the concepts of Hellenism and nationalism, the European rediscovery of Greece in the Romantic era, and the connection between classical archaeology and Philhellenism from the eighteenth to the twentieth centuries. Additional topics of study include the presence of foreign archaeological schools in Greece, the Greek perception of archaeology, the politics of display in Greek museums, and the importance and power of specific ancient sites, monuments, and events, such as the Athenian Acropolis, the Parthenon, and the Olympic Games, in the construction and preservation of Greek national identity.
Units: 1.0
(Not Offered 2015-2016)

ARCH B352 Ancient Egyptian Architecture: The New Kingdom

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with. Prerequisites: ARCH B101 or B230 or B244.
Units: 1.0
Instructor(s): Ataç,M.
(Spring 2016)

ARCH B359 Topics in Classical Art and Archaeology

This is a topics course. Course content varies. Prerequisites: 200-level coursework in some aspect of classical or related cultures, archeology or art history.
Crosslisting(s): HART-B358; CSTS-B359
Units: 1.0
(Not Offered 2015-2016)

ARCH B398 Senior Seminar

A weekly seminar on topics to be determined with assigned readings and oral and written reports.
Units: 1.0
Instructor(s): Lindenlauf,A.
(Fall 2015)

ARCH B399 Senior Seminar

A weekly seminar on common topics with assigned readings and oral and written reports.
Units: 1.0
Instructor(s): Ataç,M.
(Spring 2016)

ARCH B403 Supervised Work

Supervised Work
Units: 1.0
(Fall 2015, Spring 2016)

ARCH B501 Greek Vase Painting

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.
Units: 1.0
Instructor(s): Lindenlauf,A.
(Spring 2016)

ARCH B504 Archaeology of Greek Religion

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.
Units: 1.0
Instructor(s): Tasopoulou,E.
(Fall 2015)

ARCH B505 Topics in Ancient Athens

This is a topics course. Topics vary. Previous topics include: Monuments and Art, Acropolis
Units: 1.0
(Not Offered 2015-2016)

ARCH B508 Ceramic Analysis

Pottery is fundamental for establishing the relative chronology of archaeological sites and past human behavior. Included are theories, methods and techniques of pottery description, analysis, and interpretation. Topics are typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory in the collections.
Units: 1.0
Instructor(s): Magee,P.
(Fall 2015)

ARCH B516 Trade and Transport in the Ancient World

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.
Units: 1.0
(Not Offered 2015-2016)

ARCH B529 Archaeology and National Imagination in Modern Greece

This course explores the link between archaeology, antiquity and the national imagination in modern Greece from the establishment of the Greek state in the early nineteenth century to present times. Drawing from a variety of disciplines, including history, archaeology, art history, sociology, anthropology, ethnography, and political science, the course examines the pivotal role of archaeology and the classical past in the construction of national Greek identity. Special emphasis is placed on the concepts of Hellenism and nationalism, the European rediscovery of Greece in the Romantic era, and the connection between classical archaeology and Philhellenism from the eighteenth to the twentieth centuries. Additional topics of study include the presence of foreign archaeological schools in Greece, the Greek perception of archaeology, the politics of display in Greek museums, and the importance and power of specific ancient sites, monuments, and events, such as the Athenian Acropolis, the Parthenon, and the Olympic Games, in the construction and preservation of Greek national identity.
Units: 1.0
(Not Offered 2015-2016)

ARCH B552 Egyptian Architecture: New Kingdom

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with.
Units: 1.0
Instructor(s): Ataç,M.
(Spring 2016)

ARCH B570 Geoarchaeology

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.
Units: 1.0
(Not Offered 2015-2016)

ARCH B605 The Concept of Style

Style is a fundamental concern for historians of art. This seminar examines concepts of style in ancient and post-antique art historiography, focusing on the historical and intellectual contexts in which they arose. Special attention is paid to the recognition and description of style, explanations of stylistic change, and the meanings attached to style, particularly in classical and related art.
Units: 1.0
(Not Offered 2015-2016)

ARCH B608 Mediterranean Landscape Archaeology

This course explores a range of approaches to the study of landscapes that relates to core principles of the field of archaeology. It also discusses the construction of specific landscapes in the Mediterranean (e.g., gardens, sacred landscapes, and memoryscapes).
Units: 1.0
Instructor(s): Lindenlauf,A.
(Fall 2015)

ARCH B617 Herculaneum: Villa dei Papiri

The Villa of the Papyri is a 'villa suburbana' that housed a large collection of sculptures. Its reconstruction became famous as the Getty Villa. This Villa will serve as an 'exemplum' of a Roman villa to explore topics including early excavation techniques, libraries and the Epicurean philosophy, the concepts and meanings of villae, as well as the placement of statues and copy criticism
Units: 1.0
Instructor(s): Tasopoulou,E.
(Spring 2016)

ARCH B623 On the Trail of Alexander the Great

This course explores the world of Alexander the Great and the Hellenistic world based on a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander's campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in Classical Archaeology or permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

ARCH B625 Historiography of Ancient Art

Our understanding of the material culture of classical antiquity and related civilizations, including the post-antique West, rests on information and interpretive frameworks derived from ancient texts. This pro-seminar explores how the history of ancient art has been and continues to be written, with emphasis on the ancient texts, their historical and intellectual contexts, and the uses to which they have been put in a variety of historical formulations from antiquity through modern times.
Units: 1.0
(Not Offered 2015-2016)

ARCH B628 Assyria and the West: Neo-Hittite States

This seminar revolves around the art and architecture of the Neo-Hittite states of the Iron Age in Syro-Anatolia from the lens of their relations with the Neo-Assyrian Empire.
Units: 1.0
(Not Offered 2015-2016)

ARCH B634 Problems in Greek Art

A seminar dealing with current issues in the art of ancient Greece and related traditions.
Units: 1.0
(Not Offered 2015-2016)

ARCH B638 Archaeology of Assyria

A seminar focused on the art and architecture of the Neo-Assyrian Empire (883-612 BCE). Emphasis will be on the cities, palaces, and decorative programs of the major Neo-Assyrian kings.
Units: 1.0
(Not Offered 2015-2016)

ARCH B639 The Iranian Iron Age

In this course we examine the archaeology of Iran and its neighbors to the south, north and east from c. 1300 to 300 BC. Through an analysis of archaeological data, we will examine questions related to subsistence strategies, trade and the response to imperial powers. The course incorporates an examination of the archaeology of the Achaemenid Empire.
Units: 1.0
(Not Offered 2015-2016)

ARCH B643 Mortuary Practices

This seminar focuses on the mortuary practices of the ancient Greek and Macedonian worlds from the Iron Age to the end of the Hellenistic period. Special emphasis is placed on the examination of skeletal remains, funerary offerings, the art, and architecture of specific archaeological sites and on the study of various issues in the archaeology of death.
Units: 1.0
(Not Offered 2015-2016)

ARCH B654 The Archaeology of Prehistoric Arabia

In this course we examine the archaeology of prehistoric Arabia from c. 8000 to 500 BC. Particular emphasis is placed upon how the archaeological evidence illuminates social and economic structures.
Units: 1.0
Instructor(s): Magee,P.
(Spring 2016)

ARCH B669 Ancient Greece and the Near East

Approaches to the study of interconnections between Ancient Greece and the Near East, mainly in the Iron Age, with emphasis on art, architecture, and intellectual perspective.
Units: 1.0
Instructor(s): Ataç,M.
(Fall 2015)

ARCH B672 Archaeology of Rubbish

This course explores a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to understanding and interpreting spacial disposal patterns, identifying votive deposits (bothroi), and analyzing the use of dirt(y waste) in negotiating social differences.
Units: 1.0
(Not Offered 2015-2016)

ARCH B692 Archaeology of Achaemenid Era

The course explores the archaeology of the Achaemenid Empire. It will be offered in conjunction with Professor Lauren Ristvet (UPENN) and will cover the archaeology of the regions from Libya to India fro 538 to 332 BC. Students will be expected to provide presentations as well as written work.
Units: 1.0
(Not Offered 2015-2016)

ARCH B701 Supervised Work

Unit of supervised work
Units: 1.0
Instructor(s): Ataç,M., Tasopoulou,E., Magee,P., Lindenlauf,A.
(Fall 2015, Spring 2016)

COMPARATIVE LITERATURE

Students may complete a major or minor in Comparative Literature.

Co-Directors

Israel Burshatin, Professor and Co-Director of Comparative Literature (Haverford College)

Maria Cristina Quintero, Chair and Professor of Spanish, Co-Director of Comparative Literature, and Director of Romance Languages

Steering Committee

Bryn Mawr College

Elizabeth Allen, Professor of Russian and Comparative Literature on the Myra T. Cooley Lectureship in Russian

Martín Gaspar, Assistant Professor of Spanish

Jennifer Harford Vargas, Assistant Professor of English (on leave semesters I and II)

Frances (Pim) Higginson, Professor of French and Francophone Studies

Shiamin Kwa, Assistant Professor of East Asian Studies on the Jye Chu Lectureship in Chinese Studies

Hoang Nguyen, Associate Professor of English and Film Studies

Roberta Ricci, Chair and Associate Professor of Italian (on leave semesters I and II)

Azade Seyhan, Fairbank Professor in the Humanities, Chair and Professor of German and Professor of Comparative Literature

Haverford

Imke Brust, Assistant Professor of German

Roberto Castillo Sandoval, Associate Professor of Spanish & Comparative Literature

Robert Germany, Assistant Professor of Classics

Maud McInerney, Associate Professor of English

Jerry Miller, Assistant Professor of Philosophy

Deborah Roberts, Professor of Classics and Comparative Literature

Ulrich Schoenherr, Associate Professor of German and Comparative Literature

David Sedley, Associate Professor of French

Travis Zadeh, Assistant Professor of Religion

The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary

criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The structure of the program allows students to engage in such diverse areas of critical inquiry as East-West cultural relations, global censorship and human rights, diaspora studies, film history and theory, and aesthetics of modernity. Therefore, interpretive methods from other disciplines also play a role in the comparative study of literature; among these are anthropology, ethnology, philosophy, history, history of art, religion, classical studies, area studies (Africana studies, Middle Eastern studies, Latin American studies, among others), gender studies, and other arts.

Comparative Literature students are required to have a reading knowledge of at least one foreign language adequate to the advanced study of literature in that language. Some Comparative Literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in Comparative Literature should also study a second foreign language.

Major Requirements

Requirements for the Comparative Literature major are COML 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one)*—at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; COML 398: Theories and Methods in Comparative Literature and 399: Senior Seminar in Comparative Literature.

Students must further complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

*In the case of languages for which literature courses in the original language are not readily available in the Tri-Co, students may on occasion be allowed to count a course taught in English translation for which they do at least part of the reading in the original language.

Honors

Students who, in the judgment of the advisory committee, have done distinguished work in their courses and in the senior seminar will be considered for departmental honors.

Minor Requirements

Requirements for the minor are COML 200 and 398, plus four additional courses—two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

Both majors and minors are encouraged to work closely with the chairs and members of the advisory committee in shaping their programs.

NOTE: Please note that not all topics courses (B223, 299, 321, 325, 326, 340) count toward COML elective requirements. See adviser.

COURSES

COML B110 Critical Approaches to Visual Representation: Identification in the Cinema

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement. Syllabus is subject to change at instructor's discretion.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): HART-B110
Units: 1.0
Instructor(s): King,H.
(Spring 2016)

COML B200 Introduction to Comparative Literature

This course explores a variety of approaches to the comparative or transnational study of literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of storytelling and literature; texts that comment on, respond to, and rewrite other texts from different historical periods and nations; translations; and readings in critical theory.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Seyhan,A.
(Fall 2015)

COML B211 Primo Levi, the Holocaust and Its Aftermath

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): ITAL-B211; HEBR-B211
Units: 1.0
(Not Offered 2015-2016)

COML B212 Borges y sus lectores

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Crosslisting(s): SPAN-B211
Units: 1.0
Instructor(s): Sacerio-Garí,E.
(Fall 2015)

COML B213 Theory in Practice:Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B213; FREN-B213; GERM-B213; ITAL-B213; HART-B213; RUSS-B253; PHIL-B253
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

COML B214 Italy Today: New Voices, New Writers, New LiteratureItaly Today

This course, taught in English, will focus primarily on the works of the so-called “migrant writers” who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ITAL-B212
Units: 1.0
(Not Offered 2015-2016)

COML B216 Topics: Introduction to Chinese Literature

This is a topics course. Topics may vary.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): EALC-B212; HART-B214
Units: 1.0
(Not Offered 2015-2016)

COML B220 Writing the Self in the Middle Ages

What leads people to write about their lives? Do men and women present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? We shall address these questions, reading a wide range of autobiography from the Medieval period in the West, with a particular emphasis on women’s writing and on feminist critiques of autobiographical practice.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CSTS-B220
Units: 1.0
(Not Offered 2015-2016)

COML B223 Topics In German Cultural Studies

This is a topics course. Course content varies. Recent topics include Remembered Violence, Global Masculinities, and Crime and Detection in German. The current topic will be taught in English with an additional meeting for students taking the class as a German course.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): GERM-B223; HIST-B247
Units: 1.0
Instructor(s): Kenosian,D.

Fall 2015: **Remembered Violence.** As Germany was rebuilding from two world war wars and the Holocaust, its history was being redefined in an international context where non-Germans were also confronting the legacy of violent conflict with Germany. We will explore the extent to which a central feature of memory in the modern era emerges: does a common sense of history emerge from this international dialogue or does the cultural legacy of violence come out of a ongoing contest over divergent memories?

COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the

historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit.
Prerequisite: EMLY B001 or a 100-level intensive writing course.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle Eastern Studies
Crosslisting(s): GERM-B225
Units: 1.0
(Not Offered 2015-2016)

COML B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): GERM-B231; ANTH-B231
Units: 1.0
(Not Offered 2015-2016)

COML B232 Encuentros culturales en América Latina

This course introduces canonical Latin American texts through translation scenes represented in them. Arranged chronologically since the first encounters during the conquest until contemporary times, the readings trace different modulations of a constant linguistic and cultural preoccupation with translation in Latin America. Translation scenes are analyzed through close reading, and then considered as barometers for understanding the broader cultural climate. Special emphasis is placed on key notions for literary analysis and translation studies, as well as for linking the literary text with cultural, social, political, and historical processes. Prerequisites: SPAN B110 and/or B120 (previously SPAN B200/B202).
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2015-2016)

COML B234 Postcolonial Literature in English

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B234
Units: 1.0
(Not Offered 2015-2016)

COML B237 The Dictator Novel in the Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B237; SPAN-B237
Units: 1.0
(Not Offered 2015-2016)

COML B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B238; RUSS-B238; HART-B238
Units: 1.0
(Not Offered 2015-2016)

COML B239 Classical Traditions & SciFi

What might ancient classics say about the modern world? In this course we explore intersections between ancient, Greco-Roman texts and the genre that is most characteristic of the modern, technoscientific world, science fiction. Raising questions about genres and traditions; the role of the 'humanities' in relation to 'technology'; and ways of discovering and evaluating 'knowledge', we consider the possibility that, although antiquity and the present day differ, at base ancient literature has given science fiction its profound sense of wonder about the world. Texts from authors such as Sappho, Sophocles, and Plato; Lucretius, Ovid, and Apuleius; Shelley, Borges, Dick, and Eco; Le Guin, Morrison, Atwood, and Edson; Cameron, Cronenberg, and Demme; and Benjamin, Baudrillard, Haraway, and Hayles. Suggested Preparation: No prior knowledge is assumed, but some knowledge of one or more of the texts is helpful. So as to emphasize the high value of rereading, students are strongly encouraged to have read one or more of the ancient texts before the beginning of the course.
Approach: Critical Interpretation (CI)
Crosslisting(s): CSTS-B238
Units: 1.0
(Not Offered 2015-2016)

COML B240 Literary Translation Workshop

Open to creative writing students and students of literature, the syllabus includes some theoretical readings, but the emphasis is practical and analytical. Syllabus reading includes parallel translations of certain enduring literary texts (mostly poetry) as well as books and essays about the art of translation. Literary translation will be considered as a spectrum ranging from Dryden's "metaphrase" (word-for-word translation) all the way through imitation, adaptation, and reimagining. Each student will be invited to work with whatever non-English language(s) s/he has, and to select for translation short works of poetry, prose, or drama. The course will include class visits by working literary translators. The Italian verbs for "to translate" and "to betray" sound almost alike; throughout, the course concerns the impossibility and importance of literary translation.
Approach: Critical Interpretation (CI)
Crosslisting(s): ARTW-B240
Units: 1.0
(Not Offered 2015-2016)

COML B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Course content varies. Taught in English.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): GERM-B245; CITY-B245
Units: 1.0
(Not Offered 2015-2016)

COML B260 Ariel/Calibán y el discurso americano

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B260
Units: 1.0
(Not Offered 2015-2016)

COML B266 Travel and Transgression

Examines ancient and medieval travel literature, exploring movement and cultural exchange, from otherworld odysseys and religious pilgrimages to trade expeditions and explorations across the Atlantic. Mercantile documents, maps, pilgrim's logbooks, and theoretical and anthropological discussions of place, colonization, and identity-formation will supplement our literary analysis. Emphasizes how those of the Middle Ages understood encounters with "alien" cultures, symbolic representations of space, and the development of national identities, exploring their influence on contemporary debates surrounding racial, cultural, religious, and national boundaries.
Crosslisting(s): ENGL-B266
Units: 1.0
(Not Offered 2015-2016)

COML B269 Ecologies of Theater: Performance, Play, and Landscape

Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer. Through readings in contemporary drama and performance and through the construction and evaluation performances, the class will explore the relationship between human beings and the environments they imagine, and will study the ways in which those relationships impact how we think about our relationship to the world in which we live. The course will culminate in a series of public performances.
Crosslisting(s): ARTT-B270
Units: 1.0
(Not Offered 2015-2016)

COML B271 Litertura y delincuencia: explorando la novela picaresca

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class.
Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B270
Units: 1.0
(Not Offered 2015-2016)

COML B274 From Myth to Modern Cinema

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.
Approach: Critical Interpretation (CI)
Crosslisting(s): CSTS-B274
Units: 1.0
(Not Offered 2015-2016)

COML B279 Introduction to African Literature

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years,

this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's Anthills of the Savannah, Ayi Kwei Armah's Fragments, Mariama Bâ's Si Longe une Lettre, Tsitsi Danga-rembga's Nervous Conditions, Bessie Head's Maru, Sembène Ousmane's Xala, plays by Wole Soyinka and his Burden of History, The Muse of Forgiveness and Ngugi wa Thiong'o's A Grain of Wheat. We will address the "transliteration" of Christian and Muslim languages and theologies in these works.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Crosslisting(s): ENGL-B279
Units: 1.0
(Not Offered 2015-2016)

COML B293 The Play of Interpretation

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Crosslisting(s): PHIL-B293; ENGL-B292
Units: 1.0
Instructor(s): Seyhan,A.
(Spring 2016)

COML B302 Le printemps de la parole féminine: femmes écrivains des débuts

This study of selected women authors from the Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Marie de France, the trobairitz, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): FREN-B302
Units: 1.0
(Not Offered 2015-2016)

COML B306 Film Theory

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).
Counts towards: Film Studies
Crosslisting(s): HART-B306; ENGL-B306
Units: 1.0
Instructor(s): King,H.
(Fall 2015)

COML B308 Teatro del Siglo de Oro: negociaciones de clase, género y poder

A study of the dramatic theory and practice of 16th- and 17th-century Spain. Topics include the treatment of honor, historical self-fashioning and the politics of the corrales, and palace theater. Prerequisite: at least one SPAN 200-level course.
Crosslisting(s): SPAN-B308
Units: 1.0
(Not Offered 2015-2016)

COML B310 Detective Fiction

In English. This course explores the Italian "giallo" (detective fiction), today one of the most successful literary genres among Italian readers and authors alike. Through a comparative perspective, the course will analyze not only the inter-relationship between this popular genre and "high literature," but also the role of detective fiction as a mirror of social anxieties. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian.
Suggested Preparation: One literature course at the 200 level.
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): ITAL-B310
Units: 1.0
(Not Offered 2015-2016)

COML B311 The Myth of Venice (1800-2000)

The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A

journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. Suggested Preparation: At least two 200-level literature courses.
Counts towards: Film Studies
Crosslisting(s): ITAL-B311
Units: 1.0
Instructor(s): Monserrati,M.
(Spring 2016)

COML B312 Crimen y detectives en la narrativa hispánica contemporánea

An analysis of the rise of the hard-boiled genre in contemporary Hispanic narrative and its contrast to classic detective fiction, as a context for understanding contemporary Spanish and Latin American culture. Discussion of pertinent theoretical implications and the social and political factors that contributed to the genre's evolution and popularity. This course will be given in conjunction with Cities 229. Prerequisite: at least one SPAN 200-level course.
Crosslisting(s): SPAN-B311
Units: 1.0
(Not Offered 2015-2016)

COML B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): GERM-B321; CITY-B319
Units: 1.0
(Not Offered 2015-2016)

COML B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 110 and/or 120 and at least one other Spanish course at a 200-level, or received permission from instructor.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B322
Units: 1.0
(Not Offered 2015-2016)

COML B323 Culture and Interpretation

This course will discuss these questions. What are the aims of interpretation? Must we assume that, for cultural objects—like artworks, music, or literature—there must be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? What is the role of a creator's intentions in fixing upon admissible interpretations? Does interpretation affect the identity of the object of interpretation? If an object of interpretation exists independently of interpretive practice, must it answer to only one right interpretation? In turn, if an object of interpretation is constituted by interpretive practice, must it answer to more than one right interpretation? This course encourages active discussions of these questions.
Major Writing Requirement: Writing Intensive
Counts towards: International Studies
Crosslisting(s): PHIL-B323
Units: 1.0
(Not Offered 2015-2016)

COML B325 Etudes avancées

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. The seminar topic rotates among many subjects: La Révolution frantaise: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours.
Crosslisting(s): FREN-B325
Units: 1.0
Instructor(s): Mahuzier,B.

Fall 2015, Spring 2016: **Ecrire la Grande Guerre**.

COML B332 Novelas de las Américas

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B332; ENGL-B332
Units: 1.0
(Not Offered 2015-2016)

COML B340 Topics in Baroque Art

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HART-B340
Units: 1.0
(Not Offered 2015-2016)

COML B345 Topics in Narrative Theory

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B345
Units: 1.0
(Not Offered 2015-2016)

COML B350 Voix médiévales et échos modernes

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Included are texts and films by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, Gracq, and Yourcenar.
Crosslisting(s): FREN-B350
Units: 1.0
Instructor(s): Armstrong,G.
(Spring 2016)

COML B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ENGL-B365; POLS-B365; PHIL-B365
Units: 1.0
(Not Offered 2015-2016)

COML B375 Interpreting Mythology

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.
Crosslisting(s): CSTS-B375
Units: 1.0
Instructor(s): Edmonds,R.
(Fall 2015)

COML B381 Post-Apartheid Literature

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers which explore the complexities of life in "the new South Africa." Several films emphasize the minefield of post-apartheid reconciliation and accountability.
Crosslisting(s): ENGL-B381
Units: 1.0
(Not Offered 2015-2016)

COML B388 Contemporary African Fiction

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.
Counts towards: Africana Studies
Crosslisting(s): ENGL-B388
Units: 1.0
(Not Offered 2015-2016)

COML B398 Theories and Methods in Comparative Literature

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context.
Units: 1.0
(Not Offered 2015-2016)

COML B399 Senior Seminar in Comparative Literature

Thesis writing seminar. Research methods.
Units: 1.0
Instructor(s): Quintero,M.
(Spring 2016)

COML B403 Supervised Work

Units: 1.0
(Fall 2015)

COMPUTER SCIENCE

Students may complete a major or minor in Computer Science or a minor in Computational Methods.

Faculty

Douglas Blank, Associate Professor of Computer Science

Deepak Kumar, Professor of Computer Science (on leave semesters I and II)

Jia Tao, Visiting Assistant Professor of Computer Science

Dianna Xu, Chair and Associate Professor of Computer Science

Computer Science is the science of computer algorithms—their theory, analysis, design and implementation. As such it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines. The department at Bryn Mawr is founded on the belief that Computer Science should transcend from being a subfield of mathematics and engineering and play a broader role in all forms of human inquiry.

The Computer Science Department is supported jointly by faculty at both Bryn Mawr and Haverford Colleges. The department welcomes students who wish to pursue a major in Computer Science. Additionally, the department also offers a minor in Computer Science, a concentration in Computer Science (at Haverford College) and a minor in Computational Methods (at Bryn Mawr College). The department also strives to facilitate double majors and evolving interdisciplinary majors. Students can further specialize their majors by selecting elective courses that focus on specific disciplinary tracks or pathways within the discipline.

All majors, minors and concentrations offered by the department emphasize foundations and basic principles of information science with the goal of providing students with skills that transcend short-term trends in computer hardware and software.

Major in Computer Science

Students are encouraged to prepare a major course plan in consultation with their academic adviser in Computer Science. The requirements for a major in computer science are three introductory courses (CMSC 110, 206 and 231), three core courses (two of CMSC 240, 245, 246 and one of CMSC 330, 340 or 345), six electives of a student's choosing and a senior thesis. Additionally, all Computer Science majors must take CMSC B330, a writing intensive course, to fulfill the writing requirement.

Students can specialize in specific disciplinary tracks or pathways by carefully choosing their elective courses. Such pathways can enable specialization in areas such as: computational theory, computer systems, computer graphics, computational geometry, artificial intelligence, information visualization, computational linguistics, cognitive science, etc. Students should ensure that they have completed at least three courses in computer science by the end of their sophomore year (we highly recommend CMSC 110, 206 and 231).

Minor in Computer Science

Students in any major are encouraged to complete a minor in computer science. Completing a minor in computer science enables students to pursue graduate studies in computer science, in addition to their own major. The requirements for a minor in computer science at Bryn Mawr are CMSC 110, 206, 231, any two of CMSC 240, 245, 246, 330, 340 or 345, and one elective chosen from any course in computer science, approved by the student's adviser in computer science. As mentioned above, these requirements can be combined with any major, depending on the student's interest and preparation.

Minor in Computational Methods

This minor is designed to enable students majoring in any discipline to learn computational methods and applications in their major area of study. The requirements for a minor in computational methods are CMSC 110, 206, 231; one of CMSC 225, 245, 246, 310, 312, 330, 340 or 361; any two computational courses depending on a student's major and interests (there are over 35 such courses to choose from in various departments).

Students can declare a minor at the end of their sophomore year or soon after. Students should prepare a course plan and have it approved by at least two faculty advisers. Students minoring in computational methods are encouraged to propose senior projects/theses that involve the application of computational modeling in their major field of study.

COURSES

CMSC B110 Introduction to Computing

The course is an introduction to computing: how we can describe and solve problems using a computer. Students will learn how to write algorithms, manipulate data, and design programs to make computers useful tools as well as mediums of creativity. Contemporary, diverse examples of computing in a modern context will be used, with particular focus on graphics and visual media. The Processing/Java programming language will be used in lectures, class examples and weekly programming projects, where students will learn and master fundamental computer programming principals.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Blank,D., Xu,D., Tao,J.
(Fall 2015, Spring 2016)

CMSC B201 Physical Computing

Physical Computing is the study of the integration of computing (software and hardware) into the traditionally non-digital world. This often includes the use of an embedded, low-cost microcomputer with sensors and actuators (such as motors) to build an interface between the physical, analog world with the digital world. This course explores all levels of computing, from the low-level software and electronics, to the higher-level to application development and use of computing in society. Of special interest is that DIY technology that empowers individuals via creative physical computing devices and uses. Prerequisite or Corequisite: CS110 Introduction to Computing (or equivalent); or approval from instructor.
Approach: Quantitative Methods (QM)
Units: 0.5
(Not Offered 2015-2016)

CMSC B202 Mobile Computing

Mobile Computing is the study of the human-computer interaction between non-expert computer users and low-cost, richly-connected mobile devices controlled by software “apps.” Because the user is considered to be non-expert, mobile computing has driven the development of intuitive interfaces (such as touch-based screens). Because the the device is small, relatively inexpensive, and richly connected (with computer servers and other mobile users), mobile computing has driven the development of novel apps, especially those involving non-centralized, distributed use (such as geo-tagging, microblogging, and interactive games). This course will explore these apps (including user interface design), networks (including security), and devices (including smart phones, PDAs, tablet computers, wearable computers, and “carputers”). We will also explore the interaction of software development, networking, and the mobile device especially in those areas of “disruptive technologies.” Prerequisite or Corequisite: CS110 Introduction to Computing (or equivalent); or approval from instructor.
Approach: Quantitative Methods (QM)
Units: 0.5
(Not Offered 2015-2016)

CMSC B206 Introduction to Data Structures

Introduction to the fundamental algorithms and data structures using Java. Topics include: Object-Oriented programming, program design, fundamental data structures and complexity analysis. In particular, searching, sorting, the design and implementation of linked lists, stacks, queues, trees and hash maps and all corresponding complexity analysis. In addition, students will also become familiar with Java’s built-in data structures and how to use them, and acquire competency using the shell, commandline scripting and a debugger without any IDE. Prerequisites: CMSC B110 or H105, or permission of instructor.
Approach: Quantitative Methods (QM); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Blank,D., Tao,J.
(Fall 2015, Spring 2016)

CMSC B231 Discrete Mathematics

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory. Co-requisites: CMSC B110 or H105.
Approach: Quantitative Methods (QM)
Crosslisting(s): MATH-B231
Units: 1.0
Instructor(s): Xu,D.
(Spring 2016)

CMSC B240 Principles of Computer Organization

A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: CMSC B206 or H106 and CMSC B231
Units: 1.0
Instructor(s): Blank,D.
(Fall 2015)

CMSC B246 Programming Paradigms

A more advanced programming course using C/C++. Topics include memory management, system and low-level programming as well as design and implementation of additional data structures and algorithms, including priority queues, graphs and advanced trees (space-partitioning and application-specific trees). In addition, students will be introduced to C++’s STL. There will be emphasis on more significant programming assignments, and in connection to that, program design and other fundamental software engineering principals. Make file and GDB will be used at least in the first half. Prerequisite: CMSC B206 or H106, and CMSC B231, or permission of instructor.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Tao,J.
(Spring 2016)

CMSC B310 Computational Geometry

A study of algorithms and mathematical theories that focus on solving geometric problems in computing, which arise naturally from a variety of disciplines such as Computer Graphics, Computer Aided Geometric Design, Computer Vision, Robotics and Visualization. The materials covered sit at the intersection of pure Mathematics and application-driven Computer Science and efforts will be made to accommodate Math majors and Computer Science majors of varying math/computational backgrounds. Topics include: graph theory, triangulation, convex hulls, geometric structures such as Voronoi diagrams and Delaunay triangulations, as well as curves and polyhedra surface topology. Prerequisite: CMSC B231/ MATH B231.
Approach: Quantitative Readiness Required (QR)
Units: 1.0
Instructor(s): Xu,D.
(Fall 2015)

CMSC B312 Computer Graphics

An introduction to the fundamental principles of computer graphics: including 3D modeling, rendering, and animation. Topics cover: 2D and 3D transformations; rendering techniques; geometric algorithms; 3D object models (surface and volume); visible surface algorithms; shading and mapping; ray tracing; and select others. Prerequisites: CMSC/ MATH B231, CMSC B246 and MATH B203 or H215, or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

CMSC B325 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206 , or H106 and CMSC 231 or permission of instructor.
Counts towards: Neuroscience
Crosslisting(s): PHIL-B324; LING-B325
Units: 1.0
(Not Offered 2015-2016)

CMSC B330 Algorithms: Design and Practice

This course examines the applications of algorithms to the accomplishments of various programming tasks. The focus will be on understanding of problem-solving methods, along with the construction of algorithms, rather than emphasizing formal proving methodologies. Topics include divide and conquer, approximations for NP-Complete problems, data mining and parallel algorithms. Prerequisites: CMSC B206 or H106 and B231.
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Tao,J.
(Spring 2016)

CMSC B355 Operating Systems

A practical introduction to modern operating systems, using case studies from UNIX, MSDOS and the Macintosh. Topics include computer and OS structures, process and thread management, process synchronization and communication, resource allocations, memory management, file systems, and select examples in protection and security. Prerequisite: CMSC B246 or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

CMSC B361 Emergence

A multidisciplinary exploration of the interactions underlying both real and simulated systems, such as ant colonies, economies, brains, earthquakes, biological evolution, artificial evolution, computers, and life. These emergent systems are often characterized by simple, local interactions that collectively produce global phenomena not apparent in the local interactions. Prerequisite: CMSC 206 or H106 and CMSC 231 or permission of instructor.
Counts towards: Neuroscience
Crosslisting(s): BIOL-B361
Units: 1.0
(Not Offered 2015-2016)

CMSC B371 Cognitive Science

Cognitive science is the interdisciplinary study of intelligence in mechanical and organic systems. In this introductory course, we examine many topics from computer science, linguistics, neuroscience, mathematics, philosophy, and psychology. Can a computer be intelligent? How do neurons give rise to thinking? What is consciousness? These are some of the questions we will examine. No prior knowledge or experience with any of the subfields is assumed or necessary. Prerequisite: CMSC B206 or H106 and CMSC B231 or permission of instructor.
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

CMSC B372 Artificial Intelligence

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to “intelligence” when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. Prerequisites: CMSC B206 or H106 and CMSC B231.
Counts towards: Neuroscience
Crosslisting(s): PHIL-B372
Units: 1.0
(Not Offered 2015-2016)

CMSC B380 Recent Advances in Computer Science

This is a topics course. Course content varies. Prerequisite: CMSC B206 or H106 and MATH B203 or H215, Co-requisite: CMSC B231, or permission of instructor
Units: 1.0
(Not Offered 2015-2016)

CMSC B399 Senior Conference

An independent project in computer science culminating in a written report/thesis and oral presentation. Class discussions of work in progress and oral and written presentations of research results will be emphasized. Required for all computer science majors in the spring semester of their senior year.
Units: 1.0
(Spring 2016)

CMSC B403 Supervised Work/Independent Study

Units: 1.0
(Fall 2015, Spring 2016)

EAST ASIAN LANGUAGES AND CULTURES

Students may complete a major in East Asian Languages and Cultures, a minor in Chinese language or Japanese language, or a (non-language) minor in East Asian Studies.

Faculty

Fangyi Cheng, Instructor

Tz'u Chiang, Senior Lecturer in East Asian Studies

Yonglin Jiang, Chair and Associate Professor of East Asian Studies (on leave semester I)

Shiamin Kwa, Assistant Professor on the Jye Chu Lectureship in Chinese Studies

Changchun Zhang, Instructor of Chinese

The Bi-College Department of East Asian Languages and Cultures (EALC) links rigorous language training to the study of East Asian, particularly Chinese and Japanese, culture and society. In addition to our intensive programs in Chinese and Japanese languages, departmental faculty offer courses in East Asian literature, religion, film, art and visual culture, and social and intellectual history. The intellectual orientation of the Department of East Asian Languages and Cultures is centered on primary textual and visual sources; that is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of a wide range of literary and historical texts (in translation and in the original), images, film, and scholarly books and articles. All students wishing to specialize in this humanistic approach to the study of China, Japan, and East Asia more generally are encouraged to consider the EALC major. We also work closely with affiliated faculty in the Bi-Co and Tri-Co community who approach East Asia from the perspective of such social science disciplines as anthropology, economics, political science, sociology and the growth and structure of cities, as well as with faculty in history, music, religion and philosophy. Our majors are encouraged to take advantage of these programs to supplement their EALC coursework. Most courses in the major, though, will be taken within the department itself. We also offer an EALC minor, described more fully below.

East Asian Languages and Culture Major Requirements

I. THE LANGUAGE REQUIREMENT (2 UNITS)

EALC majors are required to demonstrate third-year-level competence in Chinese or Japanese, either by passing a placement assessment or completing the relevant third-year course (that is, CNSE 101-102 or JNSE 101-102). Korean language instruction is offered at the University of Pennsylvania, but does not count towards the Bi-Co EALC major.

II. THREE (3) CORE COURSES (3 UNITS), REQUIRED OF ALL MAJORS:

Beyond demonstrating language competence, EALC majors are required to take THREE core courses from the following array of courses:

- One 100-level course on China from among 110 (Introduction to Chinese Lit.), 120 (Individual and Society in China), or 131 (Chinese Civ.); and
- One 100-level course on Japan from among 132 (Japanese Civ) or a variety of new 100-level courses on Japan currently in development.
- EALC 200: Methods and Approaches to East Asian Cultures (fulfills the Writing Intensive Major Requirement)
- EALC 200 is required of all EALC majors and minors. Majors are urged to take 200 in the Spring of their sophomore year; minors may take it during their junior or senior year. Please note that EALC 200 serves as the designated departmental Writing Intensive course (30 pages of writing), now required of all departments by Bryn Mawr. Students must earn a grade of 2.0 or higher to continue in the major and be eligible to write a senior thesis.

III. THREE (3) DEPARTMENTAL ELECTIVE COURSES (3 UNITS)

In addition, majors must take THREE additional non-language courses offered by members of the Bi-Co EALC Department (Glassman, Jiang, Kwa, Schoneveld, Smith). On signing up for the major, students should work with the departmental co-chair on their campus to select courses that are intellectually complementary. The Departmental Elective Courses cannot be satisfied by courses outside the department, or by courses taken abroad. At least one of these three courses must be at the 300 level.

IV. TWO NON-DEPARTMENTAL COURSES RELATED TO EAST ASIA (2 UNITS)

In order to encourage a sampling of approaches to East Asia beyond EALC or the Bi-Co community, students are required to take two courses related to East Asia from the wider array of courses offered outside the Department and/or from Study Abroad courses approved by their advisor, at least one of which must be at the 300 level. These courses may not substitute for the three Core and three elective courses offered by the EALC faculty.

V. THE SENIOR THESIS (1 UNIT)

Finally, students are required to complete a senior thesis (EALC 398, 1 credit). Although the majority of the thesis will be done in the Fall semester, the final draft will be completed and formally presented early in the Spring

semester.

VI. PLACEMENT TESTS, STUDY ABROAD, AND THE EALC MINOR

Placement Tests

Placement tests for first-time students at all levels are conducted by the two language programs, respectively, in the week before classes start in the fall semester. To qualify for third-year language courses students need to finish Second-year courses with a score of 3.0 or above in all four areas of training: Listening, speaking, reading, and writing. In the event that students do not meet the minimum grade at the conclusion of Second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision. They must take a placement test before starting Third-year language study in the fall. (Similarly, students who do not finish Third-year with a score at or higher than 3.0 in any of the four areas must also take a placement exam before entering Fourth-year.)

Study Abroad

The Department of East Asian Languages and Cultures strongly recommends study abroad to maximize language proficiency and cultural familiarity. Formal approval is required by the study abroad adviser prior to the student's travel. Without this approval, credit for courses taken abroad may not be accepted by the EALC Department. If studying abroad is not practical, students may consider attending certain intensive summer schools approved by the EALC Department. These plans must be worked out in concert with the department's study abroad adviser and the student's dean.

The Minors

The EALC Department certifies three minors: Chinese language (Advisor: Shizhe Huang), Japanese language (Advisor: Tetsuya Sato), and East Asian Languages and Cultures (Advisors: EALC co-chairs). The two language minors both require six language courses, and may be fulfilled concurrently with the EALC major. The EALC minor requires six courses, all of which must be taken from among courses offered by the EALC departmental faculty; the mix must include EALC 200 and one 300-level course. Minors with a focus on other aspects of East Asia will be served by the Global Asia concentration, currently under discussion.

COURSES

EALC B110 Intro to Chinese Literature (in English)

Students will study a wide range of texts from the beginnings through the Qing dynasty. The course focuses on the genres of poetry, prose, fiction and drama, and considers how both the forms and their content overlap and interact. Taught in English.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Kwa,S.
(Fall 2015)

EALC B131 Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): HIST-B131
Units: 1.0
Instructor(s): Jiang,Y.
(Spring 2016)

EALC B212 Topics: Introduction to Chinese Literature

This is a topics course. Topics may vary.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): HART-B214; COML-B216
Units: 1.0
(Not Offered 2015-2016)

EALC B225 Topics in Modern Chinese Literature

This a topics course. This course explores modern China from the early 20th century to the present through its literature, art and films, reading them as commentaries of their own time. Topics vary.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
Instructor(s): Kwa,S.

Spring 2016: **100 Years of Chinese Fiction**: This is a writing intensive course, student should have a demonstrated knowledge of Chinese history. Course taught in English.

EALC B240 Topics in Chinese Film

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
Instructor(s): Kwa,S.

Fall 2015: **The Films of Wong Kar-wai**. The course will focus on all of the full-length feature films of Hong Kong director Wong Karwai, beginning with the 1988 film As Tears Go By and ending with the 2013 film The Grandmaster. Some topics that will be discussed include translation; brotherhoods, violence and criminality; nostalgia; the use of music; dystopia; translingualism; post-colonialism; and post-humanism.

EALC B260 The History and Rhetoric of Buddhist Meditation

While Buddhist meditation is often seen as a neutral technology, free of ties to any one spiritual path or worldview, we will examine the practice through the cosmological and soteriological contexts that gave rise to it. This course examines a great variety of discourses surrounding meditation in traditional Buddhist texts.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

EALC B263 The Chinese Revolution

Places the causes and consequences of the 20th century revolutions in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): HIST-B262
Units: 1.0
(Not Offered 2015-2016)

EALC B270 Topics in Chinese History

This is a topics course, course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Cheng,F.

Fall 2015: **History of the Silk Road**. This course takes an interdisciplinary approach to the study of Silk Road with a focus on the different cultures and peoples shaping its history. Rather than attempting another comprehensive survey, as multiple scholars have done, we will trace the lost cities along the ancient Silk Road, and focus on examining the stories told by travelers (traders, merchants, pilgrims, solders, nomads, etc.), and the decoding the messages delivered by excavated artifacts. We will pay special attention to marginalized cultures and underrepresented historical actors, such as non-elite individuals and women. This course will initially utilize both visual and textual sources and discussions, and then students will help choose the paths we explore as individual short papers are developed. Short papers will base on provided readings, and may relate to any specific topics covered in class. All materials are in English.

EALC B281 Food in Translation: Theory and Practice

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (Classic of Poetry, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love."
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
Instructor(s): Kwa,S.
(Spring 2016)

EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
(Not Offered 2015-2016)

EALC B325 Topics in Chinese History and Culture

This is a topics course. Course content varies.
Crosslisting(s): HIST-B326
Units: 1.0
(Not Offered 2015-2016)

EALC B345 Topics in East Asian Culture

This is a topics course. Course contents vary.
Prerequisite: At least one course approved as an EAST core course and sophomore standing.
Units: 1.0
(Not Offered 2015-2016)

EALC B352 China's Environment

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches , and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-

Mao reforms. Prerequisite: Sophomore standing.
Counts towards: Environmental Studies
Crosslisting(s): HIST-B352
Units: 1.0
Instructor(s): Jiang,Y.
(Spring 2016)

EALC B380 Readings in Advanced Chinese

This course prepares advanced readers of Chinese for the practice of reading, translating and analyzing primary source texts in early-modern and modern Chinese literature. This class is conducted in English, and all readings and screenings are in the original language. The course assumes advanced reading knowledge of Chinese and requires successful completion of 3rd year Chinese or equivalent as a prerequisite. Majors are strongly encouraged to take this course.
Crosslisting(s): CNSE-B380
Units: 1.0
(Not Offered 2015-2016)

EALC B398 Senior Seminar

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.
Units: 0.5
Instructor(s): Kwa,S., Schoneveld,E.
(Fall 2015)

EALC B399 Senior Seminar

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors.
Units: 0.5
(Not Offered 2015-2016)

East Asian Languages

The Bi-College Chinese Program offers five years of instruction in Mandarin Chinese. First-year Chinese (CNSE001-002) and Second-year Chinese (CNSE003-004) both have master and drill sections. First-year Chinese (CNSE001-002) is a year-long course. Both semesters must be completed in order to receive credit. Advanced Chinese, offered each semester with a different topic, can be taken as Fourth- or Fifth-year Chinese, with one credit per semester, and repeated as long as the topics differ. For students with a background in Chinese, we offer CNSE007-008 after administering a placement test. Upon completion of this full year sequence, students move on to Second-year Chinese. The approved Study Abroad program for Chinese is CET. If you have any questions, please contact the Director of the Chinese Program, Shizhe Huang (shuang@haverford.edu), who also serves as the advisor for Chinese Minor.

The Bi-College Japanese Program offers four years of instruction in modern Japanese. First-year Japanese (JNSE001-002), taught at Haverford, is six hours (one hour on MWF and ninety minutes on TTh) per week; unlike Chinese language courses, there is no distinction between master and drill sections. Students should register for one of the MWF sessions and choose one of the TTh sessions. Second through Fourth-year (Advanced) Japanese (JNSE003-004, JNSE101-102, and JNSE201A/B) all meet at Haverford. The first-year and second-year courses in Japanese (JNSE001-002 and 003-004 respectively) meet five days a week. For the first-year courses, both semesters must be completed in order to obtain credit, whereas students earn credit for each semester for the second-year courses and above. If you have any questions, please contact Tetsuya Sato (tsato@haverford. edu) for clarification.

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

Chinese Language

The Bi-Co Chinese Program offers five years of instruction in Mandarin Chinese. In addition to First-Year, Second-Year, and Third-Year Chinese, we offer Advanced Chinese, which is a two-year, four-course series, covering topics such as food, music, and language in Chinese culture, as well as other contemporary topics. This curricular design maximizes our teaching resources to meet the needs of our students who, in increasing numbers, either arrive at college with multiple years of Chinese in secondary schools or who have accelerated their Chinese training by studying abroad in their junior year. We also offer a year-long course for those who have facility in speaking Chinese, but have had no or limited training in reading and writing (CNSE007-008). Upon completing CNSE007-008, this group of students will continue their training in Second-Year Chinese.

The faculty in our program are seasoned and hard-working professionals dedicated to providing rigorous training in all four areas of Chinese language studies--speaking, listening, reading, and writing, in a caring and individually tailored environment. (Both First-Year and Second-Year Chinese have mandatory weekly one-on-one sessions between students and their teachers.) We take pride in our students, as our students take pride in their achievements. One indication of their level of proficiency is that we have trained true beginners (students with no prior training or knowledge of Chinese

when they enter our program) who, in their senior year, can serve as peer tutors to our lower level students in various aspects of Chinese learning.

The Bi-Co Chinese program is nested within the Bi-Co East Asian Languages and Cultures Department. We serve EALC majors, Chinese minors, and any student who wishes to study the Chinese language. The Chinese minor is robust with many students coming from other departments, such as Economics, History, Linguistics, Anthropology, Growth and Structure of Cities, Psychology, Sociology, and other majors. We have students from the Natural Science departments in our classes and we would like to welcome more such students into our Minor.

Chinese Minor

Students who major in any discipline may minor in Chinese. A Chinese minor must do the following:

- Take six semesters of Chinese language courses in our program.
- Receive a minimum grade of 3.0 for each course.
- Attain the minimum proficiency level of Third-Year Chinese upon completion.

Language credits from the approved Study-Abroad programs such as CET are acceptable if prior approval by the director of the Chinese program is obtained. Students who have prior knowledge of the language and are placed into Second-Year or higher level Chinese courses when they enter college still have enough courses to take to complete the minor requirement, since our Advanced Chinese series can be repeated for credits as topics vary from semester to semester.

Study Abroad

Our approved Study Abroad program is CET, which has a language program in four cities in China: Beijing, which also has a Chinese Studies program, Harbin, Shanghai, and Kunming. CET is well-known for its language pledge and its rigorous implementation of this requirement. Our students have a strong reputation at CET for honoring their language pledge and therefore benefiting enormously from this practice.

Other highly regarded and rigorous study abroad programs in other Chinese speaking regions might be considered but prior approval by the director of the program is required.

COURSES

CNSE B001 Intensive First-Year Chinese

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit.
Units: 1.5
Instructor(s): Chiang,T.
(Fall 2015)

CNSE B002 Intensive First Year Chinese

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit.
Units: 1.5
Instructor(s): Chiang,T.
(Spring 2016)

CNSE B003 Second-year Chinese

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite: First-year Chinese or a passing score on the Placement Exam.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Zhang,C.
(Fall 2015)

CNSE B004 Second-Year Chinese

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite: First-year Chinese or a passing score on the Placement Exam.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Zhang,C.
(Spring 2016)

CNSE B007 First-Year Chinese Non-Intensive

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Students must place into Chinese B007 through the Chinese Language Placement exam.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Chiang,T.
(Fall 2015)

CNSE B008 First Year Chinese (Non-intensive)

This course is designed for students who have some facility in listening, speaking, reading and writing

Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week.
Prerequisite: CNSE B007
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Chiang,T.
(Spring 2016)

CNSE B380 Readings in Advanced Chinese

This course prepares advanced readers of Chinese for the practice of reading and using primary source texts in early-modern and modern Chinese literature. Students will engage in critical reading and analysis of Chinese texts in class discussion and writing assignments. Part of each class meeting will be dedicated to reading and translating from the text to discuss issues of translation and grammar. This class is conducted in English, and all readings and screenings are in the original language. The course assumes advanced reading knowledge of Chinese and requires successful completion of 3rd year Chinese as a prerequisite. Majors are strongly encouraged to take this course. Prerequisites: Successful completion of 3rd-year Chinese or equivalent.
Crosslisting(s): EALC-B380

Japanese Language

The East Asian Studies Program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the Co-Chair of East Asian studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

The Japanese Language Program offers a full undergraduate curriculum of courses in Modern Japanese. Students who will combine language study with focused work on East Asian society and culture may wish to consider the major in East Asian Studies. Information about specific study abroad opportunities can be obtained from the director.

ECONOMICS

Students may complete a major or minor in Economics.

Faculty

Julie Becher, Lecturer in Economics

Janet Ceglowski, Professor of Economics on the Harvey Wexler Chair of Economics

Margaret Ziurys Clarke, Lecturer in Economics

Camilo Dominguez, Visiting Assistant Professor in Economics

Andrew Nutting, Assistant Professor

Michael Rock, Chair and Samuel and Etta Wexler Professor of Economic History

David Ross, Associate Professor of Economics (on leave semesters I and II)

The Economics curriculum is designed to provide an understanding of economic processes and institutions and the interactions among economic, political and social structures. The curriculum helps students master the methods used by economists to analyze economic issues and it enables them to make reasoned assessments of alternative public policies in a wide range of fields.

Major Requirements

The economics major consists of 10 semester courses in economics and one semester of college-level calculus. The required courses for the economics major are:

- ECON 105 Introduction to Economics
- ECON B200 Intermediate Microeconomics
- ECON B202 Intermediate Macroeconomics
- ECON 253 Introduction to Econometrics or ECON B304 Econometrics
- A research seminar in economics (ECON 390-399) that fulfills the thesis requirement. Each seminar focuses on a specific field in economics and requires that a student has successfully completed prior coursework in that field. For example, ECON 316 or 348 is a prerequisite for ECON 396. In exceptional cases, ECON 403 Independent Research may be substituted for this requirement; this requires preapproval of the instructor and the department chair.
- At least two 300-level electives for which ECON 200 or 202 is a prerequisite
- Class of ‘17 and thereafter: At least one Writing Intensive 300-level elective

- Three additional 200- and/or 300-level economics electives
- a minimum of one semester of college-level calculus (or its equivalent)

Majors are advised to complete ECON 200, 202, and 253 during sophomore year. They must be completed by the end of junior year or before any study away. These three courses should be taken at Bryn Mawr or Haverford. The department does not grant credit for Swarthmore's intermediate microeconomics course, ECON SW011, because it is not calculus-based.

Students who earn a grade below 2.7 in ECON 105 are advised not to major in Economics.

Minor Requirements

The minor in economics consists of ECON 105; either ECON 200 or 202; either ECON 253 or 304 and three electives, one of which must have ECON 200 or 202 as a prerequisite.

A minor plan must be approved before the start of the senior year.

More Important Information for Majors and Minors

Students with questions about the Economics major or minor are encouraged to meet with an Economics faculty member.

- ECON 202 requires sophomore standing to enroll, and ECON 200 and 253 have a 200-level economics elective as a prerequisite. Thus, majors are encouraged to enroll in a 200-level economics elective in the semester after they complete ECON 105.
- Most courses offered by the Haverford economics department count toward the Bryn Mawr economics major and minor. An exception is Econ H247 (Financial and Managerial Accounting). H300 covers the same material as B200; H302 the same material as B202; and H304 the same material as B304.
- Most courses offered by the Swarthmore economics department may also be counted toward the Bryn Mawr economics major and minor; two important exceptions are SW011 (Intermediate Microeconomics), because it does not draw on the same quantitative tools and SW033 (Financial Accounting).
- Students may substitute ECON H203 or H204 for ECON 253 as a major requirement if they also take ECON 304 as an elective.
- Most of our 300-level electives assume that you have been exposed to the regression model, which is covered at some length in ECON 253 (Introduction to Econometrics), but only briefly in ECON H203 or H204 (Statistical Methods) at Haverford. Therefore, you should take ECON 253 unless you are confident you will be able to complete ECON 304 before taking one of those other 300-level courses.
- If a student has taken ECON 105 or H106, the student cannot take another introductory course elsewhere for credit.
- No more than two courses that do not have Econ 105 as a prerequisite can be counted toward an economics major or minor at Bryn Mawr.
- At least one semester of calculus (MATH 101) is a prerequisite for ECON B200, B202, and B304. Two semesters of calculus (MATH 102) are a prerequisite for ECON H300 and H302.

Honors

An economics major with a minimum GPA of 3.70 in economics, including economics courses taken in the second semester of the senior year, will graduate with honors in economics.

Advanced Placement

The department will waive the ECON 105 prerequisite for students who score a 5 on both the Microeconomics and Macroeconomics AP exams or a 6 or 7 on the Economics Higher Learning Exam of the International Baccalaureate. The waiver does not count as course credit toward the major or minor; majors and minors receiving advanced placement must still take a total of ten and six courses in economics, respectively. Students qualifying for advanced placement should see the department chair to confirm the waiver, plan their course work in economics and receive a permission number to enroll in the elective that will substitute for Econ 105.

Study Away and Transfer Credits

Planning ahead is the key to successfully balancing a semester or year away with the economics major. Students planning a semester or year away must complete the statistical methods and intermediate theory courses (200, 202 and 253) before going away and must consult with the department chair well before the application deadline for study away. If a student wants a particular course to count toward the economics major or minor, the student must obtain approval from the department chair before confirming registration at the host institution.

COURSES

ECON B105 Introduction to Economics

An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of

national income, including government spending, money and interest rates; unemployment, inflation and public policy. Prerequisites: Quantitative Readiness Required.
Approach: Quantitative Readiness Required (QR)
Units: 1.0
Instructor(s): Dominguez,C., Nutting,A., Ceglowski,J.
(Fall 2015, Spring 2016)

ECON B136 Working with Economic Data

Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts; and the economics of personal finance. Prerequisites: Quantitative Readiness Required.
Approach: Quantitative Readiness Required (QR)
Crosslisting(s): CITY-B136
Units: 1.0
(Not Offered 2015-2016)

ECON B200 Intermediate Microeconomics

Systematic development of the analytical framework economists use to explain the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisite: ECON B105, MATH B101 (or equivalent), one 200-level applied microeconomics elective.
Units: 1.0
Instructor(s): Nutting,A.
(Fall 2015)

ECON B202 Intermediate Macroeconomics

The goal of this course is to provide a thorough understanding of the behavior of the aggregate economy and the likely effects of government stabilization policies. Models of output, inflation, unemployment and interest rates are developed, along with theories of consumption, investment, economic growth, exchange rates and the trade balance. These models are used to analyze the likely macroeconomic effects of fiscal and monetary policies and to explore current macroeconomic issues and problems. Prerequisites: ECON 105, MATH B101 (or equivalent), and sophomore standing or permission of the instructor.
Units: 1.0
Instructor(s): Ceglowski,J.
(Spring 2016)

ECON B205 Financial Economics

The class covers the economics of how people working in financial markets and intermediaries solve problems associated with: 1) fund raising and 2) risk management. The course covers the emergence of financial markets in history to understand the current financial system, the economics of intertemporal choice, the measurement and management of risk in asset allocation, the capital asset pricing model, the arbitrage pricing theory, derivatives, the economics of banking, capital structure and closes with historical perspectives on financial market crises. Prerequisites: ECON B105.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Units: 1.0
(Not Offered 2015-2016)

ECON B207 Money and Banking

Analysis of the development and present organization of the financial system of the United States, focusing on the monetary and payment systems, financial markets, and financial intermediaries. May not be taken by students who have completed ECON 307. Prerequisites: ECON 105.
Units: 1.0
Instructor(s): Clarke,M.
(Fall 2015, Spring 2016)

ECON B208 Labor Economics

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates, and unemployment. Specific topics include: human capital, family decision marking, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON B105.
Units: 1.0
Instructor(s): Nutting,A.
(Spring 2016)

ECON B213 Taming the Modern Corporation

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety; environmental pollution; and truth in advertising. Prerequisite: ECON B105.
Crosslisting(s): CITY-B213
Units: 1.0
(Not Offered 2015-2016)

ECON B214 Public Finance

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.
Counts towards: Health Studies
Crosslisting(s): CITY-B214
Units: 1.0
(Not Offered 2015-2016)

ECON B215 Urban Economics

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services.
Prerequisite: ECON B105.
Crosslisting(s): CITY-B215
Units: 1.0
(Not Offered 2015-2016)

ECON B225 Economic Development

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.
Counts towards: Environmental Studies; International Studies
Crosslisting(s): CITY-B225
Units: 1.0
Instructor(s): Rock,M.
(Fall 2015)

ECON B234 Environmental Economics

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development.
Prerequisites: ECON B105.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B234
Units: 1.0
Instructor(s): Rock,M.
(Spring 2016)

ECON B236 The Economics of Globalization

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.
Counts towards: International Studies
Crosslisting(s): CITY-B238
Units: 1.0
Instructor(s): Dominguez,C.
(Fall 2015)

ECON B242 Economics of Local Environmental Programs

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basis services. Prerequisite: ECON B105.
Counts towards: Environmental Studies; Praxis Program
Crosslisting(s): CITY-B204
Units: 1.0
(Not Offered 2015-2016)

ECON B243 Economic Inequality and Government Policy Choices

This course will examine the U.S. economy and the effects of government policy choices. The class will focus on the potential trade-offs between economic efficiency and greater economic equality. Some of the issues that will be explored include tax, education, and health care policies. Different perspectives on issues will be examined. Prerequisite: ECON B105.
Crosslisting(s): CITY-B243
Units: 1.0
Instructor(s): Vartanian,T.
(Spring 2016)

ECON B253 Introduction to Econometrics

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Prerequisites: ECON B105 or H101, and H102, and a 200-level elective.
Approach: Quantitative Methods (QM)
Crosslisting(s): CITY-B206
Units: 1.0
(Fall 2015, Spring 2016)

ECON B255 Financial Markets, Crises and the Public Response

Analysis of macroeconomic financial crises and the effectiveness of alternative public responses through a variety of different perspectives including economic history, the history of economic thought, and recent developments in macroeconomic theory. May not be taken by students who have completed ECON H307.
Prerequisites: ECON B105

Approach: Quantitative Readiness Required (QR)
Units: 1.0
(Not Offered 2015-2016)

ECON B304 Econometrics

The econometric theory presented in ECON 203 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON 203 or 204 or 253; ECON 200 or both 202 and MATH 201.
Units: 1.0
Instructor(s): Dominguez,C.
(Spring 2016)

ECON B313 Industrial Organization and Public Policy

The study of the interaction of buyers, sellers and government in imperfectly competitive markets. Prerequisites: ECON 200 and ECON B253 or 304.
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2015-2016)

ECON B314 The Economics of Social Policy

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304.
Major Writing Requirement: Writing Intensive
Crosslisting(s): CITY-B314
Units: 1.0
(Not Offered 2015-2016)

ECON B316 International Macroeconomics

Examines the theory of, and current issues in, international macroeconomics and international finance. Considers the role of international factors in macroeconomic performance; policy-making in an open economy; exchange rate systems and exchange rate behavior; international financial integration; and international financial crises. Prerequisite: ECON B202; ECON 253 or 304.
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Ceglowski,J.
(Fall 2015)

ECON B322 Issues in Macroeconomics: Theory, Policy, History

Several timely issues in macroeconomic theory and policy-making are examined in depth. Possible topics include the implications of chronic deficit spending, the effectiveness of fiscal and monetary policies, growth and productivity. Prerequisites: ECON B253 or 304 and 202.
Units: 1.0
(Not Offered 2015-2016)

ECON B324 The Economics of Discrimination and Inequality

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200 or 202.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CITY-B334
Units: 1.0
Instructor(s): Nutting,A.
(Spring 2016)

ECON B331 Human Capital Accumulation and Development

Education stands at the center of a range of important policy and methodological issues in low and high income countries alike. To what extent does human capital accumulation contribute to economic growth, reduce income inequality and increase intergenerational mobility? Why do some groups in low income economies, e.g., men and children from relatively high income families, tend to accumulate more human capital than other groups, e.g., women and children of the poor? Why have governments intervened in the market for education, and what have been the efficiency and equity consequences? Prerequisites: ECON 200 and (ECON 253 or ECON 304).
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Dominguez,C.
(Fall 2015)

ECON B335 East Asian Development

Identifies the core economic and political elements of an East Asian newly industrializing economies (NIEs) development model. Assesses the performance of this development model in Northeast (China, South Korea and Taiwan) and Southeast Asia (Indonesia, Malaysia, Singapore, Thailand and Vietnam) in a comparative perspective. Considers the debate over the impact of interventionist and selective development policies associated with this model on the development successes and failures of the East Asian NIEs. Evaluates the impact of democratization in several of these polities on both the core development model identified as well as on development performance. Prerequisite:ECON 225; ECON 200 or 202; and ECON

253 or 304; or permission of instructor.
Major Writing Requirement: Writing Intensive
Crosslisting(s): CITY-B336
Units: 1.0
(Not Offered 2015-2016)

ECON B348 International Trade

Study of the major theories offered to explain international trade. Includes analyses of the effects of trade barriers (tariffs, quotas, non-tariff barriers), trade liberalization, and foreign investment by multinational corporations on growth, poverty, inequality, and the environment. Prerequisite: ECON B200.
Units: 1.0
(Not Offered 2015-2016)

ECON B385 Democracy and Development

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.
Counts towards: International Studies; Peace, Justice and Human Rights
Crosslisting(s): POLS-B385
Units: 1.0
(Not Offered 2015-2016)

ECON B393 Research Seminar in Industrial and Environmental Regulation

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics include the interaction of buyers, sellers, and government in imperfectly competitive markets. Prerequisite: ECON B200; B253 or B304; B234 or B313.
Units: 1.0
(Not Offered 2015-2016)

ECON B395 Research Seminar in Economic Development

Thesis seminar. Each student is expected to engage in a semester long research project on a relevant topic in economic development. The major work product for the seminar is a senior research paper of refereed journal article length. Students are expected to participate in all group meetings and all one-on-one meetings with the professor. This is a course for majors writing a senior thesis in economic development. Prerequisites: ECON 225 or permission of the instructor; ECON B200 or B202; ECON 253 OR 304.
Units: 1.0
Instructor(s): Rock,M., Dominguez,C.
(Fall 2015, Spring 2016)

ECON B396 Research Seminar: International Economics

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in international trade or trade policy, international finance, international macroeconomics, and international economic integration are appropriate. Prerequisites: ECON 316 and 202 or ECON 348 and 200; ECON 253 or 304.
Units: 1.0
Instructor(s): Ceglowski,J.
(Spring 2016)

ECON B403 Supervised Work

An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chair). The permission of both the supervising faculty member and department chair is required.
Units: 1.0
(Fall 2015, Spring 2016)

EDUCATION

Students may complete a minor in education, in which there are two tracks: the minor in educational studies and the minor in education leading to secondary teacher certification. Alumnae may also complete the requirements for secondary teacher certification after they graduate through the Post-baccalaureate Teacher Education Program.

Faculty

Jody Cohen, Term Professor in the Bryn Mawr/ Haverford Education Program (on leave semester II)

Alison Cook-Sather, Mary Katherine Woodworth Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict and Social Justice Program

Heather Curl, Lecturer in the Bryn Mawr/Haverford Education Program

Debbie Flaks, Instructor in the Bryn Mawr/Haverford Education Program

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Director of Africana Studies

The field of education is about teaching people how to teach and more. The Bryn Mawr/Haverford Education Program is built around four mutually-informing pursuits: teacher preparation; the interdisciplinary study of learning as a central human and cultural activity; the investigation of the politics of schooling; and students' growth as reflective facilitators, learners, researchers and change agents.

Courses in the Education Program address students interested in:

- The theory, process and transformation of education
- Social justice, activism and working within and against systems
- Future work as educators in schools, public or mental health, community, or other settings
- Examining and reclaiming their own learning and educational goals
- Integrating experiential and academic learning

Each education course includes a field component through which instructors seek continuously to integrate theory and practice, asking students to bridge academic and experiential knowledge in the classroom and beyond it. Field placements in schools and other educational settings range from two hours per week in the introductory course to full-time student teaching in the certification program.

The Bi-College Education Program offers several options. Students may:

- Explore one or more aspects of education in areas of particular interest – such as urban schooling – by enrolling in single courses
- Pursue a minor in educational studies
- Pursue a minor in education leading to secondary teacher certification
- Complete the secondary teacher certification program after they graduate through the Post-baccalaureate Teacher Education Program

or

- In a five-year program, complete both the A.B./M.A. program in French, mathematics, physics, or possibly other departments that offer the AB/MA option and the secondary teaching certification program.

Students in the tri-college community may also apply to sub-matriculate as juniors or seniors into the University of Pennsylvania, Graduate School of Education's elementary or secondary education Master's program.

The requirements for the minor in education and teacher certification are described below. Students interested in these options, or the other options named above, should meet with the Education Program Adviser as early as possible for advice on scheduling, preferably by the sophomore year.

Requirements for the Minor in Educational Studies

The bi-college minor in educational studies is an interdisciplinary exploration of the cultural, political, developmental, and interactional dimensions of teaching and learning and is designed for students with a broad range of education-related interests, such as graduate study in education, pursuit of elementary or secondary certification after graduation, or a host of activities that require educational expertise. Many professions and pursuits – management and training positions, research, administration and policy work, and careers in social work, health and law -- involve using an educator's skills and knowledge. Civic engagement, community development, and work towards social justice also require knowledge of how people learn and change. Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate to their major area of study and their anticipated futures.

Requirements for the minor in educational studies include:

- EDUC 200 Critical Issues in Education
- Four education courses. At least two must be offered by Education Program or affiliated faculty

(J. Cohen,/A. Cook-Sather/H. Curl/V. Donnay/D. Flaks/A. Lesnick). Up to two may be education courses offered by faculty in other departments (of these, one may be taken at Swarthmore, Penn, or while studying away).

- One of the following 300-level courses: EDUC 311(Field Work Seminar), EDUC 301 (Curriculum and Pedagogy), or SOWKB676/EDUC376 (Making Space for Learning: Pedagogical Planning and Facilitation)

Requirements for Secondary Certification

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare undergraduates and alumnae for certification in the following subject areas: English; languages, including French, Latin, and Spanish; mathematics; the sciences, including biology, chemistry, and physics; and social studies. Pursuit of certification in Chinese, German, and Russian is also possible but subject to availability of student teaching placements. Students certified in a language have K-12 certification.

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification (or, in the case of social studies, students must major in history, political science, economics, anthropology, sociology, or Growth and Structure of Cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area. Students must also complete the secondary teacher certification track of the minor in education, taking these courses:

- EDUC 200 Critical Issues in Education
- PSYC 203 Educational Psychology
- EDUC 210 Perspectives on Special Education
- EDUC 275 English Learners in U.S. Schools
- EDUC 301 Curriculum and Pedagogy Seminar (fall semester, prior to student teaching)
- EDUC 302 Practice Teaching Seminar and EDUC 303 Practice Teaching. These courses are taken concurrently for three credits.

Students preparing for certification must also take two courses in English and two courses in math, maintain a grade point average of 3.0 or higher, and pass a series of exams for beginning teachers (state requirements). To be admitted to the culminating student teaching phase of the program, students must earn a grade of a 2.7 or higher in both EDUC 200 (Critical Issues in Education) and EDUC 301 (Curriculum and Pedagogy) and be recommended by their major department and the director of the Education Program. To be recommended for certification, students must earn a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) and a grade of Satisfactory in EDUC 303 (Practice Teaching).

Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.

Graduates may complete the requirements for secondary teacher certification at Bryn Mawr in a post-baccalaureate program.

Title II Reporting:

Title II of the Higher Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate as well as the state's pass rate, be available to the public on request. Copies of the report may be requested from Ann Brown, Program Coordinator and Advisor, by e-mail at abrown@brynmawr.edu or phone at (610) 526-5376.

COURSES

EDUC B200 Critical Issues in Education

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit).
Approach: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Child and Family Studies
Units: 1.0
Instructor(s): Lesnick,A.
(Spring 2016)

EDUC B210 Perspectives on Special Education

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies in understanding and educating all learners—those considered typical learners as well as those considered "special" learners. Students will learn more about: how students' learning profiles affect their learning in school from a functional perspective; how and why students' educational experience is affected by special education law; major issues in the field of special education; and a-typical learners, students with disabilities, and how to meet diverse student needs in a classroom. Two hours of fieldwork per week required.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
Instructor(s): Flaks,D.
(Fall 2015)

EDUC B219 Writing in Theory/Writing in Practice

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on understanding the relationship between high school and college-level writing. Readings focus on the theory and pedagogy of writing, on literacy issues, and on writing culture.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B220
Units: 1.0
Instructor(s): Hemmeter,G.
(Spring 2016)

EDUC B220 Changing Pedagogies in Mathematics and Science

This Praxis course will examine research-based approaches to teaching mathematics and science. What does research tell us about how people learn? How can one translate this learning theory into teaching approaches that will help all students learn mathematics and science? How are these new approaches, that often involve active, hands-on, inquiry based learning, being implemented in the classroom? What challenges arise when one tries to bring about these types of changes in education? How do issues of equity, discrimination, and social justice impact math and science education? The Praxis component of the course usually involves two visits per week each of two hours to a local math or science classroom.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

EDUC B225 Topics: Empowering Learners

This is a topics course. Course content varies. Praxis course. Prerequisite: EDUC B200.
Approach: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Attentive
Counts towards: Praxis Program
Units: 1.0
Instructor(s): Lesnick,A.

Spring 2016: **Holistic Approaches to Education and Health**. This course explores empowerment with a focus on including the body, mind, spirit, and emotions in the design and practice of education. With holistic and culturally situated approaches and understandings, students will gain tools for strengths-based work with individuals and communities.

EDUC B251 Arts Teaching in Educational and Community Settings

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts. School or community placement 4-6 hours a week. Prerequisite: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or in Theater.
Counts towards: Praxis Program
Crosslisting(s): ARTA-B251
Units: 1.0
Instructor(s): Cantor,M.
(Fall 2015)

EDUC B255 Technology, Education and Society Altering Environments

This course examines the dynamic role and impact of technology in classroom, informal, community, and global contexts. In order to develop agency and judgment in using, creating and evaluating technologies, students will learn via experience and critical exploration of associated questions of power, knowledge, culture, access, and identity. Prerequisite: EDUC 200
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Lesnick,A.
(Fall 2015)

EDUC B260 Multicultural Education

An investigation of education as a cultural event that engages issues of identity, difference, and power. The course explores a set of key tensions in the contested areas of multiculturalism and multicultural education: identity and difference; peace and conflict; dialogue and silence; and culture and the individual psyche. Students will apply theory and practice to global as well as specific, localized situations — communities and schools that contend with significant challenges in terms of equity and places where educators, students, and parents are trying out ways of educating for diversity and social justice. Fieldwork of two to three hours per week.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

EDUC B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Praxis Program
Crosslisting(s): SOCL-B266; CITY-B266
Units: 1.0
(Not Offered 2015-2016)

EDUC B270 Identity, Access, and Innovation in Education

This course explores formal policies that address dimensions of identity such as race, class, gender, language and dis/ability in education, and the informal ways that such policies play out in access to education and in knowledge construction and production. Praxis placements will provide students with opportunities to work in participatory ways in relation to these issues.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

EDUC B285 Ecologies of Minds and Communities

This course will attend to students' distinctive ways of seeing and being in the world, in the context of communitarian questions of identity, access, and power. How can we re-imagine ecological literacy more deeply and fruitfully with and for diverse students and communities?
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

EDUC B290 Learning in Institutional Spaces

This course considers how the institutions of schools and prisons operate as sites of learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures both constrain and propel learning, and how human beings take up, challenge and change their surroundings. We investigate the role of "voice"--speaking out, expressing, engaging in dialogue—in teaching and learning: In what ways can "voice" instigate understanding and even change, and how is this notion also complex and problematic? We consider explicit curriculae alongside implicit, even hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning?
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
Instructor(s): Cohen,J.
(Fall 2015)

EDUC B302 Practice Teaching Seminar

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.
Counts towards: Child and Family Studies
Units: 1.0
(Fall 2015)

EDUC B303 Practice Teaching in Secondary Schools

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification.
Units: 2.0
(Spring 2016)

EDUC B311 Fieldwork Seminar

Drawing on the diverse contexts in which participants complete their fieldwork, this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding his/her ongoing fieldwork and associated issues of educational practice, reform, and innovation. Five hours of fieldwork are required per week.
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

EDUC B374 Education Politics & Policy in the U.S.

This course will examine education policy through the lens of federalism and federalism through a case study of education policy. The dual aims are to enhance our understanding of this specific policy area and our understanding of the impact that our federal system of government has on policy effectiveness.
Crosslisting(s): POLS-B374; SOCL-B374
Units: 1.0
Instructor(s): Golden,M.
(Fall 2015)

EDUC B403 Supervised Work

Units: 1.0
(Fall 2015)

EDUC B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

EDUC B433 Practice Teaching in Secondary Schools

Supervised teaching in secondary schools (12 weeks) – for students enrolled in the Post-baccalaureate Teacher Educatino Program. Two units of credit are given for this course. Open only to non-matriculating students preparing for state certification.
Units: 2.0
(Not Offered 2015-2016)

ENGLISH

Students may complete a major or a minor in English. Within the major, students may complete a concentration in Creative Writing. Students may also combine an English major with or minor in Africana Studies, Environmental Studies, or Gender and Sexuality Studies; alternatively, a concentration in Gender and Sexuality Studies is available.

Faculty

Linda-Susan Beard, Associate Professor of English on the Rosabeth Moss Kanter Change Master Fund (on leave semesters I and II)

Peter Briggs, Professor of English

Jennifer Callaghan, Lecturer

Anne Dalke, Term Professor of English (on leave semester II)

Jennifer Harford Vargas, Assistant Professor of English

Jane Hedley, K. Laurence Stapleton Professor of English

Gail Hemmeter, Senior Lecturer in English and Director of Writing

Betty Litsinger, Instructor

Hoang Nguyen, Associate Professor of English and Film Studies

Matthew Ruben, Lecturer in English and the Emily Balch Seminars

Bethany Schneider, Associate Professor of English

Jamie Taylor, Associate Professor of English

Kate Thomas, Chair and Associate Professor of English

Michael Tratner, Mary E. Garrett Alumnae Professor of English

Emily Weissbourd, Visiting Assistant Professor

A rich variety of courses allows students to engage with all periods and genres of literature in English, as well as modern forms such as film and contemporary digital media. The department stresses critical thinking, incisive writing and speaking, and a sense of initiative and responsibility for the enterprise of interpretation. With their advisers, English majors design a program of study that deepens their understanding of diverse genres, textual traditions, and periods. We encourage students to explore the history of cultural production and reception and also to question the presuppositions of literary study. The major culminates in an independently written essay of 30-40 pages, developed during a senior research seminar in the fall semester and individually mentored by a faculty member in the spring. Students are expected to take at least two English courses at Bryn Mawr before signing up for the major or minor.

As students construct their English major, they should seek to include courses that provide:

- Historical depth-a sense of the construction of traditions.
- Formal breadth-experience with more than one genre and more than one medium: poetry, prose fiction, drama, letters, film, epic, non-fiction, essays, documentary, etc.
- Cultural range-experience with the Englishes of more than one geographical location and more than one cultural tradition, and of the exchanges and transactions between them; a course from another language or literary tradition can be valuable here.
- Different critical and theoretical frameworks-the opportunity to experiment with several models of interpretation and the debates that animate them.

Summary of the Major

- Eight courses, including at least three at the 300 level (exclusive of 398 and 399). 300 level courses must be taken at BMC or HC.
- ENGL B250 Methods of Literary Study (prerequisite: 1 or preferably 2 200-level English courses)
- ENGL B398 Senior Seminar (offered Mondays in the fall, 2:30-4pm. Prerequisite Engl:250)
- ENGL B399 Senior Essay
- One 200 level Creative Writing class can count towards the major.

Summary of the Minor

- ENGL B250 Methods of Literary Study (prerequisite: 1 or preferably 200-level English courses)
- Five English electives (at least one at the 300 level). 300 levels must be taken at BMC or HC.
- One 200 level Creative Writing course may count towards the minor.
- At least half the courses for the minor must be taken at Bryn Mawr.
- Students must declare their minor by the end of their junior year.

Writing Requirement

By the end of their junior year, English majors must satisfy the College's Writing Intensive Requirement by taking one Writing Intensive (WI) course taught by English Department faculty.

Minor in Film Studies

There is no limit to the number of courses in film studies that may count toward the English major, except for a student majoring in English who is also seeking to declare a minor in film studies. In that case two (and

only two) of the courses that comprise the six-course film studies minor may also count towards the 11-course English major. The minimum number of courses required to complete an English major and a minor in film studies will thus be 15 courses.

Concentration in Creative Writing

Students may elect a concentration in creative writing. This option requires that, among the eight course selections besides ENGL 250, 398 and 399, three units will be in creative writing; one of the creative writing units may be at the 300 level and may count as one of the three required 300-level courses for the major. Students enrolling in this concentration must seek the approval of their major adviser in English and of the director of the Creative Writing Program; they must enroll in the concentration before the end of their sophomore year.

Other Concentrations

The Department of English contributes courses toward minors in Africana Studies, in Environmental Studies, and in the Program in Gender and Sexuality.

Students Going Abroad

Students should complete both English 250 and one 300-level course before leaving for a semester or year abroad.

English Majors and the Education Certification Program

English majors planning to complete an education certification in their senior year should file a work plan with the chairs of the Education and English Departments no later than December 1 of their junior year. English majors on this path will follow an accelerated writing schedule in their senior year.

Extended Research

Some students seek a longer horizon and a chance to dig deeper into their research interests. Rising juniors and seniors in English frequently apply for fellowship support from the Hanna Holborn Gray program, to pursue original research over the summer or through the year. The projects may be stand-alone or may lead to a senior essay. In either case, students work closely with faculty advisers to define the goals, methods, and potential outcomes of their research

Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered for departmental honors.

COURSES

ENGL B125 Writing Workshop

This course offers students who have already taken an Emily Balch Seminar an opportunity to develop their skills as college writers. Through frequent practice, class discussion, and in-class collaborative activity, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. The class will address a number of writing issues: formulating questions; analyzing purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Students will meet regularly with the course instructor, individually and in small groups, to discuss their work.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Todd,J., Ruben,M., Callaghan,J.
(Spring 2016)

ENGL B126 Workshop for Multilingual Writers

This course offers non-native speakers of English a chance to develop their skills as college writers. Through frequent practice, class discussion, and in-class collaborative activity, students will become familiar with the writing process and will learn to write for an academic audience. Student writers in the class will be guided through the steps of composing and revising college essays: formulating questions; analyzing purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Writers will receive frequent feedback from peers and the instructor.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Litsinger,B.
(Fall 2015)

ENGL B127 Workshop for Multilingual Writers (Advanced)

This course, which may be taken in place of or after English 126, offers more advanced instruction in writing essays in English. Designed for students who have some experience writing academic papers, English 127 helps students develop their argumentation technique and produce more sophisticated college-level essays. Students will practice writing for various academic audience, will refine their ability to use written sources to effectively support claims, and will improve their style in English. Writers will receive frequent feedback and individualized instruction. Students will be referred to English 127 on the advice of Writing Program instructors. Placement in either ENGL B126 ENGL B127, will be done on the basis of a writing sample.
Approach: Course does not meet an Approach
Units: 0.5
(Not Offered 2015-2016)

ENGL B193 Critical Feminist Studies

Combines the study of specific literary texts with larger questions about feminist forms of theorizing: three fictional texts will be supplemented by a wide range of essays. Students will review current scholarship, identify their own stake in the conversation, and define a critical question they want to pursue at length.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B201 Chaucer: Canterbury Tales

Access to and skill in reading Middle English will be acquired through close study of the Tales. Exploration of Chaucer's narrative strategies and of a variety of critical approaches to the work will be the major undertakings of the semester.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Taylor,J.
(Fall 2015)

ENGL B202 Understanding Poetry

This course is for students who wish to develop their skills in reading and writing critically about poetry. The course will provide grounding in the traditional skills of prosody (i.e., reading accentual, syllabic, and accentual-syllabic verse) as well as tactics for reading and understanding the breath-based or image-based prosody of free verse. Lyric, narrative, and dramatic poetry will be discussed and differentiated. We will be using close reading and oral performance to highlight the unique fusion of language, rhythm (sound), and image that makes poetry different from prose.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Hedley,J.
(Spring 2016)

ENGL B203 Imagined Worlds: Utopia and Dystopia in Literature

When Thomas More coined the term "Utopia" in 1516, it meant both "good place" and "no place" – an ideal society, and an unreachable one. Since then, the term (as well as its opposite, dystopia) has been applied to representations of imagined worlds that hold a mirror up to our own. In this class, we'll read texts from the early modern period (Utopia, The Blazing World) through the present day (The Handmaid's Tale, The Hunger Games) that use invented societies to critique the 'real world.' We will pay particular attention to how descriptions of imagined places explore very real tensions around class, gender and racial identities. Do these texts offer a path to better worlds, or do such fantasies always remain out of reach?
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Weissbourd,E.
(Spring 2016)

ENGL B205 Introduction to Film

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): HART-B205
Units: 1.0
Instructor(s): Nguyen,H.
(Spring 2016)

ENGL B206 Romance to Bromance

This course examines the ongoing popularity of romance, examining the genre from the Middle Ages to contemporary romantic comedies. In doing so, we will pay particular attention to the gender politics romance produces, supports, and challenges, exploring how various historical moments and media conceptualize love, desire, sex, and marriage. Texts will include Chaucer's "Troilus and Criseyde", Marlowe's "Hero and Leander", Richard Hurd's eighteenth-century "Letters on Chivalry and Romance," and nineteenth-century bodice rippers. We will also discuss the ongoing publication of Harlequin romances, the popularity of romantic comedy in film (from the 1930s to now) as well as the reimagining of romance tropes and male intimacy in films like "Brokeback Mountain" and buddy comedies.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Taylor,J.
(Spring 2016)

ENGL B207 Eating Empire: Food, Diaspora and Victorian Britain

This class will explore British culinary culture across the long nineteenth century, focusing on how food culture was used in the ordering and Othering of the world and its populations. Our lens is the relationship of food to nineteenth-century colonial and imperial discourse and we will analyze how food both traced and guided global networks of power, politics and trade. We will be particularly interested in theorizing the paradox that the trademark English comestibles – the sweet cup of tea, the curry – are colonial imports, and we will also construct a history of the industrialization of food that facilitated exportation. As we are tracing the flows of capital and foodstuffs, we will also consider the power of resisting food, by studying anti-saccharite abolitionist protests, hunger strikes and food adulteration campaigns. Organizing units will include sugar, chocolate, tea, spices. Texts will include slave

narratives, nineteenth century cookbooks and colonial culinary memoirs, Thackeray's Vanity Fair, Stoker's Dracula, Caroll's Alice in Wonderland.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Thomas,K.
(Spring 2016)

ENGL B210 Renaissance Literature: Performances of Gender

Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include plays, poems, prose fiction, diaries, and polemical writing of the period.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Hedley,J.
(Fall 2015)

ENGL B213 Theory in Practice: Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): COML-B213; FREN-B213; GERM-B213; ITAL-B213; HART-B213; RUSS-B253; PHIL-B253
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

ENGL B216 Re-creating Our World: Vision, Voice, Value

To this shared project, the discipline of English literary studies will contribute an awareness of the limits and possibilities of representation, asking what is foregrounded, what backgrounded or omitted, in each verbal, visual, aural or tactile re-presentation of the world. Asking, too, what might be imagined that has not yet been experienced, "Re-creating Our World" invites students both to create their own multi-modal representations of the spaces they occupy, and to re-create, in some way, the space that is Bryn Mawr. This course offers a shared exploration of imaginative images and texts, with a global reach and in a range of genres (photography, film, poetry, as well as multiple narratives, in forms that will vary from satire to science fiction, from apocalypse to utopia). On field trips to local sites, we will also study "representations" of the world in the form of various "shaped spaces," including The Center for Environmental Transformation in Camden, the John Heinz National Wildlife Refuge at Tinicum, John James Audubon's house @ Mill Grove, Wissahickon Valley Park, Chanticleer (a pleasure garden in Wayne), and the Laurel Hill Cemetery.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B217
Units: 1.0
Instructor(s): Harford Vargas,J.
(Fall 2015)

ENGL B218 Ecological Imaginings

Re-thinking the evolving nature of representation, with a focus on language as a link between natural and cultural ecosystems. We will observe the world; read classical and cutting edge ecolinguistic, ecoliterary, ecofeminist, and ecocritical theory, along with a wide range of exploratory, speculative, and imaginative essays and stories; and seek a variety of ways of expressing our own ecological interests.
Approach: Critical Interpretation (CI)
Counts towards: Environmental Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B220 Writing in Theory/Writing in Practice

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on understanding the relationship between high school and college-level writing. Readings focus on the theory and pedagogy of writing, on literacy issues, and on writing culture.
Approach: Critical Interpretation (CI)
Counts towards: Praxis Program
Crosslisting(s): EDUC-B219
Units: 1.0
Instructor(s): Hemmeter,G.
(Spring 2016)

ENGL B221 Roaring Girls & Ranting Widows: Narratives of Crime

Narratives of Crime and Adventure will explore the figure of the female outlaw (picara), in literary and visual texts from the early modern period to today. Through reading British and American texts that feature the figure of the female outlaw (or picara), students will understand the ways in which literary content and literary form function together, and how they reflect cultural changes and norms. Students will focus their readings through the role of the female outlaw to the more common picaro, male outlaw. Students will learn how the "female picaresque" (as seen in novels, other writings, and visual texts) explores gender, changes in moral and aesthetic values, class, race, politics, colonialism, the body, and sexuality.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B228 Silence: The Rhetorics of Class, Gender, Culture, Religion

This course will consider silence as a rhetorical art and political act, an imaginative space and expressive power that can serve many functions, including that of opening new possibilities among us. We will share our own experiences of silence, re-thinking them through the lenses of how it is explained in philosophy, enacted in classrooms and performed by various genders, cultures, and religions.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
Instructor(s): Dalke,A.
(Fall 2015)

ENGL B230 Topics in American Drama

Considers American plays of the 20th century, reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how American drama reflects and responds to cultural and political shifts. Considers how modern American identity has been constructed through dramatic performance, considering both written and performed versions of these plays.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Crosslisting(s): ARTT-B230
Units: 1.0
(Not Offered 2015-2016)

ENGL B232 Pirates in the Popular Imagination

This course will explore popular representations of pirates from the seventeenth century to the present, in memoirs, first-hand and fictional accounts (including children's literature), and films. The context will be global, with an emphasis on the transatlantic world. Topics will include slavery, gender/sexuality, captivity, class/status, race, and imperialism/colonialism.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Ricketts,R.
(Spring 2016)

ENGL B233 Spenser and Milton

The course is equally divided between Spenser's Faerie Queene and Milton's Paradise Lost, with additional short readings from each poet's other work.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ENGL B234 Postcolonial Literature in English

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Crosslisting(s): COML-B234
Units: 1.0
(Not Offered 2015-2016)

ENGL B237 Latino Dictator Novel in Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B237; COML-B237
Units: 1.0
(Not Offered 2015-2016)

ENGL B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): RUSS-B238; HART-B238; COML-B238
Units: 1.0
(Not Offered 2015-2016)

ENGL B240 Wit and Witness: English Literature 1660-1744

The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit, good taste and good manners, sin and salvation, individual

identity and social responsibility, and the pressure exerted by changing social, intellectual and political contexts of literature. Readings from Defoe, Dryden, early feminist writers, Pope, Restoration dramatists and Swift.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Briggs,P.
(Spring 2016)

ENGL B242 Historical Introduction to English Poetry I

This course traces the development of English poetry from 1360 to 1700, emphasizing forms, themes, and conventions that have become part of the continuing vocabulary of poetry, and exploring the strengths and limitations of different strategies of interpretation. Featured poets: Chaucer, Jonson, Shakespeare, Donne, and Milton.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Briggs,P.
(Fall 2015)

ENGL B243 Historical Introduction to English Poetry II

The development of English poetry from 1700 to the present. This course is a continuation of ENGL 242 but can be taken independently. Featured poets: Wordsworth, Browning, Christina Rossetti, Yeats, Heaney, Walcott.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Briggs,P.
(Spring 2016)

ENGL B247 Shakespeare's Teenagers

There was no such thing as a teenager in Shakespeare's England; the word doesn't enter the English language until the 20th century. Yet present-day writers and filmmakers often cast Shakespeare's young adults as teenaged characters, using adaptations to tell the story of today's teens coming of age. In this course, we'll study several Shakespeare plays and current versions them, including film, fiction, music and even a production of Romeo and Juliet conducted entirely over Twitter. Why do so many artists choose to represent present-day teen culture through Shakespeare? And can the notion of a "teen" protagonist productively be applied to Shakespeare's plays?
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Weissbourd,E.
(Fall 2015)

ENGL B250 Methods of Literary Study

We will explore the power of language in a variety of linguistic, historical, disciplinary, social, and cultural contexts, focusing on the power of the written word to provide a foundational basis for the critical and creative analysis of literary studies. This course will help to broaden our ideas of what texts and language accomplish socially, historically, and aesthetically. Students will thus refine their faculties of reading closely, writing incisively and passionately, asking productive questions, producing their own compelling interpretations, and listening to the insights offered by others. English Majors and Minors should take before their senior year. Prerequisite: One English course or permission of instructor. English Majors and Minors should take before their senior year.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Taylor,J., Harford Vargas,J., Schneider,B.
(Fall 2015, Spring 2016)

ENGL B253 Romanticism

Through an emphasis on Romanticism's history and its readers, this course will explore the Romantic movement in English literature, from its roots in Enlightenment thought and the Gothic to contemporary visions of Romanticism. By reading over the shoulders of writers such as Jane Austen, Mary Shelley, and Tom Stoppard, the course will explore fiction, prose, and especially poetry of the period 1745 to 1848. While these years mark revolution and expansion in almost every cultural sphere in Europe, America, and the Caribbean—politics, the arts, literature, and science—writers looked inward to the thoughts and passions of individuals as they never had before. Readings will also include poetry and prose by William Wordsworth, Samuel Taylor Coleridge, John Keats, Lord Byron, William Blake, Percy Bysshe Shelley, Mary Shelley, and Charlotte Smith, among others.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ENGL B254 Female Subjects: American Literature 1750-1900

This course explores the subject, subjection, and subjectivity of women and female sexualities in U.S. literatures between the signing of the Constitution and the ratification of the 19th Amendment. While the representation of women in fiction grew and the number of female authors soared, the culture found itself at pains to define the appropriate moments for female speech and silence, action and passivity. We will engage a variety of pre-suffrage literatures that place women at the nexus of national narratives of slavery and freedom, foreignness and domesticity, wealth and power, masculinity and citizenship, and sex and race "purity."
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B256 Milton and Dissent

John Milton's epic poem, "Paradise Lost," was written during a period of cultural turmoil and innovation. This

renaissance poem has helped shape the way later writers understand their profession, especially their obligation to foster dissent as a readerly practice. Exploring this legacy, readings interleave “Paradise Lost” and Milton’s political writings with responses by later revolutionary writers, from Blake to Philip Pullman.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ENGL B259 Victorian Literature and Culture

Examines a broad range of Victorian poetry, prose, and fiction in the context of the cultural practices, social institutions, and critical thought of the time. Of particular interest are the revisions of gender, sexuality, class, nation, race, empire, and public and private life that occurred during this period.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ENGL B261 Topics: Film and the German Literary Imagination

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): GERM-B262
Units: 1.0
(Not Offered 2015-2016)

ENGL B262 Survey in African American Literature

Pairing canonical African American fiction with theoretical, popular, and filmic texts from the late-19th Century through to the present day, we will address the ways in which the Black body, as cultural text, has come to be both constructed and consumed within the nation’s imagination and our modern visual regime.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B263 Toni Morrison and the Art of Narrative Conjure

All of Morrison’s primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B264 Black Bards: Poetry in the Diaspora

An interrogation of poetic utterance in works of the African diaspora, primarily in English, this course addresses a multiplicity of genres, including epic, lyric, sonnet, rap, and mimetic jazz. The development of poetic theories at key moments such as the Harlem Renaissance and the Black Arts Movement will be explored.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B266 Travel and Transgression

Examines ancient and medieval travel literature, exploring movement and cultural exchange, from otherworld odysseys and religious pilgrimages to trade expeditions and explorations across the Atlantic. Mercantile documents, maps, pilgrim’s logbooks, and theoretical and anthropological discussions of place, colonization, and identity-formation will supplement our literary analysis. Emphasizes how those of the Middle Ages understood encounters with “alien” cultures, symbolic representations of space, and the development of national identities, exploring their influence on contemporary debates surrounding racial, cultural, religious, and national boundaries.
Crosslisting(s): COML-B266
Units: 1.0
(Not Offered 2015-2016)

ENGL B268 Native Soil and American Literature:1492-1900

This course will consider the literature of contact and conflict between English-speaking whites and Native Americans between the years 1492 and 1920. We will focus on how these cultures understood the meaning and uses of land, and the effects of these literatures of encounter upon American land and ecology and vice-versa. Texts will include works by Native, European- and African-American writers, and may include texts by Christopher Columbus, John Smith, William Bradford, Handsome Lake, Samson Occom, Lydia Maria Child, Nathaniel Hawthorne, Sarah Winnemucca Hopkins, John Rollin Ridge, Mark Twain, Mourning Dove, Ella Deloria and Willa Cather.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935

This course will focus on the “American Girl” as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning.

Approach: Critical Interpretation (CI)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B272 Queer of Color Critique

Queer of color critique (QoCC) is a mode of criticism with roots in women of color feminism, post-structuralism, critical race theory, and queer studies. QoCC focuses on "intersectional" analyses. That is, QoCC seeks to integrate studies of race, sexuality, gender, class, and nationalism, and to show how these categories are co-constitutive. In so doing, QoCC contends that a focus on gay rights or reliance on academic discourse is too narrow. QoCC therefore addresses a wide set of issues from beauty standards to terrorism and questions the very idea of "normal." This course introduces students to the ideas of QoCC through key literary and film texts.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B276 Transnational American Literature

This course asks students to re-imagine "American" literature through a transnational framework. We will explore what paradigms are useful for conceptualizing U.S. literature given shared political histories, aesthetic modes, racial discourses, and patterns of migration in the hemisphere. Reading canonical Anglo American writers alongside ethnic minority writers, we will examine how their aesthetic engagements and cultural entanglements with Latin America transform our understanding of what constitutes a national literary tradition.
Approach: Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

ENGL B277 Nabokov in Translation

A study of Vladimir Nabokov's writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov's Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English.
Approach: Critical Interpretation (CI)
Crosslisting(s): RUSS-B277
Units: 1.0
Instructor(s): Harte,T.
(Fall 2015)

ENGL B279 Introduction to African Literature

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's Anthills of the Savannah, Ayi Kwei Armah's Fragments, Mariama Bâ's Si Longe une Lettre, Tsitsi Danga-rembga's Nervous Conditions, Bessie Head's Maru, Sembène Ousmane's Xala, plays by Wole Soyinka and his Burden of History, The Muse of Forgiveness and Ngugi wa Thiong'o's A Grain of Wheat. We will address the "transliteration" of Christian and Muslim languages and theologies in these works.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies
Crosslisting(s): COML-B279
Units: 1.0
(Not Offered 2015-2016)

ENGL B281 Writing Taste: Food Studies with Resident Food Writer

After a discussion of key texts on "taste"—from philosophy, literature, and sociology, students will analyze the "new world" of taste criticism from important food critics to Yelp. As food has become increasingly virtual (food advertising and online forums), does the intellectual vocabulary for taste also need to change? After analyzing the cultural-historical background of food writing (from M.F.K. Fisher to Anthony Bourdain), James Beard Award-winning food writer Craig Laban will lead the class through a wide range of tasting/thinking/writing exercises. These will include in-class tasting sessions where students will develop critical and—crucially—creative ways of talking about what they taste in conjunction with specially designed field exercises (local restaurants and markets, building local food maps of cities, interviews with food organizations).
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ENGL B284 Women Poets: Giving Eurydice a Voice

This course covers English and American woman poets of the 19th and 20th centuries whose gender was important for their self-understanding as poets, their choice of subject matter, and the audience they sought to gain for their work. Featured poets include Elizabeth Bishop, Gwendolyn Brooks, Elizabeth Barrett Browning, Lucille Clifton, H.D., Emily Dickinson, Marianne Moore, Sylvia Plath, Adrienne Rich, Christina Rossetti, Anne Sexton, and Gertrude Stein.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B288 The Novel

This course will explore the multi-vocal origins of the novel in English and the ways in which its rapid development parallels changes in reading, vision, thought, and self-perception. The course will trace the novel's evolution from its 17th-century beginnings in

romance, spiritual autobiography, and travel literature; through its emergence as a middle-class mode of expression in the 18th century; to its period of cultural dominance in the Victorian era; and to modernist and postmodern experimentation. In studying the novel's historical, cultural, and formal dimensions, the course will discuss the significance of realism, parody, characters, authorship, and the reader.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

ENGL B290 Modernisms

Between the two world wars—1918—1939—a revolution occurred in literature that is called "Modernism." While the phenomenon was worldwide, this course will focus on the major British writers of the period, novelists Virginia Woolf, James Joyce, E.M.Forster, and poets W.H.Auden, T.S.Eliot, and William Butler Yeats. Their work is experimental, demanding, and idiosyncratic. We will strive to define what they have in common, what historical, social, and scientific developments they are responding to, and why they wrote what they did. Kipling and Smith will help us contextualize their work as a response to what came before and a major influence on much more recent work.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Tratner,M.
(Spring 2016)

ENGL B292 The Play of Interpretation

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Crosslisting(s): COML-B293; PHIL-B293
Units: 1.0
Instructor(s): Seyhan,A.
(Spring 2016)

ENGL B293 Critical Feminist Studies: An Introduction

Combines the study of specific literary texts with larger questions about feminist forms of theorizing. Three book length texts will be supplemented by on-line readings. Students will review current scholarship, identify their own stake in the conversation and define a critical question they want to pursue at length.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B297 Terror, Pleasure, and the Gothic Imagination

Introduces students to the 18th-century origins of Gothic literature and its development across genres, media and time. Exploring the formal contours and cultural contexts of the enduring imaginative mode in literature, film, art, and architecture, the course will also investigate the Gothic's connection to the radical and conservative cultural agendas.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B299 History of Narrative Cinema, 1945 to the Present

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): HART-B299
Units: 1.0
Instructor(s): King,H.
(Fall 2015)

ENGL B301 Women on Top: Gender and Power in Renaissance Drama

From virtuous queens to scheming adulteresses and cross-dressed "Roaring Girls," powerful female characters are at the center of a number of Renaissance plays. This class will explore how playwrights such as Shakespeare, Webster and Dekker represent both fantasies and anxieties about tough women who take charge of their destinies. We will read these plays first in the context of the historical position of women in early modern England, and then turn to gender theory (e.g. Butler, Sedgwick, Rubin) to examine constructions of gender identity and female agency.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Weissbourd,E.
(Spring 2016)

ENGL B303 Piers Plowman

A contemporary of Chaucer, William Langland dedicated his life to writing and rewriting a moving poem that questions the relationship between artistic expression, social activism, and spiritual healing. We will read his great text, Piers Plowman, both as our subject and point of departure for thinking about the literary, political, and religious cultures in late 14th- and early 15th-century England. In addition, we will contextualize the poem using selections from penitential manuals, legal documents, treatises on translation, and rebel broadsides, as well as texts by contemporary authors (including Chaucer, Gower and Lydgate).
Units: 1.0
(Not Offered 2015-2016)

ENGL B306 Film Theory

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic “author”; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).
Counts towards: Film Studies
Crosslisting(s): HART-B306; COML-B306
Units: 1.0
Instructor(s): King,H.
(Fall 2015)

ENGL B307 Philadelphia Freedom: Slavery, Liberty, Literature 1682-1899

Philadelphia, the City of Brotherly Love, a space of religious diversity, the hotbed of the American Revolution, the first large “free” city north of the slave states, a major center of free Black culture. In this course we will examine literature written in and about Philadelphia before the Civil War, exploring how and why Philadelphians engaged questions of freedom and non-freedom. Beginning with William Penn and the colonial city, moving through the literatures of Revolution and the Civil War, we will conclude with W. E. B. DuBois’ The Philadelphia Negro. We will take two field trips to the city and students will be expected to pursue city-based research projects.
Units: 1.0
Instructor(s): Schneider,B.
(Fall 2015)

ENGL B309 Native American Literature

This course focuses on late-20th-century Native literatures that attempt to remember and redress earlier histories of dispersal and genocide. We will ask how various writers with different tribal affiliations engage in discourses of humor, memory, repetition, and cultural performance to refuse, rework, or lampoon inherited constructions of the “Indian” and “Indian” history and culture. We will read fiction, film, and contemporary critical approaches to Native literatures alongside much earlier texts, including oral histories, political speeches, law, and autobiography. Readings may include works by Sherman Alexie, Diane Glancy, Thomas King, N. Scott Momaday, Leslie Marmon Silko, and Gerald Vizenor.
Units: 1.0
Instructor(s): Schneider,B.
(Spring 2016)

ENGL B310 Confessional Poetry

Poetry written since 1950 that deploys an autobiographical subject to engage with the psychological and political dynamics of family life and with states of psychic extremity and mental illness. Poets will include Lowell, Ginsberg, Sexton, and Plath. The impact of this`movement’ on late twentieth century American poetry will also receive attention. A prior course in poetry is desirable but not required.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Hedley,J.
(Fall 2015)

ENGL B311 Renaissance Lyric

For roughly half the semester we will focus on the sonnet, a form that was domesticated in England during the sixteenth century. The other half of the course will focus on the “metaphysical” poetry of John Donne, George Herbert, and Andrew Marvell. There will be a strong component of critical and theoretical reading to contextualize the poetry, model ways of reading it, and raise questions about its social, political and religious purposes.
Units: 1.0
(Not Offered 2015-2016)

ENGL B313 Ecological Imaginings

Re-thinking the evolving nature of representation, with a focus on language as a link between natural and cultural ecosystems. We will observe the world; read classical and cutting edge ecolinguistic, ecoliterary, ecofeminist, and ecocritical theory, along with a wide range of exploratory, speculative, and imaginative essays and stories; and seek a variety of ways of expressing our own ecological interests. Prerequisites: Environmental Studies minors, Gender Studies concentrators, or English majors.
Counts towards: Environmental Studies; Gender and Sexuality Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

ENGL B315 Experimental Fictions, 1675 to 1800

This course will examine a deliberately eclectic set of readings, mostly in prose, in order to explore different dimensions—aesthetic, social, psychological, substantive—of 18th-century creativity. Readings will range from Bunyan and Defoe to Fielding and Sterne, from Aphra Behn to William Hogarth to Frances Burney.
Units: 1.0
(Not Offered 2015-2016)

ENGL B322 Love and Money

This course focuses on literary works that explore the relationship between love and money. We will seek to understand the separate and intertwined histories of these two arenas of human behavior and will read, along with literary texts, essays by influential figures in the history of economics and sexuality. The course will begin with The Merchant of Venice, proceed through Pride and Prejudice to The Great Gatsby, and end with Hollywood movies.
Units: 1.0
(Not Offered 2015-2016)

ENGL B323 Movies, Fascism, and Communism

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films alluding to fascism or communism, to understand them as commenting on political debates and on the mass experience of movie going.
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B324 Performing Race on the Renaissance Stage

Black, white, Christian, Jew, Muslim, native and foreigner: these are important and contentious categories today, and our understanding of them has been shaped by a complex history. This course will explore how these categories emerge in Renaissance drama, pairing sixteenth and seventeenth century plays with critical theory on race (Balibar, Bhaba, Stuart Hall). We will attend in particular to how these texts represent racial, religious and national identity as a social performance. Readings will include plays by canonical English writers such as Shakespeare and Webster as well as a few lesser-known Spanish plays (in English translation), which may completely up-end our assumptions about representations of race in the renaissance.
Units: 1.0
(Not Offered 2015-2016)

ENGL B325 Why Shakespeare?

Shakespeare has been widely proclaimed the greatest playwright in the English language – but why and how did this come to be? Did Shakespeare really, as one famous critic has claimed, “invent the human,” or have a series of historical circumstances conspired to set the playwright on a pedestal? This course has two aims: first, we will perform close readings of selected Shakespeare sonnets and plays through the lens of cultural history; second, we will draw on critical theory (e.g. Barthes, Foucault) to investigate theories of authorship and “genius,” exploring how the posthumous construction of Shakespeare as an author shaped how we understand these very categories.
Units: 1.0
(Not Offered 2015-2016)

ENGL B326 Topics in Renaissance Literature

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Weissbourd,E.

Fall 2015: **Lovers and Others**. In the sixteenth and seventeenth centuries, England came into contact with previously unknown lands and peoples on an unprecedented scale. These interactions raised important questions: who is an ally? who is an enemy? who can be incorporated into a community, and who is irreconcilably “other?” In this class, we will read plays by Shakespeare and his contemporaries that attempt to address these questions, pairing them with critical theory that relates these early modern texts with debates about identity and difference today. We will focus in particular on plays that stage marriages that cross geographic, cultural and religious boundaries, exploring how such representations work to create (and complicate!) theories of national identity.

ENGL B330 Sidekicks: Natives in the American Literary Canon from Crusoe to Moby Dick

How have written Indians — the Tontos, Fridays, Pocahontases and Queequegs of the American canon — been adopted, mimicked, performed and undermined by Native American authors? This course will examine how canonical and counter-canonical texts invent and reinvent the place of the Indian across the continuing literary “discovery” of America from 1620 to the present. Readings include The Last of the Mohicans, The Lone Ranger and Tonto Fistfight in Heaven, Moby Dick and Robinson Crusoe. Critical texts, research presentations, written assignments and intensive seminar discussion will address questions of cultural sovereignty, mimesis, literacy versus orality, literary hybridity, intertextuality and citation.
Units: 1.0
(Not Offered 2015-2016)

ENGL B332 Novelas de las Américas

What do we gain by reading a Latin American or a US novel as “American” in the continental sense? What do we learn by comparing novels from “this” America to classics of the “other” Americas? Can we find through this Panamericanist perspective common aesthetics,

interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish.
Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B332
Units: 1.0
(Not Offered 2015-2016)

ENGL B333 Lesbian Immortal

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and noteriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siecle manias for mummies and seances.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B334 Topics in Film Studies

This is a topics course. Content varies.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): HART-B334
Units: 1.0
(Not Offered 2015-2016)

ENGL B336 Topics in Film

This is a topics course. Course content varies.
Counts towards: Film Studies
Crosslisting(s): HART-B336
Units: 1.0
Instructor(s): Nguyen,H.

Spring 2016: **Queer Cinema**. This course explores how communities and subjects designated as "queer" have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas.

ENGL B345 Topics in Narrative Theory

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B345
Units: 1.0
(Not Offered 2015-2016)

ENGL B347 Medievalisms

This course assesses how the "Middle Ages" has been and continues to be constructed as a period of history, an object of inquiry, and a category of analysis. It considers how the past is formulated and called upon to conduct the ideological and cultural work of the present, and it reads historical documents and literary texts in dialogue with one another. Suggested Preparation: At least one 200-level course in any area of medieval studies (although more than one course is preferred), or by permission of the instructors. Additionally, this course is not open to students who took ENG/HIST 246 in 2013.
Crosslisting(s): HIST-B347
Units: 1.0
(Not Offered 2015-2016)

ENGL B351 Jane Austen: Contexts, Criticism, Adaptations

This course will engage upper-level students in a close and rigorous examination of the writing of Jane Austen in its cultural contexts, as well as critical responses to and re-envisionings of her works. Situating her writing in the tradition of the "novel of manners," the course will explore the roots of Austen's work in earlier literary forms--the romance, the "true history," the novel of sentiment, and the gothic novel--many of which Austen herself read. We'll then interpret her works in the light of critical perspectives that reveal connections between the form and cultural contexts of Austen's work: formalist approaches; feminism, gender, and queer theory; postcolonialism; and cultural studies. The bulk of the reading will be from Austen's own corpus of novels, and also include works like Samuel Richardson's Sir Charles Grandison, Frances Burney's Evelina, Henry MacKenzie's The Man of Feeling, Ann Radcliffe's Sicilian Romance, and the poetry of Byron. We'll end by exploring several modern novelistic and film adaptations. Work for the course will include frequent short papers and in-class presentations, a mid-term essay, and a substantial final paper.
Units: 1.0
(Not Offered 2015-2016)

ENGL B354 Virginia Woolf

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Tratner,M.
(Fall 2015)

ENGL B355 Performance Studies

Introduces students to the field of performance studies, a multidisciplinary species of cultural studies which theorizes human actions as performances that both construct and resist cultural norms of race, gender, and sexuality. The course will explore "performativity" in everyday life as well as in the performing arts, and will include multiple viewings of dance and theater both on- and off-campus. In addition, we will consider the performative aspects of film and video productions.
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
Instructor(s): Ricketts,R.
(Spring 2016)

ENGL B356 Endgames: Theater of Samuel Beckett

An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and postmodern performance techniques.
Crosslisting(s): ARTT-B356
Units: 1.0
(Not Offered 2015-2016)

ENGL B359 Dead Presidents

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural importance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolutionary movement through the Civil War.
Units: 1.0
(Not Offered 2015-2016)

ENGL B362 African American Literature: Hypercanonical Codes

Intensive study of six 18th-21st century hypercanonical African American written and visual texts (and critical responses) with specific attention to the tradition's long use of speaking in code and in multiple registers simultaneously. Focus on language as a tool of opacity as well as transparency, translation, transliteration, invention and resistance. Previous reading required.
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B365; PHIL-B365; COML-B365
Units: 1.0
(Not Offered 2015-2016)

ENGL B367 Asian American Film Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): HART-B367
Units: 1.0
Instructor(s): Nguyen,H.
(Fall 2015)

ENGL B368 Pleasure, Luxury, and Consumption

Course will consider pleasure and consumerism in English texts and culture of the 17th and 18th centuries. Readings will include classical and neoclassical philosophies of hedonism and Epicureanism, Defoe's "Roxana", Mandeville's "Fable of the Bees", Pope's "Rape of the Lock", John Cleland's "Memoirs of a Woman of Pleasure" and early periodical essays, among others. Secondary readings will include critical studies on cultural history and material culture. Prerequisites: at least two 200-level English courses.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B373 Masculinity in English Literature: From Chivalry to Civility

This course will examine images and concepts of masculinity as represented in a wide variety of texts in English. Beginning in the early modern period and ending with our own time, the course will focus on texts of the "long" 18th century to contextualize the relationships between masculinity and chivalry, civility, manliness, and femininity.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B379 The African Griot(te)

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction.
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B381 Post-Apartheid Literature

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers which explore the complexities of life in “the new South Africa.” Several films emphasize the minefield of post-apartheid reconciliation and accountability.
Counts towards: Africana Studies
Crosslisting(s): COML-B381
Units: 1.0
(Not Offered 2015-2016)

ENGL B388 Contemporary African Fiction

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90’s serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of “living in the present” in history and letters.
Counts towards: Africana Studies
Crosslisting(s): COML-B388
Units: 1.0
(Not Offered 2015-2016)

ENGL B398 Senior Seminar

Required preparation for ENGL 399 (Senior Essay). Through weekly seminar meetings and regular writing and research assignments, students will design a senior essay topic or topics of their choice, frame exciting and practical questions about it, and develop a writing plan for its execution. Students will leave the course with a departmentally approved senior essay prospectus, an annotated bibliography on their chosen area of inquiry, and 10 pages of writing towards their senior essay. Students must pass the course to enroll in ENGL 399.
Units: 1.0
Instructor(s): Hemmeter,G., Taylor,J.
(Fall 2015)

ENGL B399 Senior Essay

Supervised independent writing project required of all English majors. Students must successfully complete ENGL 398 (Senior Conference) and have their Senior Essay prospectus approved by the department before they enroll in ENGL 399.
Units: 1.0
Instructor(s): Taylor,J.
(Spring 2016)

ENGL B403 Supervised Work

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required.
Units: 1.0
(Fall 2015)

ENGL B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

TRI-CO ENVIRONMENTAL STUDIES MINOR WITH THE JOHANNA ALDERFER HARRIS ENVIRONMENTAL STUDIES PROGRAM

Students may complete a minor in Environmental Studies as an adjunct to any major at Bryn Mawr, Haverford, or Swarthmore pending approval of the student's coursework plan by the home department and the home-campus Environmental Studies director.

Faculty

Bryn Mawr College

Victor Donnay, William R. Kenan, Jr. Chair, Professor of Mathematics and Director of Environmental Studies (Director, On leave Fall 2015)

Donald Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies (Director for Fall 2015)

Peter Briggs, Professor of English

Jonas Goldsmith, Associate Professor of Chemistry

Karen Greif, Professor of Biology

Carol Hager, Chair and Professor of Political Science and Director of the Center for Social Sciences on the Clowes Professorship in Science and Social Policy

Thomas Mozdzer, Assistant Professor of Biology (Leave 2015-16)

Michael Rock, Samuel and Etta Wexler Professor of Economic History

David Ross, Associate Professor of Economics (Leave 2015-16)

Bethany Schneider, Associate Professor of English

Ellen Stroud, Associate Professor of Growth and Structure of Cities on the Johanna Alderfer Harris and William H. Harris, M.D. Professorship in Environmental Studies

Nathan Wright, Chair and Associate Professor of Sociology

Ganapathy Narayanaraj, Tri-Co Environmental Studies Visiting Assistant Professor

Anne Dalke, Term Professor of English and Gender Studies

Jody Cohen, Term Professor of Education

Sydne Record, Assistant Professor of Biology

Robert Dostal, Rufus Jones Professor of Philosophy and Religion

Haverford College

Helen White, Chemistry, Environmental Studies Director

Kim Benston, English

Radika Bhaskar, Biology (Visiting 2014-16)

Craig Borowiak, Political Science

Thomas Donahue, Political Science (Visiting 2014-16)

Kaye Edwards, Interdisciplinary Programs

Steve Finley, English

Andrew Friedman, History

Darin Hayton, History

Karl Johnson, Biology

Joshua Moses, Anthropology

Ganapathy Narayanaraj, Tri-Co Environmental Studies Visiting Assistant Professor

Rob Scarrow, Chemistry

Steven Smith, Economics

Jonathan Wilson, Biology

Swarthmore College

Elizabeth Bolton, English Literature, Environmental Studies Coordinator

Timothy Burke, History

Peter Collings, Physics & Astronomy

Giovanna DiChiro, Political Science

Erich Carr Everbach, Engineering

Eric Jensen, Physics & Astronomy

José-Luis Machado, Biology

Arthur McGarity, Engineering

Rachel Merz, Biology

Carol Nackenoff, Political Science

Ganapathy Narayanaraj, Tri-Co Environmental Studies Visiting Assistant Professor

Jennifer Peck, Economics, Environmental Studies

Christine Schuetze, Sociology & Anthropology

Mark Wallace, Religion

The Johanna Alderfer Harris Environmental Studies Program at Bryn Mawr College enables students and faculty to come together to explore academic interests in the environment. The program sponsors speakers, special events, and field trips, and offers support for student work during the summer, in the form of the college's competitive Green Grants. In addition, The Harris Environmental Studies Program is the Bryn Mawr campus home for the Tri-College Environmental Studies Minor. The program benefits from two endowed chairs in Environmental Studies, The Johanna Alderfer Harris and William H. Harris, M.D. Chair in Environmental Studies, currently held by Growth and Structure of

Cities Associate Professor Ellen Stroud, and the Harold Alderfer Chair in Environmental Studies, currently held by Geology Associate Professor Donald Barber.

The Tri-Co Environmental Studies Minor

Bryn Mawr, Haverford and Swarthmore Colleges offer Tri-College Environmental Studies Interdisciplinary Minor, involving departments and faculty from the natural sciences, mathematics, engineering, the social sciences, the humanities, and the arts on all three campuses. The Tri-College Environmental Studies Minor aims to bring students and faculty together to explore interactions among earth systems, human societies, and local and global environments.

The Tri-Co ENVS Minor aims to cultivate in students the capacity to identify and confront key environmental issues through a blend of multiple disciplines, encompassing historical, cultural, economic, political, scientific, and ethical modes of inquiry. Acknowledging the reciprocal dimensions of materiality and culture in the historical formation of "the" environment, this program is broadly framed by a series of interlocking dialogues: between the "natural" and the "built"; between the local and the global; and between the human and the nonhuman.

The minor consists of six courses, including an introductory course and capstone course, and the courses may be completed at any of the three campuses (or any combination thereof). To declare the minor, students should contact the Environmental Studies director at their home campus.

Minor Requirements

The Environmental Studies Interdisciplinary Minor consists of six courses, as follows:

- A required introductory course to be taken prior to the senior year. This may be ENVS 101 at Bryn Mawr or Haverford or the parallel course at Swarthmore College (ENVS 001). Any one of these courses will satisfy the requirement, and students may take no more than one such course for credit toward the minor.
- Four elective course credits from approved lists of core and cognate courses, including two credits in each of the following two categories (A and B). No more than one cognate course credit may be used for each category (see course list below for more information about core and cognate courses).

  A) Environmental Science, Engineering & Math: courses that build understanding and knowledge of scientific methods and theories, and that explore how these can be applied in identifying and addressing environmental questions. At least one of the courses in this category must have a laboratory component.

  B) Environmental Social Sciences, Humanities & Arts: courses that build understanding and knowledge of social and political structures as well as ethical considerations, and how these inform our individual and collective understandings of and responses to human and built environments.
- A senior seminar with culminating work that reflects tangible research design and inquiry, but which might materialize in any number of project forms. Bryn Mawr College's ENVS 397 (Environmental Studies Senior Seminar, co-taught by faculty members from Bryn Mawr and Haverford Colleges) and Swarthmore College's ENVS 091 (Environmental Studies Capstone Seminar) satisfy the requirement.

Core Courses for the Environmental Studies Minor

- Every student should take an introductory course (101 or 001) before the senior year
- Every student should take a capstone course (397 or 091) during the senior year

Bryn Mawr

ENVS 101 Introduction to Environmental Studies

ENVS 397 Environmental Studies Senior Seminar

Haverford

ENVS 101 Case Studies in Environmental Issues

ENVS 397 Environmental Studies Senior Seminar

Swarthmore

ENVS 001 Introduction to Environmental Studies

ENVS 091 Environmental Studies Capstone Seminar

Approved Electives for the Environmental Studies Minor

- Two courses are required from each category (A and B).
- At least one course in Category A should have a lab.
- Only one course in each category may be a "cognate" course. Cognate courses, marked with an asterisk, are valuable for minor but are not as centrally focused on environmental studies methodologies and materials as other courses on the list.
- Pay close attention to "double-counting" rules for your major. You are encouraged to choose electives outside of your major.

Category A) Environmental Science, Math and Engineering

Bryn Mawr

BIOL 210 Biology and Public Policy

BIOL 220 (L) Ecology

BIOL 225* Biology of Plants

BIOL 250* Computational Methods

BIOL 262 Urban Ecosystems

BIOL 309 (L) Biological Oceanography

BIOL 320 (L) Evolutionary Ecology

CHEM 206 Chemistory of Renewable Energy

GEOL 101 (L) How the Earth Works

GEOL 103 (L) Earth Systems and the Environment

GEOL 130* Life in Earth's Future Climate (half-credit)

GEOL 203 Paleobiology

GEOL 206* Energy Resources and Sustainability

GEOL 209 Natural Hazards & Human Populations

GEOL 230* The Science of Soils

GEOL 255 Problem Solving in the Environmental Sciences

GEOL 298 Applied Environmental Science

GEOL 302 Low Temperature Geochemistry

GEOL 314 Marine Geology

GEOL 328* Geographic Information Systems

MATH 210* Differential Equations w/ Apps (Environmental Problems)

MATH 295 Topics in Mathematics: Mathematical Modeling

Haverford

BIOL 123* Perspectives in Biology: Scientific Literacy (half-credit)

BIOL 124* Perspectives in Biology: Tropical Infectious Disease (half-credit)

BIOL 310* Molecular Microbiology (half-credit)

BIOL 314* Photosynthesis (half-credit)

CHEM 112*(L) Chemical Dynamics

CHEM 358 Topics in Environmental Chemistry (half-credit)

PHYS 111b Energy Options and Science Policy

Swarthmore

BIOL 002 Organismal and Population Biology

BIOL 016*(L) Microbiology

BIOL 017*(L) Microbial Pathogenesis and Immune Response

BIOL 020*(L) Animal Physiology

BIOL 025*(L) Plant Biology

BIOL 026*(L) Invertebrate Zoology

BIOL 031* History and Evolution of Human Food

BIOL 034*(L) Evolution

BIOL 036 (L) Ecology

BIOL 037* Conservation Genetics

BIOL 039 (L) Marine Biology

BIOL 115E Plant Molecular Genetics - Biotechnology

BIOL 116* Microbial Processes and Biotechnology

BIOL 130* Behavioral Ecology

BIOL 137 Biodiversity and Ecosystem Function

CHEM 001*(L) Chemistry in the Human Environment

CHEM 043*(L) Analytical Methods and Instrumentation

CHEM 103 Topics in Environmental Chemistry

ENGR 003* Problems in Technology

ENGR 004A Environmental Protection

ENGR 004B * Swarthmore and the Biosphere

ENGR 004E Introduction to Sustainable Systems Analysis

ENGR 035*(L) Solar Energy Systems

ENGR 057*(L) Operations Research (also ECON 032)

ENGR 063 (L) Water Quality and Pollution Control

ENGR 066 (L) Environmental Systems

ENVS 090* Directed Reading in Environmental Studies

MATH 056* Modeling

PHYS 002E* FYS: Energy

PHYS 020*(L) Principles of the Earth Sciences

PHYS 024 (L) The Earth's Climate and Global Warming

Category B) Environmental Humanities, Social Sciences and Arts

Bryn Mawr

ANTH 203 Human Ecology

ANTH 210 Medical Anthropology

ANTH 237 Environmental Health

ANTH 263* Anthropology and Architecture

ARCH 245 The Archaeology of Water

CITY 175 Environment and Society

CITY 201 Introduction to GIS for Social and Environmental Analysis

CITY 241 Building Green

CITY 250* U.S. Urban Environmental History

CITY 278 American Environmental History

CITY 279 Global Environmental Change

CITY 304 Disaster, War, Rebuilding in the Japanese City (part of 360°)

CITY 329 Advanced Topics in Urban Environments: Sensing the City

CITY 345 Advanced Topics in Environment and Society - Environmental Studies

CITY 360 Brazil: City, Nature, Identity

CITY 377 Global Architecture of Oil

EAST 352 China's Environment: History, Policy, and Rights

EAST 362 Environment in Contemporary East Asia

ECON 225* Economics of Development

ECON 234 Environmental Economics

ECON 242 Economics of Local Environmental Programs

EDUC 268 Educating for Environmental Literacy

ENGL 204* Literatures of American Expansion

ENGL 268 Native Soil: Indian Land & American Lit 1588-1840

ENGL 275 Food Revolutions

ENGL 251 Food For Thought

ENGL 313 Ecological Imaginings

HIST 212 Pirates, Travelers and Natural Historians

HIST 237* Urbanization in Africa

PHIL 240 Environmental Ethics

POLS 222 Introduction to Environmental Issues

POLS 278* Oil, Politics, Society and Economy

POLS 310* Comparative Public Policy

POLS 321* Technology and Politics

POLS 339* The Policy-making Process

POLS 354* Comparative Social Movements

SOCL 165 Problems in the Natural and Built Environment

SOCL 247 Environmental Social Problems

SOCL 316* Science, Culture and Society

SPAN 203 La Naturaleza Como Identidad Politica

Haverford

ANTH 252* State and Development in South Asia

ANTH 263* Anthropology of Space: Housing and Society

ANTH 281 Nature/Culture: Introduction to Environmental Anthropology

ENGL 217* Humanimality

ENGL 257* British Topographies

ENGL 356 Studies in American Environment and Place

HIST 119* International History of the United States

HIST 227* Geographies of the Occult and Witchcraft

HIST 253 History of the US Built Environment

POLS 260 Environmental Political Theory (temporary course 2011/2012)

POLS 261* Global Civil Society

POLS 360 Global Environmental Politics (temporary course 2011/2012)

POLS 370 Environmental Political Thought

Swarthmore

ARTH 035* Pictured Environments: Japanese Landscapes and Cityscapes (part of 360°)

CHIN 088 Governance and Environmental Issues in China (also POLS 088)

ECON 032* Operations Research (also ENGR 057)

ECON 076 Environmental Economics

ENGL 009C FYS: Imagining Natural History

ENGL 070G Writing Nature

ENVS 001 Introduction to Environmental Studies

ENVS 002 Human Nature, Technology, and the Environment

ENVS 090 Directed Readings in Environmental Studies

ENVS 092 Research Project

HIST 089 Environmental History of Africa

JPNS 035 Narratives of Disaster and Rebuilding in Japan (part of 360°)

LING 120* Anthropological Linguistics: Endangered Languages

LITR 022G* Food Revolutions: History, Politics, Culture

PHIL 035 Environmental Ethics

POLS 037 Introduction to GIS for Social Environmental Analysis

POLS 043 Environmental Policy and Politics

POLS 043B Environmental Justice: Theory and Action

POLS 048* The Politics of Population

POLS 071 Applied Spacial Analysis with GIS (pre-reqs)

RELG 022 Religion and Ecology

SOAN 020M Race, Gender and Environment

SOAN 023C Anthropological Perspectives on Conservation

COURSES

ANTH B237 Environmental Health

This course introduces principles and methods in environmental anthropology and public health used to

analyze global environmental health problems globally and develop health and disease control programs. Topics covered include risk; health and environment; food production and consumption; human health and agriculture; meat and poultry production; and culture, urbanization, and disease. Prerequisite: ANTH 102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B210 Biology and Public Policy

A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, the Human Genome project, environmental health hazards, bioterrorism, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. This class involves considerable writing. Prerequisite: One semester of BIOL 110-111, or permission of instructor.
Counts towards: Environmental Studies; Health Studies
Units: 1.0
Instructor(s):Greif,K.
(Spring 2016)

BIOL B220 Ecology

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B225 Biology and Ecology of Plants

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems. One semester of BIOL 110/111.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Environmental Studies
Units: 1.0
Instructor(s):Record,S.
(Spring 2016)

BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience
Crosslisting(s): GEOL-B250
Units: 1.0
Instructor(s):Record,S.
(Fall 2015)

BIOL B255 Microbiology

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: One semester of BIOL 110 or permission of the instructor.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies
Units: 1.0
Instructor(s):Chander,M.
(Spring 2016)

BIOL B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101.
Approach: Course does not meet an Approach
Counts towards: Environmental Studies
Crosslisting(s): CITY-B262
Units: 1.0
(Not Offered 2015-2016)

BIOL B323 Coastal and Marine Ecology

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). In 2015 the course will have a mandatory field trip to a tropical marine field station and an overnight field trip to a temperate field station in the mid-Atlantic.
Prerequisite: BIOL B220 (Ecology)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

BIOL B332 Global Change Biology

Global changes to our environment present omnipresent environmental challenges. We are only beginning to understand the complex interactions between organisms and the rapidly changing environment. Students will explore the effects of global change in depth using the primary literature. Prerequisites: BIOL B220 (Ecology) or BIOL B262 (Urban Ecology) or permission of instructor.
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

CHEM B206 The Science of Renewable Energy

In this course the chemistry and physics of renewable energy, including solar, wind, geothermal and others, will be explored. Methodologies for energy storage will also be discussed. Quantitative tools will be developed to enable students to make effective and accurate comparisons between various types of energy generation processes. Prerequisites: completion of CHEM 103 and CHEM 104 with merit grades in both, or permission of instructor.
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

CITY B201 Introduction to GIS for Social and Environmental Analysis

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing.
Approach: Quantitative Readiness Required (QR)
Counts towards: Environmental Studies
Units: 1.0
Instructor(s):Narayanaraj,G.
(Fall 2015)

CITY B204 Economics of Local Environmental Programs

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basis services. Prerequisite: ECON B105.
Counts towards: Environmental Studies
Crosslisting(s): ECON-B242
Units: 1.0
(Not Offered 2015-2016)

CITY B210 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Counts towards: Environmental Studies
Crosslisting(s): GEOL-B209
Units: 1.0
(Not Offered 2015-2016)

CITY B222 Environmental Issues: Movements and Policy Making in Comparative Perspective

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Crosslisting(s): POLS-B222
Units: 1.0
(Not Offered 2015-2016)

CITY B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): HIST-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015, Spring 2016: **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation

of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

CITY B241 Building Green: Sustainable Design Past and Present

At a time when more than half of the human population lives in cities, the design of the built environment is of key importance. This course is designed for students to investigate issues of sustainability in architecture. A close reading of texts and careful analysis of buildings and cities will help us understand the terms and practices of architectural design and the importance of ecological, economic, political, cultural, social sustainability over time and through space.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Environmental Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

CITY B250 Topics: Growth & Spatial Organization of the City

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): HIST-B251
Units: 1.0
Instructor(s):Stroud,E.

Fall 2015: **20th C Urban Enviro History.** This course explores the recent history of U.S. Cities as both physical spaces and social entities, with particular attention to the role of both nature and built environments in shaping their pasts. How have the definitions, political roles, and social perceptions of U.S. cities changed since the nineteenth century? How have those shifts, along with changes in transportation, communication, construction, and other technologies affected both the people and places that comprise U.S. Cities?

CITY B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101.
Approach: Course does not meet an Approach
Counts towards: Environmental Studies
Crosslisting(s): BIOL-B262
Units: 1.0
(Not Offered 2015-2016)

CITY B278 American Environmental History

This course explores major themes of American environmental history, examining changes in the American landscape, the history of ideas about nature and the interaction between the two. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): HIST-B278
Units: 1.0
Instructor(s):Stroud,E.
(Spring 2016)

CITY B321 Technology and Politics

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.
Counts towards: Environmental Studies
Crosslisting(s): POLS-B321
Units: 1.0
(Not Offered 2015-2016)

CITY B329 Advanced Topics in Urban Environments

This is a topics course. Course content varies.
Counts towards: Environmental Studies
Crosslisting(s): HIST-B329
Units: 1.0
Instructor(s):Stroud,E.

Spring 2016: **Water**. This course is an exploration of the field of environmental history through a focus on the role of water in the history of the United States. We will examine issues of water power, water rights, water emergencies and water imagery, investigating the history and meanings of water in the United States.

CITY B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.
Counts towards: Environmental Studies
Crosslisting(s): SOCL-B346; HIST-B345
Units: 1.0
Instructor(s):Stroud,E.

Fall 2015: **Environmental Justice**. In this course, we will be delving into the complex issues of environmental justice and environmental racism. We will investigate the ways in which environmentalism can and has led to environmental inequalities, and we will study how resource allocation, legal frameworks and access to social and economic power affect experiences of environmental amenities and risks.

EALC B352 China's Environment

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches , and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-Mao reforms. Prerequisite: Sophomore standing.
Counts towards: Environmental Studies
Crosslisting(s): HIST-B352
Units: 1.0
Instructor(s):Jiang,Y.
(Spring 2016)

ECON B225 Economic Development

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.
Counts towards: Environmental Studies; International Studies
Crosslisting(s): CITY-B225
Units: 1.0
Instructor(s):Rock,M.
(Fall 2015)

ECON B234 Environmental Economics

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Prerequisites: ECON B105.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B234
Units: 1.0
Instructor(s):Rock,M.
(Spring 2016)

ECON B242 Economics of Local Environmental Programs

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basis services. Prerequisite: ECON B105.
Counts towards: Environmental Studies; Praxis Program
Crosslisting(s): CITY-B204
Units: 1.0
(Not Offered 2015-2016)

EDUC B285 Ecologies of Minds and Communities

This course will attend to students' distinctive ways of seeing and being in the world, in the context of communitarian questions of identity, access, and power. How can we re-imagine ecological literacy more deeply and fruitfully with and for diverse students and communities?
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B216 Re-creating Our World: Vision, Voice, Value

To this shared project, the discipline of English literary studies will contribute an awareness of the limits and possibilities of representation, asking what is foregrounded, what backgrounded or omitted, in each verbal, visual, aural or tactile re-presentation of the world. Asking, too, what might be imagined that has not yet been experienced, "Re-creating Our World" invites students both to create their own multi-modal representations of the spaces they occupy, and to re-create, in some way, the space that is Bryn Mawr. This course offers a shared exploration of imaginative images and texts, with a global reach and in a range of genres (photography, film, poetry, as well as multiple narratives, in forms that will vary from satire to science fiction, from apocalypse to utopia). On field trips to local sites, we will also study "representations" of the world in the form of various "shaped spaces," including The Center for Environmental Transformation in Camden, the John Heinz National Wildlife Refuge at Tinicum, John James Audubon's house @ Mill Grove, Wissahickon Valley Park, Chanticleer (a pleasure garden in Wayne), and the Laurel Hill Cemetery.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B218 Ecological Imaginings

Re-thinking the evolving nature of representation, with a focus on language as a link between natural and cultural ecosystems. We will observe the world; read classical and cutting edge ecolinguistic, ecoliterary, ecofeminist, and ecocritical theory, along with a wide range of exploratory, speculative, and imaginative essays and stories; and seek a variety of ways of expressing our own ecological interests.

Approach: Critical Interpretation (CI)
Counts towards: Environmental Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B268 Native Soil and American Literature:1492-1900

This course will consider the literature of contact and conflict between English-speaking whites and Native Americans between the years 1492 and 1920. We will focus on how these cultures understood the meaning and uses of land, and the effects of these literatures of encounter upon American land and ecology and vice-versa. Texts will include works by Native, European- and African-American writers, and may include texts by Christopher Columbus, John Smith, William Bradford, Handsome Lake, Samson Occom, Lydia Maria Child, Nathaniel Hawthorne, Sarah Winnemucca Hopkins, John Rollin Ridge, Mark Twain, Mourning Dove, Ella Deloria and Willa Cather.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B313 Ecological Imaginings

Re-thinking the evolving nature of representation, with a focus on language as a link between natural and cultural ecosystems. We will observe the world; read classical and cutting edge ecolinguistic, ecoliterary, ecofeminist, and ecocritical theory, along with a wide range of exploratory, speculative, and imaginative essays and stories; and seek a variety of ways of expressing our own ecological interests. Prerequisites: Environmental Studies minors, Gender Studies concentrators, or English majors.
Counts towards: Environmental Studies; Gender and Sexuality Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

ENVS B101 Introduction to Environmental Studies

This interdisciplinary introduction to Environmental Studies Minor examines the ideas, themes and methodologies of humanists, social scientists, and natural scientists in order to understand what they have to offer each other in the study of the environment, and how their inquiries can be strengthened when working in concert.
Approach: Course does not meet an Approach
Counts towards: Environmental Studies
Units: 1.0
Instructor(s):Barber,D., Rock,M.
(Fall 2015)

ENVS B397 Senior Seminar in Environmental Studies

In this capstone course, senior Environmental Studies minors from across the disciplines will draw on the perspectives and skills gained from their majors and from their preparatory work in the minor to collaboratively engage high-level questions of environmental inquiry. Prerequisite: Open only to Environmental Studies minors who have completed all introductory work for the minor.
Counts towards: Environmental Studies
Units: 1.0
Instructor(s):Stroud,E.
(Spring 2016)

GEOL B101 How the Earth Works

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Environmental Studies
Units: 1.0
Instructor(s):Marenco,K., Weil,A.
(Fall 2015)

GEOL B103 Earth Systems and the Environment

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of human energy consumption, industrial development, and land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required field trip is taken in April.
Approach: Scientific Investigation (SI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

GEOL B203 Invertebrate Paleobiology

Biology, evolution, ecology, and morphology of the major marine invertebrate fossil groups. Lecture three hours and laboratory three hours a week. A semester-long research project culminating in a scientific manuscript will be based on material collected on a one-day field trip to central Pennsylvania.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Counts towards: Environmental Studies
Units: 1.0
Instructor(s):Marenco,K.
(Fall 2015)

GEOL B206 Energy Resources and Sustainability

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy

production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.
Counts towards: Environmental Studies
Units: 1.0
Instructor(s):Barber,D.
(Fall 2015)

GEOL B209 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Counts towards: Environmental Studies
Crosslisting(s): CITY-B210
Units: 1.0
(Not Offered 2015-2016)

GEOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience
Crosslisting(s): BIOL-B250
Units: 1.0
Instructor(s):Record,S.
(Fall 2015)

GEOL B302 Low-Temperature Geochemistry

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including a number of important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL 101 or GEOL 102, and at least one semester of chemistry or physics, or professor approval.
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

GEOL B314 Marine Geology

An introduction to oceanography, coastal processes, and the geomorphology of temperate and tropical shorelines. Includes an overview of the many parameters, including sea level change, that shape coastal environments. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including a mandatory multi-day field trip to investigate developed and pristine sections of the Mid-Atlantic US coast. Prerequisite: One 200-level GEOL course OR one GEOL course AND one BIOL course (any level), OR advanced BIOL major standing (junior or senior).
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): CITY-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

> *Fall 2015, Spring 2016:* **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

HIST B251 Topics: Growth & Spatial Organization of the City

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): HIST-B251
Units: 1.0
Instructor(s):Stroud,E.

> *Fall 2015:* **20th C Urban Enviro History.** This course explores the recent history of U.S. Cities as both physical spaces and social entities, with particular attention to the role of both nature and built environments in shaping their pasts. How have the definitions, political roles, and social perceptions of U.S. cities changed since the nineteenth century? How have those shifts, along with changes in transportation, communication, construction, and other technologies affected both the people and places that comprise U.S. Cities?

HIST B278 American Environmental History

This course explores major themes of American environmental history, examining changes in the American landscape, the history of ideas about nature

and the interaction between the two. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): CITY-B278
Units: 1.0
Instructor(s):Stroud,E.
(Spring 2016)

HIST B329 Advanced Topics in Urban Environments

This is a topics course. Course content varies.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B329
Units: 1.0
Instructor(s):Stroud,E.

> *Spring 2016:* **Water**. This course is an exploration of the field of environmental history through a focus on the role of water in the history of the United States. We will examine issues of water power, water rights, water emergencies and water imagery, investigating the history and meanings of water in the United States.

HIST B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.
Counts towards: Environmental Studies
Crosslisting(s): SOCL-B346; CITY-B345
Units: 1.0
Instructor(s):Stroud,E.

> *Fall 2015:* **Environmental Justice**. In this course, we will be delving into the complex issues of environmental justice and environmental racism. We will investigate the ways in which environmentalism can and has led to environmental inequalities, and we will study how resource allocation, legal frameworks and access to social and economic power affect experiences of environmental amenities and risks.

HIST B352 China's Environment

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches , and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-Mao reforms. Prerequisite: Sophomore standing.
Counts towards: Environmental Studies
Crosslisting(s): EALC-B352
Units: 1.0
(Not Offered 2015-2016)

PHIL B238 Science, Technology and the Good Life

This course considers questions concerning what is science, what is technology, and what is their relationship to each other and to the domains of ethics and politics. We will consider how modern science defined itself in its opposition to Aristotelian science. We will examine the Cartesian and Baconian scientific models and the self-understanding of these models with regard to ethics and politics. Developments in the philosophy of science will be considered, e.g., positivism, phenomenology, feminism, sociology of science. Biotechnology and information technology illustrate fundamental questions. The "science wars" of the 1990s provide debates concerning science, technology, and the good life.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): POLS-B238
Units: 1.0
Instructor(s):Dostal,R.
(Fall 2015)

PHIL B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies
Crosslisting(s): POLS-B240
Units: 1.0
Instructor(s):Dostal,R.
(Spring 2016)

POLS B222 Environmental Issues: Movements and Policy Making in Comparative Perspective

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Crosslisting(s): CITY-B222
Units: 1.0
(Not Offered 2015-2016)

POLS B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies

Crosslisting(s): PHIL-B240
Units: 1.0
(Not Offered 2015-2016)

POLS B256 Global Politics of Climate Change

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Units: 1.0
Instructor(s):Hager,C.
(Fall 2015)

POLS B310 Comparative Public Policy

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures on policy makers. Prerequisite: One course in Political Science or public policy.
Counts towards: Environmental Studies; Health Studies
Units: 1.0
Instructor(s):Hager,C.
(Spring 2016)

POLS B321 Technology and Politics

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B321
Units: 1.0
(Not Offered 2015-2016)

POLS B354 Comparative Social Movements: Power and Mobilization

A consideration of the conceptualizations of power and “legitimate” and “illegitimate” participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions. Prerequisite: one course in POLS or SOCL or permission of instructor.
Counts towards: Environmental Studies
Crosslisting(s): SOCL-B354
Units: 1.0
(Not Offered 2015-2016)

SOCL B346 Advanced Topics in Environment and Society

This is a topics course. Topics vary.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B345; HIST-B345
Units: 1.0
Instructor(s):Stroud,E.

> *Fall 2015:* **Environmental Justice**. In this course, we will be delving into the complex issues of environmental justice and environmental racism. We will investigate the ways in which environmentalism can and has led to environmental inequalities, and we will study how resource allocation, legal frameworks and access to social and economic power affect experiences of environmental amenities and risks.

SOCL B354 Comparative Social Movements

A consideration of the conceptualizations of power and “legitimate” and “illegitimate” participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions.
Counts towards: Environmental Studies
Crosslisting(s): POLS-B354
Units: 1.0
(Not Offered 2015-2016)

FILM STUDIES

Students may complete a minor in Film Studies.

Steering Committee

Timothy Harte, Chair and Associate Professor of Russian (on leave semester II)

Homay King, Professor of History of Art and Director of the Center for Visual Culture

Hoang Tan Nguyen, Associate Professor of English and Film Studies

Michael Tratner, Mary E. Garrett Alumnae Professor of English

Sharon Ullman, Chair and Professor of History and Director of Gender and Sexuality Studies

Affiliated Faculty

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Adam Cutchin, Instructor

Willemijn Don, Visiting Assistant Professor

Shiamin Kwa, Assistant Professor on the Jye Chu Lectureship in Chinese Studies

Frances (Pim) Higginson, Professor of French

Rudy Le Menthéour, Associate Professor of French and Director of the Institut d'Etudes Françaises d'Avignon (on leave semesters I and II)

Steven Z. Levine, Professor of History of Art and the Leslie Clark Professor in the Humanities

Roberta Ricci, Chair and Associate Professor of Italian

H. Rosi Song, Associate Professor of Spanish (on leave semeser I)

Brigitte Mahuzier, Professor of French (on leave semester I)

Agnès Peysson-Zeiss, Lecturer of French and Francophone Studies

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon films, film audiences, and the social and industrial contexts of film and media production, distribution and exhibition. The courses that comprise the minor in film studies reflect the diversity of approaches in the academic study of cinema. The minor is anchored by core courses in formal analysis, history and theory. Elective courses in particular film styles, directors, national cinemas, genres, areas of theory and criticism, video production, and issues in film and media culture add both breadth and depth to this program of study.

Film Studies is a Bryn Mawr College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor work plan when declaring the minor.

Minor Requirements

In consultation with the program director, students design a program of study that includes a range of film genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema. The minor consists of a total of six courses and must include the following:

- One introductory course in the formal analysis of film
- One course in film history or an area of film history
- One course in film theory or an area of film theory
- Three electives.

At least one of the six courses must be at the 300 level. Courses that fall into two or more of the above categories may fulfill the requirement of the student's choosing, but may not fulfill more than one requirement simultaneously. Students should consult with their advisers to determine which courses, if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

COURSES

ARTW B266 Screenwriting

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will be expected to outline and complete the first act of an adapted screenplay of their own.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

COML B110 Critical Approaches to Visual Representation: Identification in the Cinema

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform

its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement. Syllabus is subject to change at instructor's discretion.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): HART-B110
Units: 1.0
Instructor(s):King,H.
(Spring 2016)

COML B214 Italy Today: New Voices, New Writers, New LiteratureItaly Today

This course, taught in English, will focus primarily on the works of the so-called "migrant writers" who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ITAL-B212
Units: 1.0
(Not Offered 2015-2016)

COML B216 Topics: Introduction to Chinese Literature

This is a topics course. Topics may vary.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): EALC-B212; HART-B214
Units: 1.0
(Not Offered 2015-2016)

COML B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B238; RUSS-B238; HART-B238
Units: 1.0
(Not Offered 2015-2016)

COML B306 Film Theory

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).
Counts towards: Film Studies
Crosslisting(s): HART-B306; ENGL-B306
Units: 1.0
Instructor(s):King,H.
(Fall 2015)

COML B310 Detective Fiction

In English. This course explores the Italian "giallo" (detective fiction), today one of the most successful literary genres among Italian readers and authors alike. Through a comparative perspective, the course will analyze not only the inter-relationship between this popular genre and "high literature," but also the role of detective fiction as a mirror of social anxieties. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian.
Suggested Preparation: One literature course at the 200 level.
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): ITAL-B310
Units: 1.0
(Not Offered 2015-2016)

COML B311 The Myth of Venice (1800-2000)

The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti,

Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. Suggested Preparation: At least two 200-level literature courses.
Counts towards: Film Studies
Crosslisting(s): ITAL-B311
Units: 1.0
Instructor(s):Monserrati,M.
(Spring 2016)

EALC B212 Topics: Introduction to Chinese Literature

This is a topics course. Topics may vary.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): HART-B214; COML-B216
Units: 1.0
(Not Offered 2015-2016)

EALC B240 Topics in Chinese Film

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
Instructor(s): Kwa,S.

> *Fall 2015:* **The Films of Wong Kar-wai**. The course will focus on all of the full-length feature films of Hong Kong director Wong Karwai, beginning with the 1988 film As Tears Go By and ending with the 2013 film The Grandmaster. Some topics that will be discussed include translation; brotherhoods, violence and criminality; nostalgia; the use of music; dystopia; translingualism; post-colonialism; and post-humanism.

EALC B281 Food in Translation: Theory and Practice

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (Classic of Poetry, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love."
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
Instructor(s):Kwa,S.
(Spring 2016)

EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B205 Introduction to Film

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): HART-B205
Units: 1.0
Instructor(s):Nguyen,H.
(Spring 2016)

ENGL B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): RUSS-B238; HART-B238; COML-B238
Units: 1.0
(Not Offered 2015-2016)

ENGL B261 Topics: Film and the German Literary Imagination

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): GERM-B262
Units: 1.0
(Not Offered 2015-2016)

ENGL B299 History of Narrative Cinema, 1945 to the Present

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): HART-B299
Units: 1.0
Instructor(s):King,H.
(Fall 2015)

ENGL B306 Film Theory

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).
Counts towards: Film Studies
Crosslisting(s): HART-B306; COML-B306
Units: 1.0
Instructor(s):King,H.
(Fall 2015)

ENGL B323 Movies, Fascism, and Communism

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films alluding to fascism or communism, to understand them as commenting on political debates and on the mass experience of movie going.
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B334 Topics in Film Studies

This is a topics course. Content varies.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): HART-B334
Units: 1.0
(Not Offered 2015-2016)

ENGL B336 Topics in Film

This is a topics course. Course content varies.
Counts towards: Film Studies
Crosslisting(s): HART-B336
Units: 1.0
Instructor(s): Nguyen,H.

> *Spring 2016:* **Queer Cinema**. This course explores how communities and subjects designated as "queer" have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas.

ENGL B355 Performance Studies

Introduces students to the field of performance studies, a multidisciplinary species of cultural studies which theorizes human actions as performances that both construct and resist cultural norms of race, gender, and sexuality. The course will explore "performativity" in everyday life as well as in the performing arts, and will include multiple viewings of dance and theater both on- and off-campus. In addition, we will consider the performative aspects of film and video productions.
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
Instructor(s):Ricketts,R.
(Spring 2016)

ENGL B367 Asian American Film Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian

Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): HART-B367
Units: 1.0
Instructor(s):Nguyen,H.
(Fall 2015)

GEOL B125 Focus: Geology in Film

This is a half semester Focus course. Geologic processes make for great film storylines, but filmmakers take great liberty with how they depict scientific "facts" and scientists. We will explore how and why filmmakers choose to deviate from science reality. We will study and view one film per week and discuss its issues from a geologist's perspective.
Approach: Course does not meet an Approach
Counts towards: Film Studies
Units: 0.5
(Not Offered 2015-2016)

GERM B262 Topics: Film and the German Literary Imagination

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): ENGL-B261
Units: 1.0
(Not Offered 2015-2016)

GNST B255 Video Production

This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments, and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience necessary, instructor discretion.
Counts towards: Film Studies
Units: 1.0
(Fall 2015)

GNST B302 Topics in Video Production

This is a topics course. Course content varies.
Prerequisite: GNST B255 or ENGL/HART B205 or ICPR H243 or ICPR H343 or ICPR H278 or ANTH H207 or an equivalent Video Production course, such as Documentary Production or an equivalent critical course in Film or Media Studies.
Counts towards: Film Studies
Units: 1.0
(Spring 2016)

HART B110 Critical Approaches to Visual Representation: Identification in the Cinema

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): COML-B110
Units: 1.0
Instructor(s):King,H.
(Spring 2016)

HART B205 Introduction to Film

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): ENGL-B205
Units: 1.0
Instructor(s):Nguyen,H.
(Spring 2016)

HART B214 Topics: Introduction to Chinese Literature

This is a topics course. Topics may vary.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): EALC-B212
Units: 1.0
(Not Offered 2015-2016)

HART B215 Russian Avant-Garde Art, Literature and Film

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): RUSS-B215
Units: 1.0
(Not Offered 2015-2016)

HART B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B238; RUSS-B238; COML-B238
Units: 1.0
(Not Offered 2015-2016)

HART B299 History of Narrative Cinema, 1945 to the present

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B299
Units: 1.0
Instructor(s):King,H.
(Fall 2015)

HART B306 Film Theory

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).
Counts towards: Film Studies
Crosslisting(s): ENGL-B306; COML-B306
Units: 1.0
Instructor(s):King,H.
(Fall 2015)

HART B334 Topics in Film Studies

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ENGL-B334
Units: 1.0
(Not Offered 2015-2016)

HART B336 Topics in Film

This is a topics course. Course content varies.
Counts towards: Film Studies
Crosslisting(s): ENGL-B336
Units: 1.0
Instructor(s): Nguyen,H.

> *Spring 2016:* **Queer Cinema**. This course explores how communities and subjects designated as "queer" have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas.

HART B367 Asian American Film, Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ENGL-B367
Units: 1.0
Instructor(s):Nguyen,H.
(Fall 2015)

HIST B284 Movies and America

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural relationship between film and American historical self fashioning.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B212 Italy Today: New Voices, New Writers, New Literature

This course, taught in English, will focus primarily on the works of the so-called “migrant writers” who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): COML-B214
Units: 1.0
(Not Offered 2015-2016)

ITAL B225 Italian Cinema and Literary Adaptation

The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will “read” films as “literary images” and “see” novels as “visual stories.” The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close analysis, such issues as Fascism, nationhood, gender, sexuality, politics, regionalism, death, and family within the European context of WWII and post-war Italy
Approach: Cross-Cultural Analysis (CC)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B229 Food in Italian Literature, Culture, and Cinema

Taught in English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit . Prerequisite: ITAL 102
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B255 Uomini d’onore in Sicilia: Italian Mafia in Literature and Cinema

This course aims to explore representations of Mafia figures in Italian literature and cinema, with reference also to Italian-American films, starting from the ‘classical’ example of Sicily. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative fiction, using Italian literature written by 19th, 20th, and 21st Italian Sicilian authors. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B310 Detective Fiction

In English. Why is detective fiction so popular? What explains the continuing multiplication of detective texts despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to the more distant mystery stories from around the world. The international scope of the readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to international influence of the British-American model. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Suggested Preparation: One literature course at the 200 level.
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): COML-B310
Units: 1.0
(Not Offered 2015-2016)

ITAL B311 The Myth of Venice (1800-2000)

The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D’Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice,

rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. Suggested Preparation: At least two 200-level literature courses.
Counts towards: Film Studies
Crosslisting(s): COML-B311
Units: 1.0
Instructor(s):Monserrati,M.
(Spring 2016)

PSYC B375 Movies and Madness: Abnormal Psychology Through Films

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made.
Prerequisite: PSYC B209.
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies; Health Studies
Units: 1.0
Instructor(s):Rescorla,L.
(Fall 2015)

RUSS B215 Russian Avant-Garde Art, Literature and Film

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): HART-B215
Units: 1.0
(Not Offered 2015-2016)

RUSS B217 The Cinema of Andrei Tarkovsky

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

RUSS B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B238; HART-B238; COML-B238
Units: 1.0
(Not Offered 2015-2016)

RUSS B258 Soviet and Eastern European Cinema of the 1960s

This course examines 1960s Soviet and Eastern European "New Wave" cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film

Stereotypically, Latin Americans are viewed as "emotional people"—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Film Studies
Units: 1.0
Instructor(s):Gaspar,M.
(Fall 2015)

FINE ARTS

Students may complete a major in Fine Arts at Haverford College.

Faculty

Ying Li, Chair and Professor of Fine Arts

William E. Williams, Audrey A. and John L. Dusseau Professor in the Humanities and Curator of Photography

Markus Baenziger, Associate Professor

Hee Sook Kim, Associate Professor

The fine arts courses offered by the department are structured to accomplish the following:

- For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art.
- For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

Major Requirements

Senior candidates for the major in Fine Arts complete the requirement for the major by presenting a one-person show consisting of a coherent body of work, expressive of his or her artistic vision and insights.

Fine arts majors are required to concentrate in either painting, drawing, sculpture, photography, or printmaking:

- four 100-level foundation courses in each discipline
- two different 200-level courses outside the area of concentration
- two 200-level courses and one 300-level course within that area
- three art history courses at Bryn Mawr or equivalent
- Senior Departmental Studies 499.

For majors intending to do graduate work, we strongly recommend that they take an additional 300-level studio course within their area of concentration and an additional art history course at Bryn Mawr.

COURSES

ARTS H101D Arts Foundation-Drawing (2-D)

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter's eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork.
Goodrich,Jonathan C.

ARTS H103D Arts Foundation-Photography

This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class.
Department staff,TBA

ARTS H104E Arts Foundation-Sculpture

This is a seven week, half semester course designed to provide an introduction to three dimensional concepts and techniques. Skills associated with organizing and constructing three-dimensional form will be addressed through a series of projects within a contemporary context. The first projects will focus on basic three-dimensional concepts, while later projects will allow for greater individual self-expression and exploration. Various fabrication skills including construction, modeling, basic mold making, and casting will be demonstrated in class. All fabrication techniques will be covered in detail in class, and no prior experience is required to successfully complete this course. Important: ARTS H106 (Foundation Drawing 3D) is the first half of each semester and ARTS H104 (Foundation Sculpture) is the second half of each semester. Students interested in taking Foundation Sculpture must attend the first day of ARTS H106 Foundation Drawing to enter lotto for Foundation Sculpture. If unable to attend first class of the semester email the professor.
Baenziger,Markus

ARTS H106D Arts Foundation-Drawing

Baenziger,Markus

ARTS H106G Arts Foundation - Drawing

Baenziger,Markus

ARTS H107E Arts Foundation-Painting

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study the color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, surface quality. We will work from live model, still life, landscape, imagination and masterwork.
Goodrich,Jonathan C.

ARTS H120E Foundation Printmaking: Silkscreen

A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen. Emphasizing the expressive potential of the medium to create a personal visual statement.
Kim,Hee Sook

ARTS H121G Foundation Printmaking: Relief Printing

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement.
Kim,Hee Sook

ARTS H123H Foundation Printmaking: Etching

A seven-week course covering various techniques and approaches to intaglio printmaking including monotypes, soft and hard ground, line, aquatint, chine collage and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement.
Kim,Hee Sook

ARTS H124D Foundation Printmaking: Monotype

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, brayer techniques for beginners in printmaking will be taught. Color, form, shape, and somposition in 2-D format will be explored. Individual and group critiques will be employed.
Kim,Hee Sook

ARTS H216B History of Photography from 1839 to the Present

An introductory survey course about the history of photography from its beginnings in 1839 to the present. The goal is to understand how photography has altered perceptions about the past, created a new art form, and become a hallmark of modern society.
Williams,William

ARTS H218B Chinese Calligraphy As An Art Form

This course combines studio practice and creating art projects with slide lectures, readings, and museum visits. Students will study the art of Chinese Calligraphy, and its connection with Western art. No Chinese language required.
Li,Ying

ARTS H223A Printmaking: Materials and Techniques: Etching

Concepts and techniques of B/W & Color Intaglio. Line etching, aquatint, soft and hard ground, chin-colle techniques will be explored as well as visual concepts. Developing personal statements will be encouraged. Individual and group critiques will be employed.
Kim,Hee Sook

ARTS H224A Computer and Printmaking

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed.
Kim,Hee Sook

ARTS H231A Drawing (2-D): All Media

Students are encouraged to experiment with various drawing media and to explore the relationships between media, techniques and expression. Each student will strive to develop a personal approach to drawing while addressing fundamental issues of pictorial space, structure, scale, and rhythm. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits.
Goodrich,Jonathan C.

ARTS H233A Painting: Materials and Techniques

Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits.
Goodrich,Jonathan C.

ARTS H235B The Post-Impressionists: Cezanne, Seurat, Van Gogh, and Gauguin

Using various art-historical approaches, this course focus on the works of major Post-Impressionist artists: Seurat, Cezanne, Van Gogh, and Gauguin. This course will include a field trip to the Barnes Foundation.
Solomon,Carol

ARTS H236A Art, Politics, and Society in Nineteenth-Century Europe

This course explores European art in the context of political, social, and cultural developments in the period from the late eighteenth century to the middle decades of the nineteenth century. Neoclassicism, Romanticism, and Realism are the artistic movements of this period. Artists discussed will include David, Goya, Friedrich, Turner, Constable, and Gericault among others. Course will include at least one visit to the Phila Museum of Art.
Solomon,Carol

ARTS H243A Sculpture: Materials and Techniques

This course is designed to give students an in depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting procedures for a

range of synthetic materials will be introduced in class. Students will be encouraged to develop their own visual vocabulary and to understand their ideas in the context of contemporary sculpture. Projects are designed to provide students with a framework to explore all sculptural techniques introduced in class while developing their own personal form of visual expression.
Baenziger,Markus

ARTS H250A Theory and Practice of Exhibition: Objects, Images, Texts, Events

An introduction to the theory and practice of exhibition and display. This course will supply students with the analytic tools necessary to understand how exhibitions work and give them practical experience making arguments with objects, images, texts, and events.
Muse,John H

ARTS H251A Photography: Materials and Techniques

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of color photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black-and-white photographic materials in analog or digital formats necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards.
Department staff,TBA

ARTS H321A Experimental Studio: Etching

An advanced course covers Color Etching using multiple plates. Viscosity printing, line etching, aquatint, soft-ground, surface roll, Chin-collè, plate preparation, registration, and editioning are covered. Students study techniques and concepts in Intaglio method as well as visual expressions through hands-on experiences. Development of technical skills of Intaglio and personal visual study are necessary and creative and experimental approaches beyond two-dimensional outcomes encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested.
Kim,Hee Sook

ARTS H322B Experimental Studio: Printmaking: Lithography

An advanced course explores traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional and design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested.
Kim,Hee Sook

ARTS H325B Contemporary Art of the Arab World, Iran and Turkey

This interdisciplinary course will consider aspects of contemporary art, architecture, and visual culture of North Africa and the Middle East and the other two principal non-Arab Muslim states in the region,Iran and Turkey.
Solomon,Carol

ARTS H331A Experimental Studio: Drawing (2-D)

Students will build on the work done in 200 level courses, to develop further their individual approach to drawing. Students are expected to create projects that demonstrate the unique character of drawing in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists who influenced them.
Goodrich,Jonathan C.

ARTS H333A Experimental Studio: Painting

Students will build on the work done in 200 level courses to develop further their individual approach to painting. Students are expected to create projects that demonstrate the unique character of their chosen media in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists who influenced them.
Goodrich,Jonathan C.

ARTS H343B Experimental Studio: Sculpture

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit.
Baenziger,Markus

ARTS H351A Experimental Studio: Photography

Students produce an extended sequence of their work in either book or exhibition format using black and white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their course work. This two semester course consists of the book project first semester and the exhibition project second semester. At the end of each semester the student may exhibit his/her project.
Williams,William

ARTS H460A Teaching Assistant

Kim,Hee Sook

ARTS H480A Independent Study

This course gives the advanced student the opportunity to experiment with concepts and ideas and to explore in depth his or her talent.
Kim,Hee Sook

ARTS H499A Senior Departmental Studies

The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of his or her work.
Kim,Hee Sook

ARTTH251A Fundamentals of Acting

Slusar,Catharine

FRENCH AND FRANCOPHONE STUDIES

Students may complete a major or minor in French and Francophone Studies with two possible tracks: Language and Literature or Transdisciplinary Studies. Within the major, students may complete the requirements for the secondary education certification. Students may, with departmental approval, complete an M.A. in the combined A.B./M.A. program.

Faculty

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Adam Cutchin, Instructor

Willemijn Don, Visiting Assistant Professor

Frances (Pim) Higginson, Professor of French

Rudy Le Menthéour, Associate Professor of French and Director of the Institut d'Etudes Françaises d'Avignon (on leave semesters I and II)

Brigitte Mahuzier, Professor of French (on leave semester I)

Agnès Peysson-Zeiss, Lecturer of French and Francophone Studies

The Departments of French at Bryn Mawr and Haverford Colleges offer a variety of courses and two options for the major. The purpose of the major in French and Francophone Studies is to develop sophisticated critical and analytical skills through the analysis of, among other things, French and Francophone literature, history, art, film, material culture, and/or institutions. Courses in the Language and Literature track serve students with primary interests in French and Francophone literature, film, critical theory and criticism; additional courses in and outside the department serve the Transdisciplinary track. A thorough knowledge of written and spoken French is a common goal for both literary and transdisciplinary options.

100-level courses introduce students to the study of the French language, French and Francophone literatures and cultures, as well as exposing them to critical materials related to textual analysis conceived broadly. Courses at the 200-level treat French and Francophone literature and cultures across the historical spectrum. In addition, two 200-level courses are devoted to advanced language training and one to the study of theory. Advanced (300-level) courses offer detailed study either of individual authors, genres and movements or of particular periods, themes and problems in French and Francophone culture. In both major options, students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

All students who wish to pursue their study of French, regardless of level, must take a departmental placement examination prior to arriving at Bryn Mawr. Those students who enter beginning French have two options: intensive study of the language in the intensive sequence (001-002 Intensive Elementary; 005 Intensive Intermediate; or non-intensive study of the language in the non-intensive sequence (001-002 Elementary; 003-004 Intermediate). Although it is possible to major in French using either of the two sequences, students who are considering doing so and have been placed at the 001 level are strongly encouraged to take the intensive sequence.

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

Major Requirements

Requirements in the major subject are:

- French and Francophone Literature track: FREN 005-102 or 005-105 or 101-102 or 101-105; the 200-level advanced language course, FREN 260; FREN 213 Theory in Practice: Critical Discourses in the Humanities (BMC) or “Qu’est-ce que la théorie” (HC);” three 200-level literature courses, two 300-level literature courses, and the year-long Senior Experience, which consists of Senior Conference (FREN 398) in the fall semester and either a Senior Thesis or a third 300-level course culminating in the Senior Essay during the spring semester. In either case, the work of the spring semester is capped by an oral defense.
- Transdisciplinary French and Francophone Studies: FREN 005-102 or 005-105 or 101-102 or 101-105; the 200-level advanced language course, FREN 260; two 200-level courses within the department: e.g., FREN 291 or 299; two 200-level courses to be chosen by the student outside the French departments (at BMC/HC or JYA) which contribute coherently to her independent program of study; FREN 326 Etudes avancées de civilisation, Senior Conference (FREN 398), plus two 300-level courses outside the departments; a thesis of one semester in French or English. Students interested in this track are encouraged to present the rationale and the projected content of their transdisciplinary program for departmental approval during their sophomore year and to update their plan in junior year; they should have excellent records in French and the other subjects involved in their proposed program.
- Both concentrations: all French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take the 200-level advanced language course. Students may wish to continue from this course to hone their skills further in courses on debate, stylistics and translation offered at Bryn Mawr College or abroad. Students placed at the 200-level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.
- The Major Writing Intensive requirement may be met by any one of the following courses: FREN 101, 102, 260, Senior Essay (in a 300-l. course).

Honors and the Senior Experience

For the French and Francophone Literature option: After taking Senior Conference in semester I of the senior year, students have the choice in semester II of writing a thesis in French (30-40 pp.) under the direction of a faculty member or taking a 300-level course in which they write a Senior Essay in French (15-20 pp.) The first choice offers self-selected students who already have developed a clearly defined subject in semester I the opportunity to pursue independent research and writing of the thesis with a faculty mentor. The second choice allows students, often double majors with another thesis or pre-medical students, the opportunity to produce a substantial, but shorter, piece of work within the structure of their 300-level course in semester II. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of either the Senior Thesis or the Senior Essay.

For the Interdisciplinary Studies in French option: Students take French 325 or 326, if they have not already done so, and French 398 in Semester I of their senior year and, if they have not already done so, complete the two 300-level courses required outside the department. In semester II they write a thesis in French or English under the direction of a member of the French faculty and a mentor outside the department. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of the Senior Thesis.

Minor Requirements

Requirements for a French minor are FREN 005-102 or 005-105, or 101-102 or 101-105; the 200-level advanced language course; and four 200-level or 300-level courses. At least one course must be 300-level.

Teacher Certification

The Department of French and Francophone Studies offers a certification program in secondary teacher education. For more information, see the description of the Education Program.

A.B./M.A. Program

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four or five years and is undertaken with the approval of the department, the Special Cases Committee and the Dean of the Graduate School of Arts and Sciences.

Study Abroad

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Departments of French, be allowed to spend their junior year or a semester thereof in France and/or a Francophone country under one of the junior-year plans approved by Bryn Mawr.

Students wishing to enroll in a summer program may apply for admission to the Institut d'Etudes Françaises d'Avignon, held under the auspices of Bryn Mawr. The Institut is designed for selected undergraduates with a serious interest in French and Francophone literatures and cultures; it will be particularly attractive for those who anticipate professional careers requiring knowledge of the language and civilization of France and French speaking countries. The curriculum includes general and advanced courses in French language, literature, social sciences, history, art, and economics. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

COURSES

FREN B001 Elementary French

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes intensive oral practice sessions. The course meets five hours a week in non-intensive sections. This is a year-long course and students must register for both semesters.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Don,W.
(Fall 2015)

FREN B001IN Intensive Elementary French

French 001 Intensive Elementary is the first half of a two-semester beginning sequence designed to help students attain a level of proficiency to function comfortably in a French-speaking environment. It is both speaking intensive (through pair work, group work and drills) and writing intensive (through blogs and essays). In drill sessions, students develop the ability to speak and understand increasingly well through songs, skits, debates, and a variety of activities. The course meets nine hours per week.
Approach: Course does not meet an Approach
Units: 1.5
Instructor(s): Peysson-Zeiss,A.
(Fall 2015)

FREN B002 Elementary French

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes intensive oral practice sessions. The course meets in non-intensive (five hours a week) sections. This is a year-long course.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Don,W.
(Spring 2016)

FREN B002IN Intensive Elementary French

The second half of a two-semester beginning sequence designed to help students attain a level of proficiency to function comfortably in a French-speaking environment. It is both speaking intensive (through pair work, group work and drills) and writing intensive (through blogs and essays). In drills sessions, students develop the ability to speak and understand increasingly well through songs, skits, debates, and a variety of activities. Class meets nine hours per week.
Approach: Course does not meet an Approach
Units: 1.5
Instructor(s): Peysson-Zeiss,A.
(Spring 2016)

FREN B003 Intermediate French

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students regularly attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course. Prerequisite: FREN B002 or placement required.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Don,W.
(Fall 2015)

FREN B004 Intermediate French

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students regularly attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by

an extra hour per week with an assistant. This is a year-long course. .
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Mahuzier,B.
(Spring 2016)

FREN B005 Intensive Intermediate French

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department. Students who did not complete Intensive Elementary French must take either 102 or 105 to receive language credit. Two additional hours of instruction outside class time required. Prerequisite: FREN B002IN (intensive).
Approach: Course does not meet an Approach
Units: 1.5
Instructor(s): Armstrong,G., Peysson-Zeiss,A.
(Fall 2015)

FREN B101 Introduction à l'analyse littéraire et culturelle I

Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres and by analysis of voice and image in French writing and film. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and exercises.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Armstrong,G., Higginson,P.
(Fall 2015)

FREN B102 Introduction à l'analyse littéraire et culturelle II

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings include theater of the 17th or 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as is grammar review. Prerequisite: FREN 005 or 101.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Armstrong,G.
(Spring 2016)

FREN B105 Directions de la France contemporaine

An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and "les loisirs". In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts and magazines, complemented by video materials. Prerequisite: FREN 005 or 101.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Peysson-Zeiss,A.
(Spring 2016)

FREN B201 Le Chevalier, la dame et le prêtre: littérature et publics du Moyen Age

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious women and men in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, lai, roman courtois, fabliau, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Armstrong,G.
(Fall 2015)

FREN B204 Le Siècle des lumières

Representative texts of the Enlightenment with emphasis on the development of liberal thought as illustrated in the Encyclopédie and the works of Montesquieu, Voltaire, Diderot, and Rousseau. Prerequisites: FREN 102 or 105.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

FREN B205 Le Temps des prophètes: de Chateaubriand à Baudelaire

A study of post-Revolutionary texts in which the prophetic voice of the « genius » is often gendered feminine and/or other . We will read Chateaubriand's short fiction situated in America, Atala and René, the prototype of the romantic ennui and incestuous love ; Mme de Staël's semi-autobiographical novel Corinne ou l'Italie ; Stendhal's delightfully juvenile Charteuse de Parme; Balzac's exotic Fille aux yeux d'or; George Sand's controversial Lélia, and two works, Flaubert's Madame Bovary and Baudelaire's Fleurs du mal, which

were put on trial in 1857 for being dangerous to religion and public morals, and brought their respective authors out of obscurity, later to be integrated into the literary canon.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Fall 2015)

FREN B206 Le Temps des virtuoses

A study of selected works by Claudel, Gide, Proust, Rimbaud, Valéry, Verlaine, and Zola. This a topics course. Course content varies. Prerequisites: FREN 102 or 105.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Don,W.

Spring 2016: **Décadence or Belle Époque**. In retrospect, the period preceding the horrors of World War I certainly appeared to be a Belle Époque: a period of government stability, of exciting new scientific discoveries and technologies, of new cultural freedoms and forms of entertainment, of prosperity and optimism. However, the prevailing sentiment in fin-de-siècle texts often seems to be an impending sense of doom, of decadence and the end of civilization. In this class, literary texts by poets such as Rimbaud and Verlaine, and authors such as Zola, Colette, Gide and Proust, will help us discover these exciting tensions in French society at the turn of the twentieth century.

FREN B207 Introduction à la littérature du 20ème et 21ème siècle

A study of selected works illustrating the principal literary movements from 1900 to the present. Depending on the professor, this class will focus on various authors and literary movements of the 20th century such as Surrealism, Modernism, the Nouveau Roman, Oulipo, as well as works from the broader Francophone world. Prerequisites: FREN 102 or 105.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

FREN B213 Theory in Practice: Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B213; COML-B213; GERM-B213; ITAL-B213; HART-B213; RUSS-B253; PHIL-B253
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

FREN B248 Histoire des Femmes en France

A study of women and gender in France from the Revolution to the present. The course will pay particular attention to the role of women in the French Revolution (declarations, manifestos, women's clubs, salons, etc.) and in the post-revolutionary era, as well as to the more contemporary feminist manifestations in France since Simone de Beauvoir's Deuxième Sexe and the flow of feminist texts produced in the wake of May '68.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

FREN B254 Teaching (in) the Postcolony: Schooling in African Fiction

This seminar examines novels from Francophone and Anglophone Africa, critical essays, and two films, in order better to understand the forces that inform the African child's experiences of education. This course is taught in English.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s): Higginson,P.
(Spring 2016)

FREN B260 Atelier d'écriture

Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics. Depending on the professor, there may be a praxis component through language exchange.
Approach: Cross-Cultural Analysis (CC)
Major Writing Requirement: Writing Intensive
Counts towards: Praxis Program
Units: 1.0
Instructor(s): Peysson-Zeiss,A.
(Spring 2016)

FREN B262 Débat, discussion, dialogue

This advanced study of oral communication develops students' linguistic skills in narration, hypothesizing, persuasion or counseling, debate, negotiation, etc. Such skills will be nurtured through enrichment of vocabulary, reinforcement of accuracy in manipulation of complex grammatical structures, and enhancement of discursive strategies. The authentic material (both print and film) which serves as the basis of analytical discussion will reflect issues of contemporary importance; for example, France and Third World Francophone countries. Prerequisite: FREN B212 or B260.
Units: 1.0
(Not Offered 2015-2016)

FREN B270 Mediterranean Port-Cities: Immigration and Identities

A historical, social and literary approach to the Mediterranean, this course will examine the impact of

colonization and decolonization in around the Mare Nostrum. It will study the relationship between cities around the Mediterranean and France; how the various waves of immigration have shaped the cityscape and how much of a productive effect they had on its cultural, literary and artistic creation.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

FREN B275 Improving Mankind: Enlightened Hygiene and Eugenics

At first sight, hygiene and eugenics have nothing in common: the former is usually conceived as a good management of our everyday conditions of life, whereas the latter is commonly reviled for having inspired discriminatory practices (in Nazi Germany, but also in the US, Sweden, and Switzerland). Our inquiry will explore how, in the context of the French Enlightenment, a subdiscipline of Medicine (namely Hygiene) was redefined, expanded its scope, and eventually became hegemonic both in the medical field and in civil society. We will also explore how and why a philanthropic ideal led to the quest for the improvement of the human species. We will compare the French situation with that of other countries (mainly UK and the USA). Students who wish to get credit in French will meet one extra hour.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Health Studies
Crosslisting(s): HIST-B275
Units: 1.0
(Not Offered 2015-2016)

FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts

This study of selected women authors from the Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Marie de France, the trobairitz, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): COML-B302
Units: 1.0
(Not Offered 2015-2016)

FREN B306 Libertinage et subversion

The libertine movement of the 18th century has long been condemned for moral reasons or considered of minor importance when compared to the Enlightenment. Yet, the right to happiness ('droit au bonheur') celebrated by the so-called 'Philosophes' implies a duty to experience pleasure ('devoir de jouir'). This is what the libertine writers promoted. The libertine movement thus does not confine itself to literature, but also involves a dimension of social subversion. This course will allow you to understand Charles Baudelaire's enigmatic comment: "the Revolution was made by voluptuaries."
Units: 1.0
(Not Offered 2015-2016)

FREN B325 Etudes avancées

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. The seminar topic rotates among many subjects: La Révolution frantaise: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours.
Crosslisting(s): COML-B325
Units: 1.0
Instructor(s): Mahuzier,B.

Fall 2015, Spring 2016: **Ecrire la Grande Guerre**.

FREN B326 Etudes avancées

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course topics vary.
Units: 1.0
(Not Offered 2015-2016)

FREN B350 Voix médiévales et échos modernes

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Included are texts and films by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, Gracq, and Yourcenar.

Crosslisting(s): COML-B350
Units: 1.0
Instructor(s): Armstrong,G.
(Spring 2016)

FREN B355 Variations sur le recit moderne

For Francophone societies, whether traditional, pre-modern or modern, the production of narratives involves a complex interplay between practices associated with orality and writing. Among the texts studied are those by Chrétien de Troyes, Margerite de Navarre, Tahar Ben Jelloun, and Ong.
Units: 1.0
(Not Offered 2015-2016)

FREN B356 Rousseau polémiste

This course will explore Rousseau's work not as a closed system, but as a polemical reaction to major trends of the French Enlightenment. Although he was denying any taste for polemics, Rousseau fought intellectual battles most of his life. The author of the ultimate best-seller of the 18th century, he harshly criticized novels. He also opposed theatre, established a new form of pedagogy, and undermined the foundations of the Western political theory by stating that men are not political animals. We will thus consider Rousseau not only as a philosopher, but also as one of the most brilliant polemicists of his time.
Units: 1.0
(Not Offered 2015-2016)

FREN B398 Senior Conference

A weekly seminar examining major French and Francophone literary texts and the interpretive problems they raise. Theoretical texts will encourage students to think beyond traditional literary categories and disciplinary boundaries and to interrogate issues such as cultural memory, political and moral subversion, etc. This course prepares students for the second semester of their Senior Experience, during which those not writing a thesis are expected to choose a 300-level course and write a long research paper, the Senior Essay.
Units: 1.0
(Not Offered 2015-2016)

FREN B403 Supervised Work

Units: 0.5, 1.0
(Fall 2015, Spring 2016)

FREN B655 Rousseau polémiste

Jean-Jacques Rousseau n'a cessé de susciter des polémiques. Aucun | écrivain n'a suscité autant de débats dans des domaines aussi variés, de l'esthétique théâtrale à la pédagogie, en passant par la théorie politique et l'écriture romanesque. Ses sectateurs ont vu en lui un grand peintre de la sensibilité humaine, un partisan sincère de la justice républicaine, un pédagogue révolutionnaire. A l'inverse, ses ennemis l'ont dépeint comme un paranoïaque idéaliste, un brillant plagiaire, ou encore comme le promoteur d'un régime totalitaire.
Units: 1.0
(Not Offered 2015-2016)

FREN B670 Hysterics, Saints, Mystics and Criminals in France's Secular Republic

This course will approach the debate between science and religion which flared up as France became more secularized in the second part of the 19th century through such figures as hysterics, mystics, saints and criminals. The reading of medical treatises, court case reports, media and other cultural artifacts, along with literary works, will allow us to discuss the relevance of these figures in the imaginary cultural unconscious of the time, how their designation and diagnosis can also be read as symptoms of a broader culture malaise concerning gender and sexuality, power and agency, and the establisment of a special brand of secularism or « laïcité » in the late 19th century. We will start with Michel Foucault's examination of a criminal case, that of Pierre Rivière, and will discuss medical treaties by Charcot, Freud, Moreau de Tours, reports on « miracles » at pilgrimage sites such as Lourdes, popular religious literature, as well as canonical and popular texts such as Eugène Sue's Mystères de Paris, Flaubert's Un cœur simple, Barbey d'Aurevilly's Les Diaboliques, Zola's Lourdes, Thérèse Martin's Histoire de ma vie, and Bernanos's Histoire de Mouchette.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

FREN B701 Supervised Work

Units: 1.0
Instructor(s): Armstrong,G., Mahuzier,B., Higginson,P.
(Fall 2015, Spring 2016)

FREN B701 Supervised Work

Units: 1.0
(Not Offered 2015-2016)

GENDER AND SEXUALITY

Students may complete a minor or concentration in Gender and Sexuality. Students may submit an application to major in Gender and Sexuality through the independent major program.

Steering Committee

Gregory Davis, Associate Professor of Biology

Hoang Nguyen, Associate Professor of English and Film Studies

H. Rosi Song, Associate Professor of Spanish (on leave semester I)

Sharon Ullman, Chair and Professor of History and Director of Gender and Sexuality Studies

The Program in Gender and Sexuality is an interdisciplinary, Bi-College program that can be integrated with any major or pursued independently. Students graduate from the program with a high level of fluency and rigor in their understanding of the different ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Students choosing a concentration, minor or independent major in gender and sexuality plan their programs in consultation with the Gender and Sexuality coordinator on their home campus. Members of the Gender and Sexuality steering committee serve as their individual mentors. All students in the program take the core course, “Interdisciplinary Perspectives on Sex and Gender.” Other courses in the program allow them to explore a range of approaches to gender and sexual difference: critical feminist theory; women’s studies; transnational and third-world feminisms; the experiences of women of color; gender and science; the construction of masculinity; gay, lesbian, queer, transgender, and transsexual studies; the history and representation of gender and sexuality in a global context.

Minor and Concentration Requirements

Six courses distributed as follows are required for the concentration:

- An introductory course (including equivalent offerings at Swarthmore College or the University of Pennsylvania).
- The junior seminar: Interdisciplinary Perspectives on Sex and Gender (alternating fall semesters between Bryn Mawr and Haverford).
- Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (480) may be used to fulfill this requirement.
- Of the six courses, no fewer than two and no more than three will also form part of the student’s major.

Requirements for the minor are identical to those for the concentration, with the stipulation that no courses in gender and sexuality will overlap with courses taken to fulfill requirements in the student’s major.

Neither a senior seminar nor a senior thesis is required for the concentration or minor; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant content in gender and sexuality. Students wishing to construct an independent major in gender and sexuality should make a proposal to the Committee on Independent Majors.

COURSES

ANTH B102 Introduction to Cultural Anthropology

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor(s):Fioratta,S.
(Spring 2016)

ANTH B238 Chinese Culture and Society

This course encourages students to think critically about major developments in Chinese culture and society that have occurred during the twentieth and twenty-first centuries, with an emphasis on understanding both cultural change and continuity in China. Drawing on ethnographic material and case studies from rural and urban China over the traditional, revolutionary, and reform periods, this course examines a variety of topics including family and kinship; marriage, reproduction, and death; popular religion; women and gender; the Cultural Revolution; social and economic reforms and development; gift exchange and guanxi networks; changing perceptions of space and place; as well as globalization and modernity. Prerequisite: Sophomore standing or higher.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B239 Anthropology of Media

This course examines the impact of non-print media such as films, television, sound recordings, radio, cell phones, the internet and social media on contemporary life from an anthropological perspective. The course will focus on the constitutive power of media at two interlinked levels: first, in the construction of subjectivity,

senses of self, and the production of affect; and second, in collective social and political projects, such as building national identity, resisting state power, or giving voice to indigenous claims. Prerequisite: ANTH B102 or ANTH H103, or permission of instructor
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B248 Race, Power and Culture

This course examines race and power through a variety of topics including colonialism, nation-state formation, genocide, systems of oppression/privilege, and immigration. Students will examine how class, gender, and other social variables intersect to affect individual and collective experiences of race, as well as the consequences of racism in various cultural contexts. Prerequisite: ANTH B102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B268 Cultural Perspectives on Marriage and Family

This course explores the family and marriage as basic social institutions in cultures around the world. We will consider various topics including: kinship systems in social organization; dating and courtship; parenting and childhood; cohabitation and changing family formations; family planning and reproductive technologies; and gender and the division of household labor. In addition to thinking about individuals in families, we will consider the relationship between society, the state, and marriage and family. Prerequisite: ANTH B102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B287 Sex, Gender and Culture

Introduces students to core concepts and topics of the cultural anthropological study of gender, sexuality difference and power in today's world. Focusing on the body as a site of lived experience, the course explores the varied intersections of gender, race, ethnicity, economics, class, location and sexual preference that produce different experiences for people both within and across nations. Particular attention will be paid to how gender and other forms of difference are shaped and transformed by global forces, and how these processes are gendered and raced. Topics include: scientific discourses, femininity/masculinity, marriage and intimacy, media and childhood, gender and variance, systems of inequality, race and ethnicity, sexuality, queer theory, labor, globalization and social change, and others. Prerequisites: ANTH 102 or permission of instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B312 Anthropology of Reproduction

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH 102 or permission of instructor.
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B316 Media, Performance, and Gender in South Asia

Examines gender as a culturally and historically constructed category in the modern South Asian context, focusing on the ways in which everyday experiences of and practices relating to gender are informed by media, performance, and political events. Prerequisite: Sophomore standing or higher.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Weidman,A.
(Fall 2015)

ANTH B354 Identity, Ritual and Cultural Practice in Contemporary Vietnam

This course focuses on the ways in which recent economic and political changes in Vietnam influence and shape everyday lives, meanings and practices there. It explores construction of identity in Vietnam through topics including ritual and marriage practices, gendered socialization, social reproduction and memory. Prerequisite: Sophomore standing or higher.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Pashigian,M.
(Spring 2016)

ARCH B224 Women in the Ancient Near East

A survey of the social position of women in the ancient Near East, from sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and theories of matriarchy. Case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the representation of gender in the Gilgamesh epic; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for discussion.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B234 Picturing Women in Classical Antiquity

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HART-B234; CSTS-B234
Units: 1.0
(Not Offered 2015-2016)

ARCH B254 Cleopatra

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, Cleopatra.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ARTD B240 Dance History I: Roots of Western Theater Dance

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century Western theater dance. It will consider nontheatrical forms and applications as well, but will give special emphasis to the development of theater dance forms within the context of their relationship to and impact on Western culture. The course, of necessity, will give some consideration as well to the impact of global interchange on the development of Western dance. It will also introduce students to a selection of traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ARTD B250 Performing the Political Body

This course explores how artists, activists, intellectuals and people in the street have used dance and performance to support political goals and ideologies or to perform social, political, or cultural interventions in the public sphere. From a wide range of possibilities across time and cultures we will focus on how dance as an embodied practice is an effective medium for analyzing ideologies and practices of power particularly with reference to gender, class, and ethnicity. Students will also investigate the body as an active agent of social change and political action. In addition to lectures and discussion, the course will include film, video, slides, guest lecturers and some easy movement exercises. A prior dance lecture/seminar course or a course in a relevant discipline e.g. gender studies, anthropology, sociology, history is recommended but not a prerequisite.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Caruso Haviland,L.
(Spring 2016)

BIOL B214 The Historical Roots of Women in Genetics and Embryology

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HIST-B214
Units: 1.0
Instructor(s):Davis,G.
(Spring 2016)

CITY B205 Social Inequality

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): SOCL-B205
Units: 1.0
Instructor(s):Nolan,B.
(Fall 2015)

CITY B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): HIST-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015, Spring 2016: **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

CITY B335 Topics in City and Media

This is a topics course. Course content varies.
Crosslisting(s): ANTH-B335
Units: 1.0

Spring 2016: **Digital Rome.**

COML B214 Italy Today: New Voices, New Writers, New LiteratureItaly Today

This course, taught in English, will focus primarily on the works of the so-called “migrant writers” who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ITAL-B212
Units: 1.0
(Not Offered 2015-2016)

COML B220 Writing the Self in the Middle Ages

What leads people to write about their lives? Do men and women present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? We shall address these questions, reading a wide range of autobiography from the Medieval period in the West, with a particular emphasis on women’s writing and on feminist critiques of autobiographical practice.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CSTS-B220
Units: 1.0
(Not Offered 2015-2016)

COML B237 The Dictator Novel in the Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B237; SPAN-B237
Units: 1.0
(Not Offered 2015-2016)

COML B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Course content varies. Taught in English.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): GERM-B245; CITY-B245
Units: 1.0
(Not Offered 2015-2016)

COML B302 Le printemps de la parole féminine: femmes écrivains des débuts

This study of selected women authors from the Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Marie de France, the trobairitz, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to women’s writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): FREN-B302
Units: 1.0
(Not Offered 2015-2016)

COML B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): GERM-B321; CITY-B319
Units: 1.0
(Not Offered 2015-2016)

COML B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 110 and/or 120 and at least one other Spanish course at a 200-level, or received permission from instructor.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B322
Units: 1.0
(Not Offered 2015-2016)

COML B340 Topics in Baroque Art

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HART-B340
Units: 1.0
(Not Offered 2015-2016)

COML B345 Topics in Narrative Theory

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B345
Units: 1.0
(Not Offered 2015-2016)

COML B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, “eros” and “poesis,” through in-depth study of Plato’s “Phaedus” and “Symposium,” Shakespeare’s “As You Like It” and “Antony and Cleopatra,” and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare’s Sonnets and “Romeo and Juliet.”
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ENGL-B365; POLS-B365; PHIL-B365
Units: 1.0
(Not Offered 2015-2016)

CSTS B175 Feminism in Classics

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous’ Medusa and Butler’s Antigone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

CSTS B230 Food and Drink in the Ancient World

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HIST-B229
Units: 1.0
Instructor(s):Baertschi,A.
(Fall 2015)

CSTS B234 Picturing Women in Classical Antiquity

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ARCH-B234; HART-B234
Units: 1.0
(Not Offered 2015-2016)

CSTS B246 Eros in Ancient Greek Culture

This course explores the ancient Greek’s ideas of love, from the interpersonal loves between people of the same or different genders to the cosmogonic Eros that creates and holds together the entire world. The course examines how the idea of eros is expressed in poetry, philosophy, history, and the romances.
Approach: Cross-Cultural Analysis (CC); Critical

Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
(Not Offered 2015-2016)

ECON B324 The Economics of Discrimination and Inequality

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200 or 202.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CITY-B334
Units: 1.0
Instructor(s):Nutting,A.
(Spring 2016)

EDUC B290 Learning in Institutional Spaces

This course considers how the institutions of schools and prisons operate as sites of learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures both constrain and propel learning, and how human beings take up, challenge and change their surroundings. We investigate the role of "voice"--speaking out, expressing, engaging in dialogue—in teaching and learning: In what ways can "voice" instigate understanding and even change, and how is this notion also complex and problematic? We consider explicit curriculae alongside implicit, even hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning?
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
Instructor(s):Cohen,J.
(Fall 2015)

ENGL B193 Critical Feminist Studies

Combines the study of specific literary texts with larger questions about feminist forms of theorizing: three fictional texts will be supplemented by a wide range of essays. Students will review current scholarship, identify their own stake in the conversation, and define a critical question they want to pursue at length.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B203 Imagined Worlds: Utopia and Dystopia in Literature

When Thomas More coined the term "Utopia" in 1516, it meant both "good place" and "no place" – an ideal society, and an unreachable one. Since then, the term (as well as its opposite, dystopia) has been applied to representations of imagined worlds that hold a mirror up to our own. In this class, we'll read texts from the early modern period (Utopia, The Blazing World) through the present day (The Handmaid's Tale, The Hunger Games) that use invented societies to critique the 'real world.' We will pay particular attention to how descriptions of imagined places explore very real tensions around class, gender and racial identities. Do these texts offer a path to better worlds, or do such fantasies always remain out of reach?
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Weissbourd,E.
(Spring 2016)

ENGL B210 Renaissance Literature: Performances of Gender

Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include plays, poems, prose fiction, diaries, and polemical writing of the period.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Hedley,J.
(Fall 2015)

ENGL B216 Re-creating Our World: Vision, Voice, Value

To this shared project, the discipline of English literary studies will contribute an awareness of the limits and possibilities of representation, asking what is foregrounded, what backgrounded or omitted, in each verbal, visual, aural or tactile re-presentation of the world. Asking, too, what might be imagined that has not yet been experienced, "Re-creating Our World" invites students both to create their own multi-modal

representations of the spaces they occupy, and to re-create, in some way, the space that is Bryn Mawr. This course offers a shared exploration of imaginative images and texts, with a global reach and in a range of genres (photography, film, poetry, as well as multiple narratives, in forms that will vary from satire to science fiction, from apocalypse to utopia). On field trips to local sites, we will also study "representations" of the world in the form of various "shaped spaces," including The Center for Environmental Transformation in Camden, the John Heinz National Wildlife Refuge at Tinicum, John James Audubon's house @ Mill Grove, Wissahickon Valley Park, Chanticleer (a pleasure garden in Wayne), and the Laurel Hill Cemetery.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B217
Units: 1.0
Instructor(s):Harford Vargas,J.
(Fall 2015)

ENGL B218 Ecological Imaginings

Re-thinking the evolving nature of representation, with a focus on language as a link between natural and cultural ecosystems. We will observe the world; read classical and cutting edge ecolinguistic, ecoliterary, ecofeminist, and ecocritical theory, along with a wide range of exploratory, speculative, and imaginative essays and stories; and seek a variety of ways of expressing our own ecological interests.
Approach: Critical Interpretation (CI)
Counts towards: Environmental Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B221 Roaring Girls & Ranting Widows: Narratives of Crime

Narratives of Crime and Adventure will explore the figure of the female outlaw (picara), in literary and visual texts from the early modern period to today. Through reading British and American texts that feature the figure of the female outlaw (or picara), students will understand the ways in which literary content and literary form function together, and how they reflect cultural changes and norms. Students will focus their readings through the role of the female outlaw to the more common picaro, male outlaw. Students will learn how the "female picaresque" (as seen in novels, other writings, and visual texts) explores gender, changes in moral and aesthetic values, class, race, politics, colonialism, the body, and sexuality.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B228 Silence: The Rhetorics of Class, Gender, Culture, Religion

This course will consider silence as a rhetorical art and political act, an imaginative space and expressive power that can serve many functions, including that of opening new possibilities among us. We will share our own experiences of silence, re-thinking them through the lenses of how it is explained in philosophy, enacted in classrooms and performed by various genders, cultures, and religions.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
Instructor(s):Dalke,A.
(Fall 2015)

ENGL B232 Pirates in the Popular Imagination

This course will explore popular representations of pirates from the seventeenth century to the present, in memoirs, first-hand and fictional accounts (including children's literature), and films. The context will be global, with an emphasis on the transatlantic world. Topics will include slavery, gender/sexuality, captivity, class/status, race, and imperialism/colonialism.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Ricketts,R.
(Spring 2016)

ENGL B237 Latino Dictator Novel in Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B237; COML-B237
Units: 1.0
(Not Offered 2015-2016)

ENGL B254 Female Subjects: American Literature 1750-1900

This course explores the subject, subjection, and subjectivity of women and female sexualities in U.S. literatures between the signing of the Constitution and the ratification of the 19th Amendment. While the representation of women in fiction grew and the number of female authors soared, the culture found itself at pains to define the appropriate moments for female speech and silence, action and passivity. We will engage a variety of pre-suffrage literatures that place women at the nexus of national narratives of slavery and freedom, foreignness and domesticity, wealth and power, masculinity and citizenship, and sex and race "purity."
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B261 Topics: Film and the German Literary Imagination

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): GERM-B262
Units: 1.0
(Not Offered 2015-2016)

ENGL B262 Survey in African American Literature

Pairing canonical African American fiction with theoretical, popular, and filmic texts from the late-19th Century through to the present day, we will address the ways in which the Black body, as cultural text, has come to be both constructed and consumed within the nation's imagination and our modern visual regime.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B263 Toni Morrison and the Art of Narrative Conjure

All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration.
Approach: Critical Interpretation (CI)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935

This course will focus on the "American Girl" as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning.
Approach: Critical Interpretation (CI)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B272 Queer of Color Critique

Queer of color critique (QoCC) is a mode of criticism with roots in women of color feminism, post-structuralism, critical race theory, and queer studies. QoCC focuses on "intersectional" analyses. That is, QoCC seeks to integrate studies of race, sexuality, gender, class, and nationalism, and to show how these categories are co-constitutive. In so doing, QoCC contends that a focus on gay rights or reliance on academic discourse is too narrow. QoCC therefore addresses a wide set of issues from beauty standards to terrorism and questions the very idea of "normal." This course introduces students to the ideas of QoCC through key literary and film texts.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B284 Women Poets: Giving Eurydice a Voice

This course covers English and American woman poets of the 19th and 20th centuries whose gender was important for their self-understanding as poets, their choice of subject matter, and the audience they sought to gain for their work. Featured poets include Elizabeth Bishop, Gwendolyn Brooks, Elizabeth Barrett Browning, Lucille Clifton, H.D., Emily Dickinson, Marianne Moore, Sylvia Plath, Adrienne Rich, Christina Rossetti, Anne Sexton, and Gertrude Stein.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B293 Critical Feminist Studies: An Introduction

Combines the study of specific literary texts with larger questions about feminist forms of theorizing. Three book length texts will be supplemented by on-line readings. Students will review current scholarship, identify their own stake in the conversation and define a critical question they want to pursue at length.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B297 Terror, Pleasure, and the Gothic Imagination

Introduces students to the 18th-century origins of Gothic literature and its development across genres, media and time. Exploring the formal contours and cultural contexts of the enduring imaginative mode in literature, film, art, and architecture, the course will also investigate the Gothic's connection to the radical and conservative cultural agendas.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B301 Women on Top: Gender and Power in Renaissance Drama

From virtuous queens to scheming adulteresses and cross-dressed "Roaring Girls," powerful female characters are at the center of a number of Renaissance plays. This class will explore how playwrights such as Shakespeare, Webster and Dekker represent both fantasies and anxieties about tough women who take charge of their destinies. We will read these plays first in the context of the historical position of women in early modern England, and then turn to gender theory (e.g. Butler, Sedgwick, Rubin) to examine constructions of gender identity and female agency.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Weissbourd,E.
(Spring 2016)

ENGL B310 Confessional Poetry

Poetry written since 1950 that deploys an autobiographical subject to engage with the psychological and political dynamics of family life and with states of psychic extremity and mental illness. Poets will include Lowell, Ginsberg, Sexton, and Plath. The impact of this`movement' on late twentieth century American poetry will also receive attention. A prior course in poetry is desirable but not required.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Hedley,J.
(Fall 2015)

ENGL B313 Ecological Imaginings

Re-thinking the evolving nature of representation, with a focus on language as a link between natural and cultural ecosystems. We will observe the world; read classical and cutting edge ecolinguistic, ecoliterary, ecofeminist, and ecocritical theory, along with a wide range of exploratory, speculative, and imaginative essays and stories; and seek a variety of ways of expressing our own ecological interests. Prerequisites: Environmental Studies minors, Gender Studies concentrators, or English majors.
Counts towards: Environmental Studies; Gender and Sexuality Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

ENGL B333 Lesbian Immortal

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and noteriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siecle manias for mummies and seances.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B334 Topics in Film Studies

This is a topics course. Content varies.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): HART-B334
Units: 1.0
(Not Offered 2015-2016)

ENGL B345 Topics in Narrative Theory

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B345
Units: 1.0
(Not Offered 2015-2016)

ENGL B354 Virginia Woolf

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Tratner,M.
(Fall 2015)

ENGL B355 Performance Studies

Introduces students to the field of performance studies, a multidisciplinary species of cultural studies which theorizes human actions as performances that both construct and resist cultural norms of race, gender, and sexuality. The course will explore "performativity" in everyday life as well as in the performing arts, and will include multiple viewings of dance and theater both on- and off-campus. In addition, we will consider the performative aspects of film and video productions.
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
Instructor(s):Ricketts,R.
(Spring 2016)

ENGL B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, “eros” and “poesis,” through in-depth study of Plato’s “Phaedus” and “Symposium,” Shakespeare’s “As You Like It” and “Antony and Cleopatra,” and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare’s Sonnets and “Romeo and Juliet.”
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B365; PHIL-B365; COML-B365
Units: 1.0
(Not Offered 2015-2016)

ENGL B367 Asian American Film Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): HART-B367
Units: 1.0
Instructor(s):Nguyen,H.
(Fall 2015)

ENGL B368 Pleasure, Luxury, and Consumption

Course will consider pleasure and consumerism in English texts and culture of the 17th and 18th centuries. Readings will include classical and neoclassical philosophies of hedonism and Epicureanism, Defoe’s “Roxana”, Mandeville’s “Fable of the Bees”, Pope’s “Rape of the Lock”, John Cleland’s “Memoirs of a Woman of Pleasure” and early periodical essays, among others. Secondary readings will include critical studies on cultural history and material culture. Prerequisites: at least two 200-level English courses.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B373 Masculinity in English Literature: From Chivalry to Civility

This course will examine images and concepts of masculinity as represented in a wide variety of texts in English. Beginning in the early modern period and ending with our own time, the course will focus on texts of the “long” 18th century to contextualize the relationships between masculinity and chivalry, civility, manliness, and femininity.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ENGL B379 The African Griot(te)

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction.
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

FREN B201 Le Chevalier, la dame et le prêtre: littérature et publics du Moyen Age

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious women and men in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, lai, roman courtois, fabliau, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Armstrong,G.
(Fall 2015)

FREN B248 Histoire des Femmes en France

A study of women and gender in France from the Revolution to the present. The course will pay particular attention to the role of women in the French Revolution (declarations, manifestos, women’s clubs, salons, etc.) and in the post-revolutionary era, as well as to the more contemporary feminist manifestations in France since Simone de Beauvoir’s Deuxième Sexe and the flow of feminist texts produced in the wake of May ‘68.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts

This study of selected women authors from the Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Marie de France, the trobairitz, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing

their importance to women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): COML-B302
Units: 1.0
(Not Offered 2015-2016)

FREN B670 Hysterics, Saints, Mystics and Criminals in France's Secular Republic

This course will approach the debate between science and religion which flared up as France became more secularized in the second part of the 19th century through such figures as hysterics, mystics, saints and criminals. The reading of medical treatises, court case reports, media and other cultural artifacts, along with literary works, will allow us to discuss the relevance of these figures in the imaginary cultural unconscious of the time, how their designation and diagnosis can also be read as symptoms of a broader culture malaise concerning gender and sexuality, power and agency, and the establisment of a special brand of secularism or « laïcité » in the late 19th century. We will start with Michel Foucault's examination of a criminal case, that of Pierre Rivière, and will discuss medical treaties by Charcot, Freud, Moreau de Tours, reports on « miracles » at pilgrimage sites such as Lourdes, popular religious literature, as well as canonical and popular texts such as Eugène Sue's Mystères de Paris, Flaubert's Un cœur simple, Barbey d'Aurevilly's Les Diaboliques, Zola's Lourdes, Thérèse Martin's Histoire de ma vie, and Bernanos's Histoire de Mouchette.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

GERM B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Course content varies. Taught in English.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): COML-B245; CITY-B245
Units: 1.0
(Not Offered 2015-2016)

GERM B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HART-B348; COML-B321; CITY-B319
Units: 1.0
(Not Offered 2015-2016)

GNST B223 Acting in Prison: Vision as Resource for Change

This course uses the theme of "vision" to explore the context and consequences of mass incarceration, daily experiences inside correctional institutions and social movements formed and inspired by incarcerated individuals. Students will explore and apply course materials in campus-based classes and in classes with incarcerated women inside a correctional facility.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

GNST B290 Interdisciplinary Perspectives on Gender and Sexuality

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by Bryn Mawr and Haverford professors from different disciplines, this course is offered yearly on alternate campuses.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Nguyen,H., Pryor,J.
(Fall 2015)

GREK B201 Plato and Thucydides

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's Symposium and Thucydides' History of the Peloponnesian War), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Edmonds,R.
(Fall 2015)

HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Levine,S.
(Fall 2015)

HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Saltzman,L.
(Spring 2016)

HART B234 Picturing Women in Classical Antiquity

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ARCH-B234; CSTS-B234
Units: 1.0
(Not Offered 2015-2016)

HART B334 Topics in Film Studies

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ENGL-B334
Units: 1.0
(Not Offered 2015-2016)

HART B340 Topics in Baroque Art

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): COML-B340
Units: 1.0
(Not Offered 2015-2016)

HART B367 Asian American Film, Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ENGL-B367
Units: 1.0
Instructor(s):Nguyen,H.
(Fall 2015)

HEBR B115 Women in Judaism: History, Texts, Practices

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.
Approach: Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HIST-B115
Units: 1.0
(Not Offered 2015-2016)

HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s):Ngalamulume,K.
(Fall 2015)

HIST B115 Women in Judaism: History, Texts, Practices

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.
Approach: Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HEBR-B115
Units: 1.0
(Not Offered 2015-2016)

HIST B156 The Long 1960's

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that

it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society. This course satifies the History Major's 100 level requirement.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Ullman,S.
(Fall 2015)

HIST B214 The Historical Roots of Women in Genetics and Embryology

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): BIOL-B214
Units: 1.0
Instructor(s):Davis,G.
(Spring 2016)

HIST B229 Food and Drink in the Ancient World

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CSTS-B230
Units: 1.0
Instructor(s):Baertschi,A.
(Fall 2015)

HIST B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): CITY-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015, Spring 2016: **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed—from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the "New Woman"; abortion and contraception; the "sexual revolution" of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B249 History of Global Health

In this course, we will trace the emergence of public health practices, systems, and ideas from the 19th to the 21st centuries as a critical part of a broader history of epidemics, empire, and global mobility. We will explore these developments as they emerge at the intersection of Western and non-Western understandings of health, medicine, and the body; imperial health goals; decolonization and development initiatives after World War II; the rise of modern

biomedicine and pharmaceutical industries; and the shift from “international health” to “global health.” Over the semester, we will examine themes of commodification, expertise, autonomy, sociality, agency, and disability as they emerge in such topics as tropical hygiene, eugenics, biosecurity, sexual and reproductive health, and in the management of diseases ranging from malaria, smallpox, and polio to HIV and Ebola.
Approach: Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B284 Movies and America

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural relationship between film and American historical self fashioning.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B303 Topics in American History

This is a topics course. Course content varies. Recent topics have included medicine, advertising, and history of sexuality.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Mercado,M., Gurtler,B.

Fall 2015: **History of the Body**. Through topics ranging from dieting, weight loss, and drugs to disease, sex, and dancing this course explores the modern history of the body. Using an interdisciplinary lens and global perspective, we will investigate themes of disability, vulnerability, bodily modification, reproduction, erotiism, and personhood. Our aim is to understand how raced, sexed, gendered, and aging bodies function in historical, contemporary, and emerging biopolitics.

Spring 2016: **Race, Gender and Campus Memory**. This course explores the theoretical and methodological challenges that surround the public preservation and presentation of history in spaces like museums and archives. Students will learn the skills professionals use to communicate historical scholarship to wider audiences and will grapple with the issues around expanding history’s stakeholders. Drawing on the rich history of Bryn Mawr College as our primary case study, we will focus on histories of race and gender in the U.S. context as they intersect with elite higher education; the challenges of building institutional memory; and the processes of collecting and exhibiting the experiences of diverse alumnae/i, faculty, and staff. Over the course of the semester, we will gain experience in archives and special collections research, oral history, and digital methods, and contribute to the building of contemporary collections d ocumenting Bryn Mawr campus life.

HIST B325 Topics in Social History

This a topics course that explores various themes in American social history. Course content varies.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Gurtler,B., Ullman,S.

Fall 2015: **Queering History**. This course examines both key events and developments in the emerging visibility of queer subjects in the American context as well the processes by which such visibility occurs. How is queer history made? Who makes it? Who gets to appear in history and what voice are they allowed to offer to the narration of the past? While we will study a sampling of specific historical moments, the focus of the course will be this search to understand what it would mean to ‘queer’ American history.

Spring 2016: **History of Reproduction**. This course investigates the evolution of reproduction in American medicine, science, politics and culture. We will explore changing ideas about reproductive bodies and health, parenthood, sexuality, and the family as well as changing practices of contraception, conception and childbirth. From midwifery in colonial America to contemporary practices of In Vitro Fertilization (IVF), this course focuses on persistent efforts of individuals, organizations, and the state to control reproduction.

HIST B332 Higher Education for Women: Bryn Mawr and Beyond

This course will explore the history of women’s higher learning in the United States from its origins in the antebellum female seminary movement through debates about coeducation and the meaning of single-sex education in the second half of the twentieth century. Drawing on the rich history of Bryn Mawr College as our primary case study, we will focus on the expansion of social and professional opportunities for women, the workings of gender difference within American educational institutions, and the experiences of diverse alumnae/i, faculty, and staff. Over the course of the semester, we will gain experience in archives and special collections research, oral history, and digital methods, and contribute to the building of contemporary collections documenting Bryn Mawr campus life.
Prerequisite: Junior or Senior Status.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B212 Italy Today: New Voices, New Writers, New Literature

This course, taught in English, will focus primarily on the works of the so-called “migrant writers” who,

having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): COML-B214
Units: 1.0
(Not Offered 2015-2016)

ITAL B304 Il Rinascimento in Italia e oltre

Students will become familiar with the growing importance of women during the Renaissance, as women expanded their sphere of activity in literature (as authors of epics, lyrics, treatises, and letters), in court (especially in Ferrara), and in society, where for the first time women formed groups and their own discourse. What happens when women become the subject of study? What is learned about women and the nation? What is learned about gender and how disciplinary knowledge itself is changed through the centuries?
Prerequisite: At least two 200-level literature courses. Taught in Italian.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

PHIL B205 Medical Ethics

The field of medicine provides a rich terrain for the study and application of philosophical ethics. This course will introduce students to fundamental ethical theories and present ways in which these theories connect to particular medical issues. We will also discuss what are often considered the four fundamental principles of medical ethics (autonomy, beneficence, non-maleficence, and justice) in connection to specific topics related to medical practice (such as reproductive rights, euthanasia, and allocation of health resources).
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

PHIL B221 Ethics

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Bell,M.
(Fall 2015)

PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): POLS-B225
Units: 1.0
Instructor(s):Bell,M.
(Spring 2016)

PHIL B252 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B253
Units: 1.0
Instructor(s):Bell,M.
(Fall 2015)

PHIL B344 Development Ethics

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be

explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): POLS-B344
Units: 1.0
(Not Offered 2015-2016)

PHIL B352 Feminism and Philosophy

It has been said that one of the most important feminist contributions to theory is its uncovering of the ways in which theory in the Western tradition, whether of science, knowledge, morality, or politics has a hidden male bias. This course will explore feminist criticisms of and alternatives to traditional Western theory by examining feminist challenges to traditional liberal moral and political theory. Specific questions may include how to understand the power relations at the root of women's oppression, how to theorize across differences, or how ordinary individuals are to take responsibility for pervasive and complex systems of oppression.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B352
Units: 1.0
(Not Offered 2015-2016)

PHIL B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ENGL-B365; POLS-B365; COML-B365
Units: 1.0
(Not Offered 2015-2016)

POLS B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): PHIL-B225
Units: 1.0
(Spring 2016)

POLS B253 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): PHIL-B252
Units: 1.0
Instructor(s):Bell,M.
(Fall 2015)

POLS B262 Who Believes What and Why: the Sociology of Public Opinion

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): SOCL-B262
Units: 1.0
(Not Offered 2015-2016)

POLS B290 Power and Resistance

What more is there to politics than power? What is the force of the "political" for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B344 Development Ethics

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): PHIL-B344
Units: 1.0
(Not Offered 2015-2016)

POLS B352 Feminism and Philosophy

It has been said that one of the most important feminist contributions to theory is its uncovering of the ways in which theory in the Western tradition, whether of science, knowledge, morality, or politics has a hidden male bias. This course will explore feminist criticisms of and alternatives to traditional Western theory by examining feminist challenges to traditional liberal moral and political theory. Specific questions may include how to understand the power relations at the root of women's oppression, how to theorize across differences, or how ordinary individuals are to take responsibility for pervasive and complex systems of oppression.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): PHIL-B352
Units: 1.0
(Not Offered 2015-2016)

POLS B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ENGL-B365; PHIL-B365; COML-B365
Units: 1.0
(Not Offered 2015-2016)

POLS B375 Gender, Work and Family

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Crosslisting(s): SOCL-B375
Units: 1.0
(Not Offered 2015-2016)

POLS B393 U.S. Welfare Politics: Theory and Practice

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities. Prerequisite: POLS B121 or SOCL B102.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): SOCL-B393
Units: 1.0
(Not Offered 2015-2016)

PSYC B340 Women's Mental Health

This course will provide an overview of current research and theory related to women's mental health. We will discuss psychological phenomena and disorders that are particularly salient to and prevalent among women, why these phenomena/disorders affect women disproportionately over men, and how they may impact women's psychological and physical well-being. Psychological disorders covered will include: depression, eating disorders, dissociative identity disorder, borderline personality disorder, and chronic pain disorders. Other topics discussed will include work-family conflict for working mothers, the role of sociocultural influences on women's mental health, and mental health issues particular to women of color and to lesbian women. Prerequisite: PSYC B209 or PSYC B351 (or equivalent 200-level course).
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

SOCL B102 Society, Culture, and the Individual

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor(s):Nolan,B.
(Fall 2015, Spring 2016)

SOCL B201 The Study of Gender in Society

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s):Nolan,B.
(Fall 2015)

SOCL B205 Social Inequality

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CITY-B205
Units: 1.0
Instructor(s):Nolan,B.
(Fall 2015)

SOCL B217 The Family in Social Context

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

SOCL B225 Women in Society

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s):Montes,V.
(Spring 2016)

SOCL B257 Marginals and Outsiders: The Sociology of Deviance

An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include alcoholism, drug addiction, homicide, homosexuality, mental illness, prostitution, robbery, and white-collar crime.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Washington,R.
(Spring 2016)

SOCL B262 Who Believes What and Why: The Sociology of Public Opinion

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B262
Units: 1.0
(Not Offered 2015-2016)

SOCL B350 Movements for Social Justice in the US

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series.
Prerequisite: At least one prior social science course or permission of the instructor.
Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

SOCL B375 Gender, Work and Family

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.

Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B375
Units: 1.0
(Not Offered 2015-2016)

SPAN B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B217
Units: 1.0
Instructor(s):Harford Vargas,J.
(Fall 2015)

SPAN B223 Género y modernidad en la narrativa del siglo XIX

A reading of 19th-century Spanish narrative by both men and women writers, to assess how they come together in configuring new ideas of female identity and its social domains, as the country is facing new challenges in its quest for modernity. Prerequisites: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B237 Latino Dictator Novel in Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B237; COML-B237
Units: 1.0
(Not Offered 2015-2016)

SPAN B265 Escritoras españolas: entre tradición, renovación y migración

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco's dictatorship, the authors explore through their creative writing changing sociopolitical and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B309 La mujer en la literatura española del Siglo de Oro

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 110 and/or 120 and at least one other Spanish course at a 200-level, or received permission from instructor.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B322
Units: 1.0
(Not Offered 2015-2016)

GENERAL STUDIES

General studies courses focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered. These courses cut across disciplines and emphasize relationships among them.

Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

COURSES

GNST B048 Metacognition and the Transition to College

The First Year Experience Seminar aims to support students in making the transition to higher education by engaging them in the Bryn Mawr community, getting to know themselves and the college. The seminar will be a small, inquiry-based course that will promote and encourage intellectual confidence by developing student success tactics including critical thinking, written and oral communication, research skills, self-reflection, and self-regulation while addressing larger questions of justice, identity, and community. This course is offered as an alternative to the traditional Wellness Seminar requirement; students will earn 2 PE credits (the equivalent for Wellness) and 0.5 academic credits.
Units: 0.5
(Not Offered 2015-2016)

GNST B103 Introduction to Swahili Language and Culture I

The primary goal of this course is to develop an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. In the process of acquiring the language, students will also be introduced to East Africa and its cultures. No prior knowledge of Swahili or East Africa is required.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s): Mshomba,E.
(Fall 2015)

GNST B105 Introduction to Swahili Language and Culture II

The primary goal of this course is to continue working on an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. Students will also continue learning about East Africa and its cultures. Prerequisite: GNST B103 (Introduction to Swahili Language and Culture I) or permission of the instructor is required.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
Instructor(s): Mshomba,E.
(Spring 2016)

GNST B201 Nutrition, Smoking, and Cardiovascular Health

The class explores the relationships between health, national associations, and the federal government is they relate to the creation and implementation of laws and policies as well as the perception of what is healthy. The class focuses on health in the U.S. The course will include a look at tobacco use through U.S. history as a case study for how the federal government acts and reacts to protect the public. Then, in turn, to evaluate how the public reacts to pressures from the government and other national associations. From there, students will be asked to examine current trends in nutrition and cardiovascular health in order to draw parallels between the previous function of government in the protection of the populace and the current efforts in these two areas.
Approach: Course does not meet an Approach
Counts towards: Health Studies
Units: 1.0
(Not Offered 2015-2016)

GNST B223 Acting in Prison: Vision as Resource for Change

This course uses the theme of “vision” to explore the context and consequences of mass incarceration, daily experiences inside correctional institutions and social movements formed and inspired by incarcerated individuals. Students will explore and apply course materials in campus-based classes and in classes with incarcerated women inside a correctional facility.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

GNST B244 American Ideas: Cultural Contexts for Academic Writing

This course, for students who are reading and writing in English as an additional language, explores contemporary American thought through readings in social criticism, ethical philosophy, and psychology. Writing assignments emphasize analysis and interpretation and support continued development of academic vocabulary, rhetorical technique, and grammatical accuracy. Prerequisite: English 127 or permission of instructor.
Approach: Critical Interpretation (CI)
Units: 1.0
(Spring 2016)

GNST B245 Introduction to Latin American, Latino, and Iberian Peoples and Cultures

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through

the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Units: 1.0
Instructor(s): Laurent-Perrault,E.
(Spring 2016)

GNST B255 Video Production

This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments, and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience necessary, instructor discretion.
Counts towards: Film Studies
Units: 1.0
(Fall 2015)

GNST B260 Silent Spaces: a History of Contemplation in the West

This course will trace contemplative traditions developed and preserved in the Western monastic tradition from the desert through the present. Topics include elected silence and the ways in which it has shaped communities in the Western contemplative tradition, and the difference between enclosed contemplatives and contemplatives loose in the world.
Units: 1.0
(Not Offered 2015-2016)

GNST B290 Interdisciplinary Perspectives on Gender and Sexuality

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by Bryn Mawr and Haverford professors from different disciplines, this course is offered yearly on alternate campuses.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Nguyen,H., Pryor,J.
(Fall 2015)

GNST B302 Topics in Video Production

This is a topics course. Course content varies. Prerequisite: GNST B255 or ENGL/HART B205 or ICPR H243 or ICPR H343 or ICPR H278 or ANTH H207 or an equivalent Video Production course, such as Documentary Production or an equivalent critical course in Film or Media Studies.
Counts towards: Film Studies
Units: 1.0
(Spring 2016)

GNST B403 Supervised Work

Units: 1.0
(Fall 2015)

GNST B425 Praxis III - Independent Study

Counts towards: Praxis Program
Units: 1.0
(Fall 2015)

GEOLOGY

Students may complete a major or minor in Geology. Within the major, students may complete concentrations in geoarchaeology or geochemistry.

Faculty

Donald Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies

Selby Cull, Assistant Professor of Geology (on leave semester I)

Katherine Marenco, Lecturer in Geology

Pedro Marenco, Associate Professor of Geology (on leave semesters I and II)

Arlo Weil, Chair and Professor of Geology

The department seeks to give students a well-rounded earth science education that balances fundamental knowledge of geology with broadly applicable problem-solving and communication skills. The integrated science of geology combines biology, chemistry and physics as they apply to the workings of Earth and other planets. Well-trained geoscientists are increasingly in demand to address the environmental challenges and natural resource limitations of the modern world. A central tenet for understanding and predicting Earth processes and environmental change is the ability to decipher past Earth history from geologic records. Thus the major in Geology includes study of the physics and chemistry of Earth materials and processes; the history of the Earth and its organisms; and the range of techniques used to investigate the past and present workings of the Earth system. Field and lab experiences are essential parts of geology training, and at Bryn Mawr field trips and lab work are part of all introductory courses, most other classes, and most independent research projects.

Major Requirements

Thirteen courses are required for the major: GEOL 101 and 102 or 103; 202, 203, 204, and 205; at least two semesters of quantitative or computational coursework, e.g., MATH 101 and 102 or alternates approved by the adviser; a two semester sequence of CHEM (103-104) or PHYS (101-102 or 121-122); GEOL 399; and either two advanced geology courses or one advanced geology course and an additional upper-level course in biology, chemistry, mathematics, physics, or computer science.

The writing requirement for the major in Geology is fulfilled in GEOL 203. This course includes a semester-long research project culminating in a scientific manuscript based on material collected in the field by enrolled students.

Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

All geology majors participate in a senior capstone experience (GEOL 399), which is structured into a two-semester seminar that meets weekly for 1.5 hours for a total of 1.0 credit (0.5 credits per semester). The focus of the capstone seminar is to reinforce students' ability to address geoscience questions and to communicate their findings in writing and orally. The team-taught senior seminar integrates the student's major curriculum with weekly speakers or peer-led discussions on cutting edge research, and the impact and relevance of geology to modern society.

Thesis

At the discretion of the department faculty, rising seniors may undertake an independent thesis project (GEOL 403) in addition to mandatory full participation in the senior capstone seminar (GEOL 399). Student thesis projects must be supervised by a faculty advisor. The senior thesis is modeled after a Master's thesis project, but is scaled down for the different time frame (one year versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed and agreed upon through consultation between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies and project support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

If approved to undertake a senior thesis, a student will enroll in GEOL 403 each of her final two semesters for a total of 1.0 credit (0.5 credits per semester). The thesis option adds the equivalent of one course to the standard Geology major requirements. The first semester will focus on thesis topic formulation, background research and initiation of appropriate data acquisition. At the end of the first semester, the student must submit a formal written project proposal to department faculty members. This research proposal must demonstrate the student's ability to successfully complete her thesis during the following semester. Following review of submitted proposals, students or faculty members may choose or recommend, respectively, not to complete the independent thesis, in which case the student would not enroll for the second semester of GEOL 403.

Honors

Honors are awarded to students who have outstanding academic records in geology and allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

Minor Requirements

A minor in geology consists of two 100-level geology courses, and any four of the 200- or 300-level courses offered by the department. Two 0.5 credit courses may be combined to count toward one of the 100-level courses. Alternatively, an additional 200- or 300-level course may be substituted for one of the 100-level courses to meet the minor requirements.

Concentration in Geoarchaeology

The geoarchaeology concentration allows students majoring in anthropology, archaeology, or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved in the physical environment. In geology, the geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103; 202, 203, 204, 205, 270, and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; either ARCH 101 or ANTH 101; and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology) or Peter Magee (Archaeology).

Concentration in Geochemistry

The geochemistry concentration encourages students majoring either in geology or in chemistry to design a course of study that emphasizes Earth chemistry. Paperwork for the concentration should be filed at the same time as the major work plan. For a Geology Major with a concentration in Geochemistry, the following are required in addition to Geology Major requirements: CHEM 103 (General Chemistry) and CHEM 104 (General Chemistry II), CHEM 211(Organic Chemistry) or CHEM 231 (Inorganic Chemistry), GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires major advisor approval), one additional 300-level geochemistry-themed GEOL course or one additional advanced CHEM course. For a Chemistry Major with a concentration in Geochemistry, the following are required in addition to Chemistry major requirements (see Chemistry major advisor): GEOL 101 (How the Earth Works), GEOL 202 (Mineralogy/Crystal Chemistry), two additional 300-level geochemistry-themed GEOL courses including GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires Geology major advisor approval). For course planning advice, contact Pedro Marenco, Lynne Elkins (Geology) or Sharon Burgmayer (Chemistry).

Concentration in Geoarchaeology

The geoarchaeology concentration allows students majoring in anthropology, archaeology or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved in the physical environment. In geology, the geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103; 202, 203, 204, 205, 270, and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; ARCH 101, ANTH 101, or ARCH 135 (a half-credit laboratory course in archaeological fieldwork methods); and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Rick Davis (Anthropology) or Peter Magee (Archaeology).

COURSES

GEOL B101 How the Earth Works

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Counts towards: Environmental Studies
Units: 1.0
Instructor(s): Marenco,K., Weil,A.
(Fall 2015)

GEOL B102 Earth: Life of a Planet

The history of the Earth from its beginning, including its climate and tectonic history and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required two-day (Sat-Sun) field trip is taken in April.
Approach: Scientific Investigation (SI)
Units: 1.0
Instructor(s): Marenco,K.
(Spring 2016)

GEOL B103 Earth Systems and the Environment

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of human energy consumption, industrial development, and land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required field trip is taken in April.

Approach: Scientific Investigation (SI)
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

GEOL B109 Quantitative Problems in the Earth Science

An introduction to quantitative methods used for solving problems in Earth science. We will examine a wide variety of geologic questions: seismicity and earthquakes, volcanic activity, landslide triggers, flooding patterns, and more. We will then practice a range of quantitative techniques to approach those questions, both from a broad, global perspective and by examining current, relevant case studies. Prerequisite: Quantitative Readiness Required.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
(Not Offered 2015-2016)

GEOL B110 Focus: Exploring Topics in the Earth Sciences

This half-credit Focus course explores engaging topics in the Earth Sciences at a level appropriate for students with no prior coursework in geology. Course content varies. Recent topics include Living with Volcanoes, Origin of Life, Geology in Film, and Earth's Future Climate.
Approach: Scientific Investigation (SI)
Units: 0.5
(Not Offered 2015-2016)

GEOL B125 Focus: Geology in Film

This is a half semester Focus course. Geologic processes make for great film storylines, but filmmakers take great liberty with how they depict scientific "facts" and scientists. We will explore how and why filmmakers choose to deviate from science reality. We will study and view one film per week and discuss its issues from a geologist's perspective.
Approach: Course does not meet an Approach
Counts towards: Film Studies
Units: 0.5
(Not Offered 2015-2016)

GEOL B202 Mineralogy and Crystal Chemistry

The crystal chemistry of representative minerals as well as the relationship between the physical properties of minerals and their structures and chemical compositions. Emphasis is placed on mineral identification and interpretation. The occurrence and petrography of typical mineral associations and rocks is also covered. Lecture three hours, laboratory at least three hours a week. One required field trip on a weekend. Prerequisite: introductory course in Geology or Chemistry (both recommended, one required).
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Cull,S.
(Spring 2016)

GEOL B203 Invertebrate Paleobiology

Biology, evolution, ecology, and morphology of the major marine invertebrate fossil groups. Lecture three hours and laboratory three hours a week. A semester-long research project culminating in a scientific manuscript will be based on material collected on a one-day field trip to central Pennsylvania.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Counts towards: Environmental Studies
Units: 1.0
Instructor(s): Marenco,K.
(Fall 2015)

GEOL B204 Structural Geology

An introduction to the study of rock deformation in the Earth's lithosphere viewed from all scales - from the microscopic (atomic scale) to the macroscopic (continental scale). This class focuses on building a foundation of knowledge and understanding that will allow students to broaden their appreciation and understanding of the complexity of the Earth system and the links between geologic structures at all scales and plate tectonics. Three lectures and three hours of laboratory a week, plus a required three-day, weekend field trip. Prerequisite: GEOL 101 and MATH 101.
Approach: Quantitative Readiness Required (QR)
Units: 1.0
Instructor(s): Weil,A.
(Fall 2015)

GEOL B205 Sedimentary Materials and Environments

An introduction to sediment transport, depositional processes, and stratigraphic analysis, with emphasis on interpretation of sedimentary sequences and the reconstruction of past environments. Three lectures and one lab a week, plus a one-day field trip. Prerequisite: GEOL 101, 102, or 103 or permission of instructor. Recommended: GEOL B202 and B203.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Barber,D.
(Spring 2016)

GEOL B206 Energy Resources and Sustainability

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.
Counts towards: Environmental Studies
Units: 1.0
Instructor(s): Barber,D.
(Fall 2015)

GEOL B209 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week.
Prerequisite: one semester of college science or permission of instructor.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Counts towards: Environmental Studies
Crosslisting(s): CITY-B210
Units: 1.0
(Not Offered 2015-2016)

GEOL B236 Evolution

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology
Crosslisting(s): BIOL-B236; ANTH-B236
Units: 1.0
Instructor(s): Davis,G.
(Spring 2016)

GEOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience
Crosslisting(s): BIOL-B250
Units: 1.0
Instructor(s): Record,S.
(Fall 2015)

GEOL B270 Geoarchaeology

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Crosslisting(s): ARCH-B270; ANTH-B270
Units: 1.0
(Not Offered 2015-2016)

GEOL B298 Applied Environmental Science Seminar

This project-oriented seminar aims to foster student skills in research, analysis and synthesis of information in the interdisciplinary field of applied environmental science, with a specific focus on renewable energy. Students will conduct research on alternative energy options that could potentially be implemented at Bryn Mawr. Prerequisite: Advanced standing (Junior/Seniors).
Approach: Quantitative Readiness Required (QR)
Units: 1.0
(Not Offered 2015-2016)

GEOL B299 Geology Field Short Course

Geology majors choosing to participate in the annual Fall- or Spring-Break Geology Department Field Trip must enroll in GEOL B299. Enrollment in this class does not guarantee a spot on the field trip. Several pre-trip class meetings help maximize student engagement on the trip by providing a forum for discussing the assigned readings. During the week-long field trip, students are exposed to geologic field methods while visiting sites that exemplify different geology from that at sites near campus. Geologic methods introduced include proper field note-taking, mapping and measuring geologic structures, and interpreting geologic history. Culminating work introduces students to geologic illustration and report writing. A passing grade requires full participation and engagement by the student before, during and after the field trip. At least one post-trip meeting is held on campus to synthesize the material covered, and to go over students' final reports. Prerequisite: GEOL B101, B102 or B103; and GEOL B202, B203, B204 or B205.
Approach: Scientific Investigation (SI)
Units: 0.5
Instructor(s): Weil,A.
(Fall 2015)

GEOL B301 High-Temperature Geochemistry

Principles and theory of various aspects of geochemistry in rock systems, focusing on applications of chemistry to the study of igneous and metamorphic rocks. Three hours of lecture per week. Prerequisites: GEOL B202, CHEM B103 and B104 or consent of the instructor.
Units: 1.0
(Not Offered 2015-2016)

GEOL B302 Low-Temperature Geochemistry

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including a number of important case

studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL 101 or GEOL 102, and at least one semester of chemistry or physics, or professor approval.
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

GEOL B304 Tectonics

Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Three hours of lecture and a problem session a week. Prerequisite: GEOL 204 or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

GEOL B305 Igneous and Metamorphic Petrology

The study of igneous and metamorphic rocks, including their origins and modes of occurrence. The focus is on understanding how these rocks form, and on applying a combination of field methods, laboratory techniques, and theoretical understanding to interpret the origins of igneous and metamorphic rocks. The class will build on the study of mineralogy by examining assemblages of coexisting minerals, and what those assemblages reveal about the pressure, temperature, and chemical conditions under which a rock must have formed. For a culminating term project we will conduct an intensive study of local metamorphic rocks. Three lecture hours weekly and one weekly lab. One weekend field trip. Prerequisites: GEOL 202.
Units: 1.0
(Not Offered 2015-2016)

GEOL B310 Introduction to Geophysics

An overview covering how geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity, and seismic waves provide a means to study plate tectonics and the earth's interior. Three class hours a week with weekly problem sets. Prerequisite: one year of college physics or with permission of professor.
Units: 1.0
Instructor(s): Weil,A.
(Spring 2016)

GEOL B314 Marine Geology

An introduction to oceanography, coastal processes, and the geomorphology of temperate and tropical shorelines. Includes an overview of the many parameters, including sea level change, that shape coastal environments. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including a mandatory multi-day field trip to investigate developed and pristine sections of the Mid-Atlantic US coast. Prerequisite: One 200-level GEOL course OR one GEOL course AND one BIOL course (any level), OR advanced BIOL major standing (junior or senior).
Counts towards: Environmental Studies
Units: 1.0
(Not Offered 2015-2016)

GEOL B350 Advanced Topics in Geology

This is a topics course. Course content varies. Recent topics include Carbonate Petrology, Appalachian Geology, Advanced Evolution, The Snowball Controversy, and Climate Change. Prerequisites: Geo 101 or 102, and at least one 200-level GEO course, or professor approval.
Units: 1.0
Instructor(s): Cull,S., Barber,D.

Fall 2015: **Holocene Climate and Sea Level**. This seminar for advanced geology, archaeology and anthropology majors attempts to synthesize published literature on global climate and sea-level variability during the most recent 10,000 years of earth history, known as the Holocene epoch. Weekly discussions led by the instructor and student participants will review how past climate and sea-level records are constructed and how these records are interpreted as responses to external/internal forcings, perturbations and periodic oscillations.

Spring 2016: **Planetary Geology**. The course examines the geology of solid bodies of the Solar System, including terrestrial planets, icy moons of gas giants, asteroids, and comets. We will review the formation of Solar System, and trace subsequent chemical and structural evolution of major planetary bodies. Students examine data from recent/ongoing space missions and read/critique literature on major controversies in planetary science.

GEOL B399 Senior Capstone Seminar

A capstone seminar course required for all Geology majors. All Geology seniors will be required to participate in this two-semester seminar that meets weekly for 1.5 hours for a total of 1.0 credit (0.5 credits per semester). Enrollment required in two half-credit courses, one in the fall and one in the spring semester of the senior year. The focus of the seminar will be to integrate the student's major curriculum into open peer-led discussions on cutting edge research in the many diverse fields of Geology, to discuss the impact and relevance of Geology to modern society, and to work on oral and written communication skills.
Units: 0.5
(Fall 2015, Spring 2016)

GEOL B403 Supervised Research

At the discretion of the department faculty, rising seniors may undertake an independent thesis project in addition to mandatory full participation in the senior capstone seminar. This student thesis is conducted under the supervision of a faculty advisor(s). The undertaking of a thesis is modeled after a Master's thesis project,

which is scaled down for the different time frame (one year versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed, and agreed upon by conference between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and financial support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.
Units: 0.5
(Fall 2015, Spring 2016)

GERMAN AND GERMAN STUDIES

Students may complete a major or minor in German and German Studies.

Faculty

David Kenosian, Lecturer in German and German Studies

Azade Seyhan, Fairbank Professor in the Humanities, Chair and Professor of German and Professor of Comparative Literature

The Bryn Mawr Department of German offers a fully coordinated program of courses with the Haverford College Department of German. By drawing upon the expertise of the German faculty at both colleges, the Department has established a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German and German Studies is to lay the foundation for a critical understanding of German culture in its contemporary global context and its larger political, social, and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly global world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in a German Studies concentration that covers German and German-speaking cultures from multiple perspectives, including those of history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology.

A thorough knowledge of German is a goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature, film, gender and sexuality studies, growth and structure of cities, history, history of art, music, philosophy, and

political science, where they read works of criticism in these areas in the original German. Courses relating to any aspect of German culture, history, and politics given in other departments can count toward requirements for the major or minor.

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

The College's foreign language requirement may be satisfied by the completion of two courses in German with an average grade of at least 2.0.

Major Requirements

The German and German Studies major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German Studies concentration. A literature concentration normally follows the sequence 201 and/or 202; 209 or 212, or 214, 215; plus additional courses to complete the 10 units, two of them at the 300 level; and finally one semester of Senior Conference. A German Studies major normally includes 223 and/or 224 or 245; one 200- and one 300-level course in German literature; three courses (at least one at the 300 level) in subjects central to aspects of German culture, history, or politics; and one semester of GERM 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, GERM 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing, and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

The Department of German and German Studies offers Writing Attentive and Writing Intensive courses. Majors are required to take two Writing Attentive courses to help them develop critical writing skills and the ability to analyze literary texts in their historical and cultural contexts.

Honors

Any student who has completed a senior thesis and whose grade point average in the major at the end of the senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom the student has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed

Minor Requirements

A minor in German and German Studies consists of seven units of work. To earn a minor, students are normally required to take GERM 201 or 202 or their equivalents, and four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German Studies may be counted toward the seven units with the approval of the department.

Study Abroad

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected JYA (Junior Year Abroad) Programs.

COURSES

GERM B001 Elementary German

Meets five hours a week with the individual class instructor, two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Kenosian,D.
(Fall 2015)

GERM B002 Elementary German

Meets five hours a week with the individual class instructor, two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context.
Prerequisite: GERM 001 or its equivalent or permission of instructor
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Kenosian,D.
(Spring 2016)

GERM B101 Intermediate German

Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Prerequisite: Completion of GERM 002 or its equivalent as decided by the department and/or placement test.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Seyhan,A.
(Fall 2015)

GERM B102 Intermediate German

This course is the continuation of GERM 101 (Intermediate German I). We will concentrate on all four language skills--speaking, reading, writing, and listening comprehension. We will build on the knowledge that students gained in the elementary-level courses and then honed in GERM 101. This course will also provide students with an introduction to selected aspects of German culture. Prerequisite: GERM 101 or its equivalent as decided by the department
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Kenosian,D.
(Spring 2016)

GERM B202 Introduction to German Studies

In this course, we will concentrate on all four language skills – speaking, reading, writing and listening comprehension. However, special emphasis will be placed on reading and writing skills. In addition, students will be introduced to different literary and non-literary text genres and practice writing in different genres. Through newspaper articles, film reviews, short stories, poetry, and selected film screenings, this course also offers an introduction to some of the most compelling debates about multiculturalism in Germany and exemplary representations of cultural diversity in contemporary German life. Course taught in German.
Current topic description: This course is an introduction to some of the most compelling debates about multiculture in Germany and exemplary representations of cultural diversity in fiction, criticism, media, as well as film, and visual and performance arts. Course taught in German.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Kenosian,D.
(Spring 2016)

GERM B212 Marx, Nietzsche, Freud, and the Rhetoric of Modernity

This course examines selected writings by Marx, Nietzsche, and Freud as pre-texts for a critique of cultural reason and underlines their contribution to questions of language, representation, history, ethics, and art. These three visionaries of modernity have translated the abstract metaphysics of “the history of the subject” into a concrete analysis of human experience. Their work has been a major influence on the Frankfurt School of critical theory and has also led to a revolutionary shift in the understanding and writing of history and literature now associated with the work of modern French philosophers Jacques Derrida, Michel Foucault, Julia Kristeva, and Jacques Lacan. Our readings will, therefore, also include short selections from these philosophers in order to analyze the contested history of modernity and its intellectual and moral consequences. Special attention will be paid to the relation between rhetoric and philosophy and the narrative forms of “the philosophical discourse(s) of modernity” (e.g., sermon and myth in Marx; aphorism and oratory in Nietzsche, myth, fairy tale, case hi/story in Freud). Course is taught in English. One additional hour will be added for those students wanting German credit. Cross-listed with Philosophy 204.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Crosslisting(s): PHIL-B204
Units: 1.0
Instructor(s): Seyhan,A.
(Spring 2016)

GERM B213 Theory in Practice: Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B213; FREN-B213; COML-B213; ITAL-B213; HART-B213; RUSS-B253; PHIL-B253
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

GERM B223 Topics In German Cultural Studies

This is a topics course. Course content varies. Recent topics include Remembered Violence, Global Masculinities, and Crime and Detection in German. The current topic will be taught in English with an additional meeting for students taking the class as a German course.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): COML-B223; HIST-B247
Units: 1.0
Instructor(s): Kenosian,D.

Fall 2015: **Remembered Violence.** As Germany was rebuilding from two world war wars and the Holocaust, its history was being redefined in an international context where non-Germans were also confronting the legacy of violent conflict with

Germany. We will explore the extent to which a central feature of memory in the modern era emerges: does a common sense of history emerge from this international dialogue or does the cultural legacy of violence come out of a ongoing contest over divergent memories?

GERM B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit.
Prerequisite: EMLY B001 or a 100-level intensive writing course.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle Eastern Studies
Crosslisting(s): COML-B225
Units: 1.0
(Not Offered 2015-2016)

GERM B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/ remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): COML-B231; ANTH-B231
Units: 1.0
(Not Offered 2015-2016)

GERM B245 Interdisciplinary Approaches to German Literature and Culture

This is a topics course. Course content varies. Taught in English.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): COML-B245; CITY-B245
Units: 1.0
(Not Offered 2015-2016)

GERM B262 Topics: Film and the German Literary Imagination

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): ENGL-B261
Units: 1.0
(Not Offered 2015-2016)

GERM B320 Topics in German Literature and Culture

This is a topics course. Course content varies. Previous topics include: Romantic Literary Theory and Literary Modernity; Configurations of Femininity in German Literature; Nietzsche and Modern Cultural Criticism; Contemporary German Fiction; No Child Left Behind: Education in German Literature and Culture, German Literary Culture in Exile (1933-1945). Taught in English. Students wanting German credit will meet for additional hour per week.
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2015-2016)

GERM B321 Advanced Topics in German Cultural Studies

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HART-B348; COML-B321; CITY-B319
Units: 1.0
(Not Offered 2015-2016)

GERM B399 Senior Seminar

Senior Seminar. Students are required to write a long research paper with an annotated bibliography.
Units: 1.0
Instructor(s): Seyhan,A.
(Spring 2016)

GERM B403 Supervised Work

Units: 1.0
(Fall 2015, Spring 2016)

GERM B421 German for Reading Knowledge

This course will provide graduate and undergraduate students with the skills to read and translate challenging academic texts from German into English. We will quickly cover the essentials of German grammar and focus on vocabulary and constructions that one can encounter in scholarly writing from a variety of disciplines. Does not fulfill the Language Requirement.
Units: 1.0
(Not Offered 2015-2016)

GREEK, LATIN, AND CLASSICAL STUDIES

Students may complete a major in Greek, Latin, Classical Languages, or Classical Culture and Society. Students may complete a minor in Greek, Latin, or Classical Culture and Society. Students may complete an M.A. in Greek or Latin in the combined A.B./M.A. program.

Faculty

Annette Baertschi, Associate Professor of Greek, Latin, and Classical Studies and Director of the Graduate Group in Archaeology, Classics, and History of Art

Dianne Boetsch, Instructor

Catherine Conybeare, Professor of Greek, Latin and Classical Studies

Radcliffe Edmonds, Paul Shorey Chair and Professor of Greek, Latin, and Classical Studies

Robin Mitchell-Boyask, Visiting Professor of Classics

Russell Scott, Doreen C. Spitzer Professor of Latin and Classical Studies (on leave semester II)

Asya Sigelman, Assistant Professor of Greek, Latin and Classical Studies

Cooperating Faculty at Haverford College

Bret Mulligan, Chair and Associate Professor

Deborah H. Roberts, William R. Kenan Jr. Professor of Classics and Comparative Literature

Sydnor Roy, Visiting Assistant Professor

William Tortorelli, Visiting Assistant Professor

Robert Germany (on leave 2015), Assistant Professor

In collaboration with the Department of Classics at Haverford College, the department offers four major programs of study: Greek, Latin, Classical Languages, and Classical Culture and Society. In addition to the sequence of courses specified for each major, all majors are expected to have read through the Classics Reading List before they participate in the Senior Seminar, a required full-year course. In the first term, students refine their ability to read, discuss, and critique classical texts through engagement with scholarship from various fields of Classics while in the second term, they conduct independent research, culminating in a substantial thesis paper and a presentation to the department. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

In addition to completing the course requirements for each type of major (Greek, Latin, Classical Languages, or Classical Culture & Society), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

Students, according to their concentrations, are encouraged to consider a term of study during junior year in programs such as the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

Courses in Greek (GREK) and Latin (LATN) involve the study of the ancient language and reading texts in that language. Courses for which a knowledge of Greek or Latin is not required are listed under Classical Studies (CSTS).

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

The College's foreign language requirement may be satisfied by completing two semesters of Greek or Latin with an average grade of at least 2.0 or with a grade of 2.0 or better in the second semester.

GREEK

The sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek history, mythology, religion and the other basic forms of expression through which the culture developed. The works of poets, philosophers, and historians are studied both in their historical context and in relation to subsequent Western thought.

Major Requirements

Requirements in the major are two courses in Greek at the introductory level, two courses at the 100 level, two courses at the 200 level, one course at the 300 level (or above) and the Senior Seminar and the thesis.

Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy.

In addition to completing the course requirements for each type of major (Greek, Latin, Classical Languages,

or Classical Culture & Society), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

By the end of the senior year, majors will be required to have completed a sight translation examination from Greek to English.

Prospective majors in Greek are advised to take Greek in their first year. For students entering with Greek there is the possibility of completing the requirements for both A.B. and M.A. degrees in four years. Those interested in pursuing advanced degrees are advised to have a firm grounding in Latin.

Minor Requirements

Requirements for a minor in Greek are two courses at the introductory level, two courses at the 100 level, two courses at the 200 level.

COURSES

GREK B010 Traditional and New Testament Greek

This is the first half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax as well as to provide them with experience in reading short sentences and passages in both Greek prose and poetry.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Sigelman,A.
(Fall 2015)

GREK B011 Traditional and New Testament Greek

This is the second half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax. Once the grammar has been fully introduced, students will develop facility by reading parts of the New Testament and a dialogue of Plato.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Sigelman,A.
(Spring 2016)

GREK B101 Herodotus

Greek 101 introduces the student to one of the greatest prose authors of ancient Greece, the historian, Herodotus. The “Father of History,” as Herodotus is sometimes called, wrote one of the earliest lengthy prose texts extant in Greek literature, in the Ionian dialect of Greek. The “Father of Lies,” as he is also sometimes known, wove into his history a number of fabulous and entertaining anecdotes and tales. His historie or inquiry into the events surrounding the invasions by the Persian empire against the Greek city-states set the precedent for all subsequent historical writings.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

GREK B104 Homer

Greek 104 is designed to introduce the student to the epic poetry attributed to Homer, the greatest poet of ancient Greece, through selections from the Odyssey. Since Homer’s poetic form is so important to the shape and texture of the Odyssey, we will examine the mechanics of Homeric poetry, both the intricacies of dactylic hexameter and the patterns of oral formulaic composition. We will also spend time discussing the characters and ideas that animate this text, since the value of Homer lies not merely in his incomparable mastery of his poetic form, but in the values and patterns of behavior in his story, patterns which remained remarkably influential in the Greek world for centuries.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Sigelman,A.
(Spring 2016)

GREK B201 Plato and Thucydides

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato’s Symposium and Thucydides’ History of the Peloponnesian War), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Edmonds,R.
(Fall 2015)

GREK B202 The Form of Tragedy

This course will introduce the student to two of the three great Athenian tragedians—Sophocles and Euripides. Their dramas, composed two-and-a-half millenia ago, continue to be performed regularly on modern stages around the world and exert a profound influence on current day theatre. We will read Sophocles’ Oedipus Tyrannos and Euripides’ Bacchae in full, focusing on language, poetics, meter, and performance studies.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2015-2016)

GREK B403 Supervised Work

Units: 1.0
(Fall 2015)

GREK B601 Homer

We will focus on a careful reading of significant portions of the Homeric epics and on the history of Homeric scholarship. Students will develop an appreciation both for the beauty of Homer's poetics and for the scholarly arguments surrounding interpretation of these texts.
Units: 1.0
(Spring 2016)

GREK B603 Greek Patrology

This course is an introduction to Greek patrology, with an emphasis on biblical interpretation. We shall start from Philo and go on to read a selection of important texts from the early Greek fathers, notably Origen, Gregory of Nazianzus, and John Chrysostom.
Units: 1.0
(Not Offered 2015-2016)

GREK B609 Pindar & Greek Lyric

We will begin with a careful reading of Pindar's shorter odes, then proceed to his most famous long odes (Olympian 1, Pythian 3, Pythian 1) and then consider interpretative strategies (past, present, and future) as we survey the rest of the odes. One additional hour of reading TBA.
Units: 1.0
Instructor(s): Sigelman,A.
(Fall 2015)

GREK B620 5th century Greek Historians

In this seminar, we will examine the first two recognized Greek Historians - Herodotus and Thucydides - in their historical, political, intellectual, and cultural context. In addition to close study of the historians' language, structure, and understanding of historical causation, we will analyze the influence of other intellectual movements of sixth- and fifth-century Greece, including developments in sophistic thought, democratic ideology, and medicine. The course will trace the development of historiographical tradition in Greece and also the wider world of the eastern Mediterranean with special attention to Persian and Egyptian societies. We will also explore the influence of these early historians on modern historiography, anthropology, sociology, and political science.
Units: 1.0
(Not Offered 2015-2016)

GREK B623 Sophocles

In this seminar we will conduct an in-depth reading of several of Sophocles' plays with special emphasis on the language and metrics of Greek tragedy. We will also focus on the history of Sophoclean scholarship. Secondary readings and in-class discussions will cover topics such as the role of the chorus; lyric vs. narrative in drama; the Sophoclean hero; the role of time and oracles; the role of the divine; comparison of Sophocles' favorite themes and techniques with those of Aeschylus and Euripides. All students will complete a term paper on a research topic of their choice by the end of the semester.
Units: 1.0
(Not Offered 2015-2016)

GREK B639 Greek Orators:Classical Athens

The Attic orators provide a rich array of evidence for the social structures of men and women in ancient Athens, giving insights into aspects of personal life that literary texts rarely touch upon. In this seminar, we will explore the ideas of gender and citizenship as they are expressed in a number of the orations from 4th century Athens. We will examine the ways in which rhetoric is used in the speeches, with close attention to the kind of social and personal dynamics that were central to the forensic arena of this time period. A close reading of the texts themselves in the original Greek will help provide insight into the language of the courts, while the readings from modern scholarship will allow us to probe more deeply into some of the issues raised by the texts.
Units: 1.0
(Not Offered 2015-2016)

GREK B643 Readings in Greek History

History, as a way of speaking about the past, was invented by the Greeks. In this course we examine the works of some of the most significant early Greek historians, Herodotus, Thucydides, Xenophon, as well as the later Plutarch, paying close attention to the question of what history is for these authors. We will examine the events they choose to recount, as well as the ways they narrate the past. We will probe the underlying assumptions the writers make about the nature of the cosmos and the place of humanity within it, with particular focus upon ideas of religion, gender, ethnicity, pattern and causation. A close reading of the texts themselves in the original Greek will help provide insight into the language of historiography, while the readings from modern scholarship will allow us to probe more deeply into some of the issues raised by the texts.
Units: 1.0
(Fall 2015)

GREK B644 Plato

In this seminar, we will explore the central ideas of a Platonic dialogue as they are unfolded by the varying voices of the interlocutors. In the "Phaedo", Plato presents a poignant picture of the last hours of Socrates. Plato's dialogues all prompt questions about how to read and understand the complex interchanges between the interlocutors, but no dialogue presents the stakes of the discussion as vividly as the "Phaedo", where the debates on the nature of death and the soul are set against the background of Socrates' imminent execution. How ought one to live? What does it mean to die? How is the life of philosophy a practice for death?

In this seminar, we will explore the ideas of life and death, soul and body, philosophy and purification in the “Phaedo”. In addition to a close reading of the text itself, we will sample from the scholarly debates over the understanding and interpretation of the Phaedo that have gone on over the past two and a half millennia of reading Plato’s “Phaedo”.
Units: 1.0
Instructor(s): Edmonds,R.
(Spring 2016)

GREK B653 Athens in the Hellenistic Period

Surveys of Athenian history tend to conclude if not at the Battle of Chaeronea at any rate at the death of Alexander. Yet Athens did not disappear with the imposition of the Macedonian garrison in 322. Democracy resurfaced periodically over the course of the next century (in 318, 307, 288, and 229), and, more to the point, even under periods of oligarchic rule and Macedonian control, Athenian institutions remained intact, and Athenians continued to make significant contributions to the greater Greek world. Indeed, the century that followed Alexander’s death saw the flowering of Athenian historiography (e.g. Democharas, Diyllus, Philochorus, Timaeus, and Phylarchus) and new comedy (e.g. Menander and Poseidippus), as well as the advent of important philosophical schools (Epicureanism and Stoicism). This course will focus on Athens between the Battle of Chaeronea (338 BCE) and its liberation from Macedonian rule ca. 229 BCE. By way of a variety of contemporary sources, we shall have the opportunity to familiarize ourselves both with the historical narrative and with the intellectual climate of the polis in the early Hellenistic period.
Units: 1.0
Instructor(s): Tober,D.
(Fall 2015)

LATIN

The major in Latin is designed to acquaint the student with Roman literature, history and culture in all its aspects. Works in Latin language, ranging from its beginnings to the Renaissance, are examined both in their historical context and as influences on post-classical cultures and societies up to the present day. A number of courses in Latin at the 200-level are offered in rotation at Bryn Mawr and Haverford. They are based on authors and topics in Roman imperial literature ranging from the Augustan Age to Late Antiquity and the Middle Ages and are designed to illustrate the richness of this literary patrimony.

Major Requirements

Requirements for the major are two courses in Latin at the 100 level, two literature courses at the 200 level, two literature courses at the 300 level, HIST 207 or 208, Senior Seminar and thesis, and two courses to be selected from the following: Classical and Near Eastern Archaeology at the 100 level or above; Greek at the 100 level or above; French, Italian or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome are accepted as part of the major.

In addition to completing the course requirements for each type of major (Greek, Latin, Classical Languages, or Classical Culture & Society), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

By the end of the senior year, majors will be required to have completed successfully a sight translation examination from Latin to English.

Students who place into 200-level courses in their first year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

Minor Requirements

Requirements for the minor are normally six courses in Latin, including one at the 300-level. For non-majors, two literature courses at the 200-level must be taken as a prerequisite for admission to a 300-level course.

COURSES

LATN B001 Elementary Latin

Latin 001 is the first part of a year-long course that introduces the student to the language and literature of ancient Rome. The first semester focuses upon the grammar of Latin, developing the student’s knowledge of the forms of the language and the basic constructions used. Exercises in translation and composition aid in the student’s learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Baertschi,A.
(Fall 2015)

LATN B002 Elementary Latin

Latin 002 is the second part of a year-long course that introduces the student to the language and literature of ancient Rome. The second semester completes the course of study of the grammar of Latin, improving the student’s knowledge of the forms of the language and forms of expression. Exercises in translation and composition aid in the student’s learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Conybeare,C.
(Spring 2016)

LATN B110 Intermediate Latin

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several years of high school Latin or are not adequately prepared to take LATN 101. This course meets three times a week with a required fourth hour to be arranged.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Scott,R.
(Fall 2015)

LATN B112 Latin Literature

In the second semester of the intermediate Latin sequence, readings in prose and poetry are frequently drawn from a period, such as the age of Augustus, that illustrate in different ways the leading political and cultural concerns of the time. The Latin readings and discussion are supplemented by readings in the secondary literature. There are three required meetings a week. Prerequisite: LATN 101 or 110 or placement by the department.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Spring 2016)

LATN B202 Topics: Advanced Latin Literature

In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries CE) is read. Single or multiple authors may be featured in a given semester. This is a topics course, course content varies.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Baertschi,A.

Spring 2016: **Literature of the Empire.**

LATN B203 Medieval Latin Literature

Selected works of Latin prose and poetry from the late Roman Empire through the 12th century. Prerequisite: At least one 200-level Latin course or equivalent.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2015-2016)

LATN B303 Lucretius

Lucretius' poem "De Rerum Natura", On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the "honey of the Muses" round the lip of the cup containing the "wormwood" of its message. Atomic theory, sexual relations, fear of death: these are just some of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level.
Units: 1.0
(Not Offered 2015-2016)

LATN B305 Livy & the Conquest of the Mediterranean

Close analysis of Livy's account of the Second Macedonian War, the Syrian War, and the origins of the third Macedonian War. Emphasis will be placed on Livy's method of composition and reliability, of his general historical outlook, and that of other authors who covered the period. The relevant sections of Polybius' history, Plutarch's biographies of Flamininus, the Elder Cato, and Aemilius Paullus as well as all relevant inscriptions will be dealt with in English.
Units: 1.0
(Not Offered 2015-2016)

LATN B312 Roman Satire

Satire is the most slippery and subversive of genres. It is richly entertaining to read, but if we engage with it seriously it is often abrasive, shocking, shattering. Reading Roman satire requires an energetic exercise in cultural translation: we are confronted with the alienness of the Roman world, as well as its perverse literary vigour. This course will span four turbulent centuries of Roman imperialism in its reading of Roman satire. We will range from the sharp minutiae of social observation in Horace's Sermones to the calculated public abuse of a eunuch consul in Claudian's In Eutropium; from the swirling filthy riches of Persius and Juvenal to the nastily eloquent Christian condemnation of riches (and much else) in St Jerome. Students are warned: the language is difficult, the content often excoriating, even if exquisitely expressed. Reading this material challenges any comfortable separation between "literature" and "life".
Units: 1.0
Instructor(s): Conybeare,C.
(Fall 2015)

LATN B350 Topics in Latin Literature

This is a topics course. Course content varies.
Units: 1.0
(Not Offered 2015-2016)

LATN B403 Supervised Work

Units: 1.0
(Fall 2015, Spring 2016)

LATN B613 Livy & the Conquest of the Mediterranean 2nd & 1st c.

Close analysis of Livy's account of the Second Macedonian War, the Syrian War, and the origins of the third Macedonian War. Emphasis will be placed on Livy's method of composition and reliability, of his general historical outlook, and that of other authors who covered the period. The relevant sections of Polybius' history, Plutarch's biographies of Flamininus, the Elder Cato, and Aemilius Paullus as well as all relevant inscriptions will be dealt with in English.
Units: 1.0
(Not Offered 2015-2016)

LATN B613 Cicero

The public and private legal speeches and relevant letters of Cicero as advocate and politician.

Units: 1.0
Instructor(s): Scott,R.
(Fall 2015)

LATN B615 Roman Biography

The course surveys the development of Roman Biography from the late Republic to the High Empire. Authors read include Cornelius Nepos, Cornelius Tacitus, Plutarch, Suetonius Tranquillus and anonymous authors representative of both pagan and Christian resistance literature.
Units: 1.0
(Not Offered 2015-2016)

LATN B619 Roman Satire

This course will span four turbulent centuries of Roman imperilism in its reading or Roman satire. We will range from the sharp minutiae of social observation in Horace's Sermones to the calculated public abuse of a eunuch consul in Claudian's In Eutropium; from the swirling filthy riches of Persius and Juvenal to the nastily eloquent Christian condemnation of riches (and much else) in St Jerome.
Units: 1.0
Instructor(s): Conybeare,C.
(Fall 2015)

LATN B633 Lucretius

Lucretius' poem "De Rerum Natura", On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the "honey of the Muses" round the lip of the cup containing the "wormwood" of its message. Atomic theory, sexual relations, fear of death: these are just some of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level.
Units: 1.0
(Not Offered 2015-2016)

LATN B637 Vergil Aeneid

A complete reading and close study of Virgil, whose "afterlife," it has been said with little exaggeration, "is Western literature." We read all of the certain poems--Eclogues (c. 39 BCE), Georgics (c. 29 BCE), and Aeneid (c. 19 BCE)--completely in English, substantial portions of each in the Latin, and scholarship and criticism. Aiming at increased fluency in reading Latin poetry, we also seek to deepen our capacity to respond to this astonishing ancient poet rigorously and meaningfully. Attention is paid to some of Virgil's models in Latin and Greek and to some imitators especially in the European epic tradition.
Units: 1.0
(Not Offered 2015-2016)

LATN B640 Topics: Imperial Latin Literature

This is a topics course. Course content varies.
Units: 1.0
(Not Offered 2015-2016)

LATN B650 Topics in Latin Literature

Topics course. Course content varies.
Units: 1.0
(Not Offered 2015-2016)

LATN B671 Fasti

Ovid's Fasti is a work that the poet was not able to complete before being sent into exile by Augustus. Nevertheless, as it survives, it is an extraordinarily rich work that blends the antiquarian religious research characteristic of the Augustan age with the subtle poetic craft for which the author is famous.
Units: 1.0
(Not Offered 2015-2016)

LATN B673 Roman Civil War

Civil war seemed to be Rome's inescapable destiny from the foundation of the city through the early empire. This course will assess its historical significance as well as its representation and commemoration in Roman literature. We will focus particularly on Lucan's Bellum civile recounting the strife between Caesar and Pompey, but also read other texts in both poetry and prose to trace the development of civil conflict at Rome and its lasting influence on Roman identity and cultural memory.
Units: 1.0
Instructor(s): Baertschi,A.
(Spring 2016)

CLASSICAL LANGUAGES

The major in Classical Languages is designed for the student who wishes to divide her time between the two languages and literatures.

Major Requirements

The requirements for the major, in addition to the Senior Seminar and the thesis, are eight courses in Greek and Latin including at least two at the 200-level in one language and two at the 300-level or above in the other, as well as two courses in ancient history and/or classical archaeology. In addition to completing the course requirements for each type of major (Greek, Latin, Classical Languages, or Classical Culture & Society), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan. There are two final examinations, a sight translation from Greek to English and another from Latin to English.

CLASSICAL CULTURE AND SOCIETY

The major provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to pursue more specialized work in one or more particular areas.

Major Requirements

The requirements for the major, in addition to the Senior Seminar and thesis, are nine courses distributed as follows:

- Two courses in either Latin or Greek beyond the elementary level
- One course in Greek and/or Roman history
- Three courses, at least two of which are at the 200 level or higher, in one of the following concentrations: archaeology and art history, philosophy and religion, literature and the classical tradition, history and society
- Three electives, at least one of which is at the 200-level or higher, and one of which is must be among the courses counted toward the history/ society concentration (except in the case of students in that concentration)
- In addition to completing the course requirements for each type of major (Greek, Latin, Classical Languages, or Classical Culture & Society), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

Minor Requirements

The requirements for the minor are six courses drawn from the range of courses counted toward the major. Of these, two must be in Greek or Latin beyond the elementary level and at least one must be in classical culture and society at the 200-level.

COURSES

CSTS B125 Classical Myths in Art and in the Sky

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment.
Approach: Inquiry into the Past (IP)
Crosslisting(s): ARCH-B125; HART-B125
Units: 1.0
(Not Offered 2015-2016)

CSTS B175 Feminism in Classics

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous' Medusa and Butler's Antigone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

CSTS B205 Greek History

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.
Approach: Inquiry into the Past (IP)
Crosslisting(s): HIST-B205
Units: 1.0
(Not Offered 2015-2016)

CSTS B207 Early Rome and the Roman Republic

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.
Approach: Inquiry into the Past (IP)
Crosslisting(s): HIST-B207
Units: 1.0
(Not Offered 2015-2016)

CSTS B208 The Roman Empire

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.
Approach: Inquiry into the Past (IP)
Crosslisting(s): HIST-B208
Units: 1.0
Instructor(s): Scott,R.
(Fall 2015)

CSTS B225 In Vino Veritas: Wine in the Literature and Cult of Ancient Greece & Rome

This course will explore ancient Greeks' and Roman' perception of wine-drinking as a sacral experience, often of critical cultural, social, and even cosmic importance. We will study the cult of Dionysus and the role of wine in Greek and Latin poetry, drama, and philosophy. We will then trace the development of these religious and cultural trends in subsequent Western history, to the medieval tradition of the carnival and to twentieth-century literature.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Sigelman,A.
(Spring 2016)

CSTS B228 Utopia: Good Place or No Place?

What is the ideal human society? What is the role and status of man and woman therein? Is such a society purely hypothetical or should we strive to make it viable in our modern world? This course will address these questions by exploring the historic development of the concept of utopia.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

CSTS B230 Food and Drink in the Ancient World

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HIST-B229
Units: 1.0
Instructor(s): Baertschi,A.
(Fall 2015)

CSTS B234 Picturing Women in Classical Antiquity

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ARCH-B234; HART-B234
Units: 1.0
(Not Offered 2015-2016)

CSTS B237 Underworlds in Virgil & After

What is a 'literary tradition', and what sense may we make of one? In this course we focus on an influential episode in the Western literary tradition: the hero's journey into the underworld in Virgil's epic poem, the Aeneid. Keeping in mind a master metaphor by which 'underworld' stands for 'afterlife', we consider that perilous 'journey below' on its own, in context of the complete poem, and in contexts provided by other authors' visions of 'what lies beneath', including Homer (Odyssey), Ovid (Metamorphoses), Dante (Inferno), Milton (Paradise Lost), Shakespeare (The Tempest), Jules Verne (Journey to the Center of the Earth), Joseph Conrad (Heart of Darkness), J. R. R. Tolkien (The Hobbit), and the nameless author of the Epic of Gilgamesh.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

CSTS B238 Classical Traditions & Science Fictions

What might ancient classics say about the modern world? In this course we explore intersections between ancient, Greco-Roman texts and the genre that is most characteristic of the modern, technoscientific world, science fiction. Raising questions about genres and traditions; the role of the 'humanities' in relation to 'technology'; and ways of discovering and evaluating 'knowledge', we consider the possibility that, although antiquity and the present day differ, at base ancient literature has given science fiction its profound sense of wonder about the world. Texts from authors such as Sappho, Sophocles, and Plato; Lucretius, Ovid, and Apuleius; Shelley, Borges, Dick, and Eco; Le Guin, Morrison, Atwood, and Edson; Cameron, Cronenberg, and Demme; and Benjamin, Baudrillard, Haraway, and Hayles.
Approach: Critical Interpretation (CI)
Crosslisting(s): COML-B239
Units: 1.0
(Not Offered 2015-2016)

CSTS B242 Magic in the Greco-Roman World

Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman World made use of magic to try to

influence the world around them. In this course students will gain an understanding of the magicians of the ancient world and the techniques and devices they used to serve their clientele, as well as the cultural contexts in which these ideas of magic arose. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political, and social contexts in which magic was used.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2015-2016)

CSTS B246 Eros in Ancient Greek Culture

This course explores the ancient Greek's ideas of love, from the interpersonal loves between people of the same or different genders to the cosmogonic Eros that creates and holds together the entire world. The course examines how the idea of eros is expressed in poetry, philosophy, history, and the romances.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

CSTS B255 Show and Spectacle in Ancient Greece and Rome

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): HIST-B285; CITY-B260; ARCH-B255
Units: 1.0
(Not Offered 2015-2016)

CSTS B260 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B260; CITY-B259
Units: 1.0
(Not Offered 2015-2016)

CSTS B274 From Myth to Modern Cinema

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.
Approach: Critical Interpretation (CI)
Crosslisting(s): COML-B274
Units: 1.0
(Not Offered 2015-2016)

CSTS B304 Archaeology of Greek Religion

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.
Crosslisting(s): ARCH-B304
Units: 1.0
Instructor(s): Tasopoulou,E.
(Fall 2015)

CSTS B310 Forming the Classics: From Papyrus to Print

This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early modern period. The chronological range will extend from late antquity to the early modern period; topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections.
Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.
Units: 1.0
Instructor(s): Conybeare,C.
(Spring 2016)

CSTS B324 Roman Architecture

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces,structures, settings and uses, urban infrastructure, the relationship of towns and territories, “suburban” and working villas, and frontier settlements. Prerequisite: ARCH 102.
Crosslisting(s): HART-B324; ARCH-B324
Units: 1.0
(Not Offered 2015-2016)

CSTS B359 Topics in Classical Art and Archaeology

This is a topics course. Course content varies.
Crosslisting(s): ARCH-B359; HART-B358
Units: 1.0
(Not Offered 2015-2016)

CSTS B375 Interpreting Mythology

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.
Crosslisting(s): COML-B375
Units: 1.0
Instructor(s): Edmonds,R.
(Fall 2015)

CSTS B398 Senior Seminar

The first term of this course is a bi-college team-taught seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics. The seminar also involves developing a topic for the senior thesis in the second term, culminating in a written prospectus and oral presentation for the senior thesis.
Units: 1.0
Instructor(s): Conybeare,C.
(Fall 2015)

CSTS B399 Senior Seminar

The first term of this course is a bi-college team-taught seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classicss (e.g. literature, religion, philosophy. law, social History); the second term involves the writing and oral presentation of the senior thesis.
Units: 1.0
(Not Offered 2015-2016)

CSTS B403 Supervised Work

Units: 1.0
(Fall 2015, Spring 2016)

CSTS B645 Ancient Magic

Magic – the word evokes the mysterious and the marvelous, the forbidden and the hidden, the ancient and the arcane. But what did magic mean to the people who coined the term, the people of ancient Greece and Rome? Drawing on the expanding body of evidence for ancient magical practices, as well as recent theoretical approaches to the history of religions, this seminar explores the varieties of phenomena labeled magic in the ancient Greco-Roman world. Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world did not only imagine what magic could do, they also made use of magic to try to influence the world around them. The seminar examines the primary texts in Greek, the tablets and spell books, as well as literary descriptions of magic, in the light of theories relating to the religious, political, and social contexts in which magic was used.
Units: 1.0
(Not Offered 2015-2016)

CSTS B675 Interpreting Mythology

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved.
Units: 1.0
Instructor(s): Edmonds,R.
(Fall 2015)

CSTS B701 Supervised Work

Units: 1.0
Instructor(s): Edmonds,R., Conybeare,C., Baertschi,A., Sigelman,A., Scott,R.
(Fall 2015, Spring 2016)

GROWTH AND STRUCTURE OF CITIES

Students may complete a major or minor in Growth and Structure of Cities. Complementing the major, students may complete a minor in Environmental Studies, or a concentration in Latin American, Latino, and Iberian Peoples and Cultures. Students also may enter the 3-2 Program in City and Regional Planning, offered in cooperation with the University of Pennsylvania.

Faculty

Jeffrey Cohen, Term Professor in Growth and Structure of Cities

Carola Hein, Professor of Growth and Structure of Cities (on leave semesters I and II)

Gary McDonogh, Chair and Professor of Growth and Structure of Cities and on the Helen Herrmann Chair

Thomas Morton, Visiting Assistant Professor

Victoria Reyes, Assistant Professor in Growth and Structure of Cities

Ellen Stroud, Associate Professor of Growth and Structure of Cities on the Johanna Alderfer Harris and William H. Harris, M.D. Professorship in Environmental Studies

Daniela Voith, Senior Lecturer in the Growth and Structure of Cities Program

The interdisciplinary Growth and Structure of Cities major challenges students to understand the dynamic relationships connecting urban spatial organization and the built environment with politics, economics, cultures and societies worldwide. Core introductory classes present analytic approaches that explore changing forms of the city over time and analyze the variety of ways through which women and men have re-created global urban life across history and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic relations, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering, and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

Major Requirements

A minimum of 15 courses (11 courses in Cities and four allied courses in other related fields) is required to complete the major. Two introductory courses (185, 190) balance sociocultural and formal approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. The introductory sequence should be completed with a broader architectural survey course (253, 254, 255) and a second social science course that entails extended analysis and writing (229). These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year.

Writing across multiple disciplines is central to the major, drawing on sources as varied as architectural and visual studies, ethnographic fieldwork, archival and textual study, theoretical reflection and policy engagement. Students will begin to write and receive commentary on their arguments and expression from their introductory classes through their required capstone thesis. While most courses in the major have important writing components, at the moment City 229 acts as our primary writing-intensive course, asking students to draw upon the breadth of their interests to focus on researching, writing and rewriting within a comparative framework. We will be expanding our pedagogy in this area over time in conjunction with college initiatives and student feedback. At the same time, students are encouraged to use other classes within the major to develop a range of skills in methods, theory, and presentations, oral and written.

In addition to these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. One of these should be a methods class. The student should also take the 0.5 credit junior seminar (298) during one semester of their junior year. At least two must be at the 300 level. In the senior year, a capstone course is required of all majors. Most students join together in a research seminar, CITY 398, in the Fall of that year. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors who write a thesis in another field.

Finally, each student must also identify four courses outside Cities that represent additional expertise to complement her work in the major. These may include courses such as physics and calculus for architects, additional courses in economics, political science, sociology, or anthropology for students more focused on the social sciences and planning, or courses that build on language, design, or regional interests. Any minor, concentration, or second major also fulfills this requirement. Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Both the Cities Department electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in architectural

design, who will need to arrange studio courses (226, 228) as well as accompanying courses in math, science and architectural history; they should contact the department chair or Daniela Voith in their first year. Likewise, students interested in pursuing a minor in Environmental Studies should consult with Ellen Stroud early in their career, and those interested in pursuing a concentration in Iberian, Latin American, and Latino/a themes or in Global Asian Studies should consult with Gary McDonogh.

Students should also note that many courses in the department as well as cross-listed courses are not given every year. They should also note that courses may carry prerequisites in cities, art history, economics, history, sociology, or the natural sciences.

Programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is strongly preferred. The Cities Department regularly works with off-campus and study-abroad programs that are strong in architectural history, planning, and design, as well as those that allow students to pursue social and cultural interests. Students who would like to spend part or all of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

Cities majors have created major plans that have allowed them to coordinate their interests in cities with architecture, planning, ethnography, history, law, environmental studies, mass media, social justice, medicine, public health, the fine arts, and other fields. No matter the focus, though, each Cities major must develop a solid foundation in both the history of architecture and urban form and the analysis of urban culture, experience, and policy. Careful methodological choices, clear analytical writing, and critical visual analysis constitute primary emphases of the major. Strong interaction with faculty and other students are an important and productive part of the Cities Department, which helps us all take advantage of the major's flexibility in an organized and rigorous way.

Minor Requirements

Students who wish to minor in the Cities Department must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the cities minor.

3-2 Program in City and Regional Planning

Over the past three decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with faculty early in their sophomore year.

COURSES

CITY B104 Archaeology of Agricultural and Urban Revolutions

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B104
Units: 1.0
Instructor(s): Magee,P.
(Fall 2015)

CITY B136 Working with Economic Data

Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts; and the economics of personal finance. Prerequisites: Quantitative Readiness Required.
Approach: Quantitative Readiness Required (QR)
Crosslisting(s): ECON-B136
Units: 1.0
(Not Offered 2015-2016)

CITY B185 Urban Culture and Society

Examines techniques and questions of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Philadelphia features prominently in discussion, reading and exploration as do global metropolitan comparisons through papers involving fieldwork, critical reading and planning/problem solving using qualitative and quantitative methods.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ANTH-B185
Units: 1.0
Instructor(s): McDonogh,G., Reyes,V.
(Fall 2015)

CITY B190 The Form of the City: Urban Form from Antiquity to the Present

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HART-B190
Units: 1.0
Instructor(s): Morton,T.
(Spring 2016)

CITY B201 Introduction to GIS for Social and Environmental Analysis

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing.
Approach: Quantitative Readiness Required (QR)
Counts towards: Environmental Studies
Units: 1.0
Instructor(s): Narayanaraj,G.
(Fall 2015)

CITY B203 Ancient Greek Cities and Sanctuaries

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B203
Units: 1.0
(Not Offered 2015-2016)

CITY B204 Economics of Local Environmental Programs

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basis services. Prerequisite: ECON B105.
Counts towards: Environmental Studies
Crosslisting(s): ECON-B242
Units: 1.0
(Not Offered 2015-2016)

CITY B205 Social Inequality

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): SOCL-B205
Units: 1.0
Instructor(s): Nolan,B.
(Fall 2015)

CITY B206 Introduction to Econometrics

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Prerequisite: ECON B105 or H101, and H102, and a 200-level elective.
Crosslisting(s): ECON-B253
Units: 1.0
(Fall 2015, Spring 2016)

CITY B207 Topics in Urban Studies

This is a topics course. Course content varies.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Cohen,J.

> *Fall 2015:* **Philadelphia Architecture**. A mid-level course that explores how we understand and write about architecture and architectural history, based on the analysis of visual materials, close reading of texts, and visits to actual sites. This semester, we will pay special attention to the rowhouse as a characteristic type.

CITY B210 Natural Hazards

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Counts towards: Environmental Studies
Crosslisting(s): GEOL-B209
Units: 1.0
(Not Offered 2015-2016)

CITY B212 Medieval Architecture

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of “medieval” art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the

role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): HART-B212
Units: 1.0
Instructor(s): Walker,A.
(Spring 2016)

CITY B213 Taming the Modern Corporation

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety; environmental pollution; and truth in advertising.
Prerequisite: ECON B105.
Crosslisting(s): ECON-B213
Units: 1.0
(Not Offered 2015-2016)

CITY B214 Public Finance

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.
Counts towards: Health Studies
Crosslisting(s): ECON-B214
Units: 1.0
(Spring 2016)

CITY B215 Urban Economics

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services.
Prerequisite: ECON B105.
Crosslisting(s): ECON-B215
Units: 1.0
(Not Offered 2015-2016)

CITY B216 The City of Naples

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.
Approach: Inquiry into the Past (IP)
Crosslisting(s): ITAL-B215
Units: 1.0
(Not Offered 2015-2016)

CITY B217 Research Methods in the Social Sciences

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Reyes,V.

Spring 2016: **Investigating Inequalities**. In this course, we will focus on the processes of research and on "learning by doing." The course encompasses quantitative and qualitative techniques, and we will compare the strengths and weaknesses of each. We will calculate descriptive statistics and basic statistical analyses manually and with statistical software, followed by engagement with various methods.

CITY B218 Topics in World Cities

This is a topics course. Course content varies. An introduction to contemporary issues related to the urban environment.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2015-2016)

CITY B220 Comparative Social Movements in Latin America

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): SOCL-B259; POLS-B259
Units: 1.0
(Not Offered 2015-2016)

CITY B222 Environmental Issues: Movements and Policy Making in Comparative Perspective

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Crosslisting(s): POLS-B222
Units: 1.0
(Not Offered 2015-2016)

CITY B225 Economic Development

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.
Counts towards: International Studies
Crosslisting(s): ECON-B225
Units: 1.0
Instructor(s): Rock,M.
(Fall 2015)

CITY B226 Introduction to Architectural Design

This studio design course introduces the principles of architectural design. Suggested Preparation: drawing, some history of architecture, and permission of instructor.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Voith,D., Olshin,S.
(Fall 2015)

CITY B227 Topics in Modern Planning

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): HART-B227
Units: 1.0
Instructor(s): Morton,T.

Fall 2015: **Visual and Historical Methods**. In this course we will explore visual and historical methods for the study of objects and sites. Through observation, analysis, and description of architecture and other visual/material artifacts, we will consider how this work contributes to historical understanding and focusing on buildings in the Quaker consortium as specific objects of architectural and historical study, and documents of campus architecture from the archives of Bryn Mawr, Haverford, Swarthmore, and University of Pennsylvania.

CITY B228 Problems in Architectural Design

A continuation of CITY 226 at a more advanced level.
Prerequisites: CITY B226 or permission of instructor.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Voith,D., Olshin,S.
(Spring 2016)

CITY B229 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ANTH-B229; SOCL-B230; HART-B229
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

CITY B231 Punishment and Social Order

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened “penal net” in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.
Crosslisting(s): SOCL-B231
Units: 1.0
(Not Offered 2015-2016)

CITY B234 Environmental Economics

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development.
Prerequisites: ECON B105.
Crosslisting(s): ECON-B234
Units: 1.0
(Not Offered 2015-2016)

CITY B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): HIST-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015, Spring 2016: **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the

relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

CITY B238 The Economics of Globalization

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.
Counts towards: International Studies
Crosslisting(s): ECON-B236
Units: 1.0
Instructor(s): Dominguez,C.
(Fall 2015)

CITY B241 Building Green: Sustainable Design Past and Present

At a time when more than half of the human population lives in cities, the design of the built environment is of key importance. This course is designed for students to investigate issues of sustainability in architecture. A close reading of texts and careful analysis of buildings and cities will help us understand the terms and practices of architectural design and the importance of ecological, economic, political, cultural, social sustainability over time and through space.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Environmental Studies; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

CITY B242 Urban Field Research Methods

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues.
Counts towards: Praxis Program
Crosslisting(s): SOCL-B242; ANTH-B242
Units: 1.0
(Not Offered 2015-2016)

CITY B243 Economic Inequality and Government Policy Choices

This course will examine the U.S. economy and the effects of government policy choices. The class will focus on the potential trade-offs between economic efficiency and greater economic equality. Some of the issues that will be explored include tax, education, and health care policies. Different perspectives on issues will be examined. Prerequisite: ECON B105.
Crosslisting(s): ECON-B243
Units: 1.0
Instructor(s): Vartanian,T.
(Spring 2016)

CITY B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B244; POLS-B244; HIST-B244
Units: 1.0
(Not Offered 2015-2016)

CITY B249 Asian American Communities

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): SOCL-B249; ANTH-B249
Units: 1.0
(Not Offered 2015-2016)

CITY B250 Topics: Growth & Spatial Organization of the City

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): HIST-B251
Units: 1.0
Instructor(s):Stroud,E.

Fall 2015: **20th C Urban Enviro History.** This course explores the recent history of U.S. Cities as both physical spaces and social entities, with particular attention to the role of both nature and built environments in shaping their pasts. How have the definitions, political roles, and social perceptions of U.S. cities changed since the nineteenth century? How have those shifts, along with changes in transportation, communication, construction, and other technologies affected both the people and places that comprise U.S. Cities?

CITY B253 Survey of Western Architecture

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered.
Approach: Inquiry into the Past (IP)
Crosslisting(s): HART-B253
Units: 1.0
(Not Offered 2015-2016)

CITY B254 History of Modern Architecture

A survey of the development of modern architecture since the 18th century. The course focuses on international networks in the transmission of architectural ideas since 1890.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): HART-B254
Units: 1.0
Instructor(s): Morton,T.
(Fall 2015)

CITY B255 Survey of American Architecture

This survey course examines architecture within the global framework of “the modern.” Through an introduction to an architectural canon of works and figures, it seeks to foster a critical consideration of modernity, modernization, and modernism. The course explores each as a category of meaning that framed the theory and practice of architecture as a cultural, political, social, and technological enterprise. It also uses these conjugates to study the modes by which architecture may be said to have framed history. We will study practical and discursive activity that formed a dynamic field within which many of the contradictions of “the modern” were made visible (and visual) through architecture. In this course, we will engage architectural concepts and designs by studying drawings and buildings closely within their historical context. We will examine spheres of reception for architecture and its theoretical, discursive, and cultural life through a variety of media: buildings of course, but also journals, books, and film. We will also investigate architecture as a site and subject for critical inquiry. In particular, we will see what it may tell us about the globalization and politics of the twentieth century, and about history, theory, and criticism as epistemological tracks.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): HART-B255
Units: 1.0
(Not Offered 2015-2016)

CITY B259 Daily Life in Ancient Greece and Rome

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B260; CSTS-B260; ANTH-B260
Units: 1.0
(Not Offered 2015-2016)

CITY B260 Show and Spectacle in Ancient Greece and Rome

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): CSTS-B255; HIST-B285; ARCH-B255
Units: 1.0
(Not Offered 2015-2016)

CITY B262 Urban Ecosystems

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101.
Approach: Course does not meet an Approach
Counts towards: Environmental Studies
Crosslisting(s): BIOL-B262
Units: 1.0
(Not Offered 2015-2016)

CITY B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Praxis Program
Crosslisting(s): EDUC-B266; SOCL-B266
Units: 1.0
(Not Offered 2015-2016)

CITY B269 Black America in Sociological Perspective

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies
Crosslisting(s): SOCL-B229
Units: 1.0
Instructor(s): Washington,R.
(Spring 2016)

CITY B278 American Environmental History

This course explores major themes of American environmental history, examining changes in the American landscape, the history of ideas about nature and the interaction between the two. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): HIST-B278
Units: 1.0
Instructor(s): Stroud,E.
(Spring 2016)

CITY B286 Topics in the British Empire

This is a topics course covering various "topics" in the study of the British Empire. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): HIST-B286; POLS-B286
Units: 1.0
(Not Offered 2015-2016)

CITY B298 Topics: Advanced Research Methods

This is a topics course. Course content varies.
Units: 0.5
Instructor(s): Reyes,V.

Fall 2015, Spring 2016: **Junior Seminar.** For Cities juniors. We will focus on bringing together methods, theories, data and research ethics in preliminary preparation for your senior thesis and/or summer research projects (HHG/CPGC). Class will meet every other week. Weekly mini-assignments and in-class exercises are designed to help you prepare for your final project - a research proposal.

CITY B304 Disaster, War and Rebuilding in the Japanese City

Natural and man-made disasters have destroyed Japanese cities regularly. Rebuilding generally ensued at a very rapid pace, often as a continuation of the past. Following a brief examination of literature on disaster and rebuilding and a historical overview of architectural and urban history in Japan, this course explores the reasons for historical transformations large and small. It specifically argues that rebuilding was mostly the result of traditions, whereas transformation of urban space occurred primarily as a result of political and socio-economic change. Focusing on the period since the Meiji restoration of 1868, we ask: How did reconstruction after natural and man-made disasters shape the contemporary Japanese landscape? We will explore specifically the destruction and rebuilding after the 1891 Nobi earthquake, the 1923 Great Kanto earthquake that leveled Tokyo and Yokohama, the bombing of more than 200 cities in World War II and their rebuilding, as well as the 1995 Great Hanshin earthquake that destroyed Kobe and its reconstruction. In the context of the long history of destruction and rebuilding we will finally explore the recent disaster in Fukushima 2011. Through the story of disaster and rebuilding emerge different approaches to permanence and change, to urban livability, the environment and sustainability.
Units: 1.0
(Not Offered 2015-2016)

CITY B305 Topics in Ancient Athens

This is a topics course. Course content varies.
Major Writing Requirement: Writing Attentive
Crosslisting(s): ARCH-B305
Units: 1.0
(Not Offered 2015-2016)

CITY B306 Advanced Fieldwork Techniques: Places in Time

A workshop for research into the histories of places, intended to bring students into contact with some of the raw materials of architectural and urban history. A focus will be placed on historical images and texts, and on creating engaging informational experiences that are transparent to their evidentiary basis.
Units: 1.0
(Not Offered 2015-2016)

CITY B312 Topics in Medieval Art

This is a topics course. Course content varies.
Counts towards: Middle Eastern Studies
Crosslisting(s): HART-B311; HIST-B311
Units: 1.0
Instructor(s): Walker,A.

Fall 2015: **Kings, Caliphs, and Emperors**. Images of Authority: This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean.

CITY B314 The Economics of Social Policy

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304.
Crosslisting(s): ECON-B314
Units: 1.0
(Not Offered 2015-2016)

CITY B315 Spaces of Identity: Architecture and Planning in Hamburg

Many European cities feature a shared range of architectural and urban forms that reflect histories as long as a millenium and that are the product of related sets of political, economic, social, cultural, and religious forces. This course will examine such operative factors and patterns through the particular case of the Northern German city-state of Hamburg from its medieval origins to the contemporary waterfront renewal of the HafenCity.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

CITY B316 Trade and Transport in the Ancient World

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.
Crosslisting(s): ARCH-B316
Units: 1.0
(Not Offered 2015-2016)

CITY B318 Topics in Urban Social and Cultural Theory

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Brazil: City, Media, Nature**. The FIFA World Cup and Rio Olympiad have posed Brazil on a new world stage as both a modern urbane society and a complex one, divided by issues of race, class, gender, ecological consciousness and vision. But how well do we know this state as both model and challenge? Looking with both an historical and soci-cultural lens, incorporating literature and film as well as academic readings, we look at the key topics facing Brazil as a natural haven in transformation and an urban harbinger of the 21st century.

CITY B321 Technology and Politics

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.
Counts towards: Environmental Studies
Crosslisting(s): POLS-B321
Units: 1.0
(Not Offered 2015-2016)

CITY B329 Advanced Topics in Urban Environments

This is a topics course. Course content varies.
Counts towards: Environmental Studies
Crosslisting(s): HIST-B329
Units: 1.0
Instructor(s):Stroud,E.

Spring 2016: **Water**. This course is an exploration of the field of environmental history through a focus on the role of water in the history of the United States. We will examine issues of water power, water rights, water emergencies and water imagery, investigating the history and meanings of water in the United States.

CITY B330 Arch & Identity in Italy

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.
Crosslisting(s): ITAL-B330
Units: 1.0
(Not Offered 2015-2016)

CITY B334 The Economics of Discrimination and Inequality

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and

identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200 or 202.
Crosslisting(s): ECON-B324
Units: 1.0
Instructor(s): Nutting,A.
(Spring 2016)

CITY B335 Topics in City and Media

This is a topics course. Course content varies.
Crosslisting(s): CITY-B335
Units: 1.0

Spring 2016: **Digital Rome.**

CITY B336 East Asian Development

Identifies the core economic and political elements of an East Asian newly industrializing economies (NIEs) development model. Assesses the performance of this development model in Northeast (Korea and Taiwan) and Southeast Asia (Indonesia, Malaysia and Thailand) in a comparative perspective. Considers the debate over the impact of interventionist and selective development policies associated with this model on the development successes and failures of the East Asian NIEs. Prerequisites: ECON 200 or 202; and ECON 253 or 304; or permission of instructor.
Crosslisting(s): ECON-B335
Units: 1.0
(Not Offered 2015-2016)

CITY B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.
Counts towards: Environmental Studies
Crosslisting(s): SOCL-B346; HIST-B345
Units: 1.0
Instructor(s):Stroud,E.

Fall 2015: **Environmental Justice**. In this course, we will be delving into the complex issues of environmental justice and environmental racism. We will investigate the ways in which environmentalism can and has led to environmental inequalities, and we will study how resource allocation, legal frameworks and access to social and economic power affect experiences of environmental amenities and risks.

CITY B348 Culture and Ethnic Conflict

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): POLS-B348
Units: 1.0
(Not Offered 2015-2016)

CITY B355 Topics in the History of London

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.
Crosslisting(s): HART-B355
Units: 1.0
(Not Offered 2015-2016)

CITY B360 Topics in Urban Culture and Society

This is a topics course. Course content varies.
Crosslisting(s): ANTH-B359; SOCL-B360; HART-B359
Units: 1.0
Instructor(s): Morton,T.

Fall 2015: **Architecture of the Eternal City.** How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Rome's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism.

Spring 2016: **Mobility and Territory**. In the early twenty-first century, the problematics of mobility and territory are the water in which we swim. This course uses these concepts as categories for theoretical and historical study of the spatial, material, and aesthetic, examining issues in architecture, urbanism, geography, visual arts, design, and technology.

CITY B365 Topics: Techniques of the City

This is a topics course. Course content varies.
Prerequisite: Student must have taken at least one social science course.
Units: 1.0
Instructor(s): Reyes,V.

Spring 2016: **City and Military**. This course is the social scientific examination of how the military and the city interact. We will explore the social, cultural, political, and geographic processes, interactions, and consequences of the military.

CITY B377 Topics in Modern Architecture

This is a topics course on modern architecture. Topics vary.
Crosslisting(s): HART-B377
Units: 1.0
Instructor(s): Morton,T.

Spring 2016: **Islamic Cities**. This course will focus on a history of architecture and planning that is at once a history of Islamic Cites and examining how these have been constructed from within and without the subcontinent and its diasporas, through architecture's many forms.

CITY B378 Formative Landscapes: The Architecture and Planning of American Collegiate Campuses

The campus and buildings familiar to us here at the College reflect a long and rich design conversation regarding communicative form, architectural innovation, and orchestrated planning. This course will explore that conversation through varied examples, key models, and shaping conceptions over time.
Units: 1.0
Instructor(s): Cohen,J.
(Fall 2015)

CITY B398 Senior Seminar

An intensive research seminar designed to guide students in writing a senior thesis.
Units: 1.0
Instructor(s): McDonogh,G., Cohen,J., Reyes,V.
(Fall 2015)

CITY B403 Independent Study

Units: 1.0
(Fall 2015, Spring 2016)
CITY B415 Teaching Assistant

An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in introductory and writing classes. This opportunity is available only to advanced students of highest standing by professorial invitation.
Units: 1.0
(Fall 2015, Spring 2016)

CITY B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

CITY B450 Urban Internships/Praxis

Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Prerequisite: permission of instructor.
Units: 1.0
(Fall 2015, Spring 2016)

HEALTH STUDIES

Students may complete a minor in Health Studies.

Faculty

Melissa Pashigian, Chair and Associate Professor of Anthropology

Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of the International Studies Program

The Health Studies Minor at Bryn Mawr and Haverford Colleges brings together courses and faculty members in the natural sciences, social sciences and humanities to guide students through the biomedical, cultural, ethical, and political questions that relate to health issues on local, regional and global scales. Our Colleges value the intersection of public health and social justice, and this new course of study will allow students to approach these vital issues with greater knowledge and understanding.

Given its multidisciplinary structure, the health studies minor will give scientific context to students in the social sciences and humanities who are interested in health policy, public health, law, medical ethics, social services, or health education. The minor also complements the curriculum for traditional science majors by providing important social and behavioral dimensions for those students planning to go into medicine, nursing, physical therapy, psychology and other clinical fields.

This is a Bi-College minor, and courses will be taught by Bryn Mawr College and Haverford College across many disciplines. When approved by the faculty steering committee, selected courses for the minor may also be taken at Swarthmore College, University of Pennsylvania and while studying abroad.

Minor Requirements

The minor consists of a total of six courses and must include the following:

- A multidisciplinary introductory course taught by two faculty members from different academic divisions. Introduction to Health Studies (HLTH H115B).
- Three core courses from a list approved by the faculty steering committee. Two of these courses must be elected from a Department outside of the student's major and at least two of the courses should be at the non-introductory level. Students must take one course in each of three areas:

  M track: Mechanisms of disease and the maintenance of the health body (M)

  R track: Cultural and Literary Representations of Health and Illness (R)

  S track: Responses of familial, social, civic and governmental Structures to issues of health and disease (S)
- One additional course, outside the student's major. Students may choose either a core course (C) or one selected from a list of approved affiliate courses (A), which deal with health issues, but not necessarily as their primary focus.
- Health Studies Capstone Seminar. A capstone course taught by two faculty members and organized around a theme, such as vaccines, AIDS, drug abuse, disability, etc. Students will analyze current literature addressing the theme from their own disciplinary perspectives and will develop research proposals and collaborative projects.

Core Courses

Track M

- ANTH B208: Human Biology
- ANTH B317: Disease and Human Evolution
- BIOL B210: Biology and Public Policy
- BIOL B303: Human Physiology
- CHEM B315: Medicinal Chemistry
- GNST B201: Nutrition, Smoking, and Cardiovascular Health
- PSYC B209/H209: Abnormal Psychology
- PSYC B351: Developmental Psychopathology
- PSYC B395: Psychopharmacology
- PSYC B346: Pediatric Psychology
- BIOL H121: Poisons, Plagues, Pollution and Progress
- BIOL H125: Perspectives: Genetic Roil and Royal Families 0.5 credits
- BIOL H128: Perspectives: How Do I Know Who I Am? 0.5 credits
- BIOL H308: Immunology 0.5 credits
- BIOL H310: Molecular Microbiology 0.5 credits
- ICPR H311A: Reproductive Health and Justice
- PSYC H245: Health Psychology
- PSYC H318B: Neurobiology of Disease

Track R

- ANTH B210: Medical Anthropology
- ANTH B237: Environmental Health
- ANTH B312: Anthropology of Reproduction
- ANTH B331: Advanced Topics in Medical Anthropology
- PHIL B205: Medical Ethics
- ANTH H260: Cultures of Health and Healing

- ANTH H200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS
- ICPR H281: Violence and Public Health

Track S

- ANTH B210: Medical Anthropology
- ANTH B237: Environmental Health
- ANTH B312: Anthropology of Reproduction
- BIOL B210: Biology and Public Policy
- FREN B275/HIST B275: Improving Mankind: Enlightened Hygiene and Eugenics
- HIST B303: Topics in American History. Topic: History of Medicine in America
- HIST B336: Topics in African History. Topic: Social and Medical History of Medicine in Africa
- PSYC B340: Women's Mental Health
- ANTH H200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS
- ICPR H311: Reproductive Health and Justice
- PSYC H242: Cultural Psychology
- PSYC H327: Supersized Nation: Understanding and Managing America's Obesity Epidemic

Affiliate Courses

Track M

- BIOL B201: Genetics
- BIOL B215: Experimental Design and Statistics
- BIOL B216: Genomics
- BIOL B255: Microbiology
- BIOL B271: Developmental Biology
- CHEM B242: Biological Chemistry
- SOWK B556: Adult Development and Aging
- BIOL H352: Cellular Immunology 0.5 credits
- BIOL H360: Bacterial Pathogenesis 0.5 credits
- CHEM H357: Topics in Bioorganic Chemistry 0.5 credits
- PSYC H223: Psychology of Human Sexuality

Track R

- ITAL B208: Petrarca and Boccaccio in Translation
- ITAL B303: Petrarca and Boccaccio in Italian
- FREN B325: Topics: Etudes avancées. Topic: Lumiéres et Medicine
- PSYC B260: The Psychology of Mindfulness
- PSYC B375: Movies and Madness
- ICPR H207A: Disability, Identity, Culture
- ICPR H223: Mental Affliction: The Disease of Thought
- PEAC H201: Ethics and Justice: Applied Ethics of Peace, Justice and Human Rights
- WRPR H120: Evolutionary Fictions Available only to HC first year students
- WRPR H161: Written on the Body: Narrative and the Construction of contemporary Sexuality Available only to HC first year students

Track S

- BIOL B215: Experimental Design and Statistics
- ECON B214: Public Finance
- EDUC B225: Topics: Empowering Learners. Topic: Health Literacies in Context)
- PEAC H201: Ethics and Justice: Applied Ethics of Peace, Justice and Human Rights

HEBREW AND JUDAIC STUDIES

Faculty

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Nechama Sataty, Visiting Assistant Professor of Hebrew

Modern Hebrew language instruction is available at Bryn Mawr through the intermediate level; at Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

The College's foreign language requirement may be satisfied by completing Hebrew 001 and 002 with a minimum grade of at least 2.0.

COURSES

HEBR B001 Elementary Hebrew

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Sataty,N.
(Fall 2015)

HEBR B002 Elementary Hebrew

This is a continuation of HEBR B001, year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Sataty,N.
(Spring 2016)

HEBR B101 Intermediate Hebrew

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.
Units: 1.0
(Not Offered 2015-2016)

HEBR B102 Intermediate Hebrew

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.
Units: 1.0
(Not Offered 2015-2016)

HEBR B115 Women in Judaism: History, Texts, Practices

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.

Approach: Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HIST-B115
Units: 1.0
(Not Offered 2015-2016)

HEBR B211 Primo Levi, the Holocaust and Its Aftermath

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): ITAL-B211; COML-B211
Units: 1.0
(Not Offered 2015-2016)

HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Middle Eastern Studies
Crosslisting(s): POLS-B283; HIST-B283
Units: 1.0
Instructor(s): Foda,O.
(Spring 2016)

HEBR B403 Supervised Work
Units: 1.0
(Fall 2015)

HISTORY

Students may complete a major or minor in History.

Faculty

Omar Foda, Instructor in History

Ignacio Gallup-Diaz, Associate Professor of History (on leave semesters I and II)

Madhavi Kale, Professor of History (on leave semesters I and II)

Anita Kurimay, Assistant Professor of History

Evelyne Laurent-Perrault, Visiting Assistant Professor

Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of International Studies

Daniel Tober, Mellon Postdoctoral Fellow in the Humanities and Humanistic Studies

Elly Truitt, Associate Professor of History (on leave semesters I and II)

Sharon Ullman, Chair and Professor of History and Director of Gender and Sexuality Studies

A primary aim of the Department of History is to deepen students' sense of time as a factor in cultural diversity and change. Our program of study offers students the opportunity to explore the past through attention to long-range questions, comparative history, and complex causation. Students learn about particular periods, cultures, and historical moments alongside mastering the ability to consider multiple viewpoints, aggregate data, articulate research questions, marshal evidence, and construct arguments, and have opportunities to engage with digital humanities and public history.

The department's 100-level courses, centered upon specific topics within the instructor's field of expertise, introduce students to a wide array of subjects and themes, and are open to all students, regardless of any prior instruction in History. In the 200-level courses, the department offers students the opportunity to pursue interests in specific cultures, regions, policies, or societies, and enables them to experience a broad array of approaches to history through attention to primary sources, introduction to historiography, and mastery of chronology.

The department's 300-level courses build on students' knowledge gained in 200-level classes, and provide opportunities to explore topics in greater depth in a seminar setting. 300-level courses offer students opportunities to undertake significant intellectual projects based on research in primary and secondary sources.

Major Requirements

Eleven courses are required for the History major, and two—Introduction to Historical Methods (HIST 299), and Approaches to Historical Praxis (HIST 398)—must be taken at Bryn Mawr. In HIST 299, students will be introduced to different historical frameworks and historiographic debates that animate the field. It is intended to prepare advanced sophomores and juniors to do advanced work at the 300-level and in some advanced 200-level courses. In HIST 398, which must be taken in Fall of senior year, the students complete a series of focused assignments designed to give them an opportunity to practice different ways of "doing history." Students will work with professors as well as other resources at the College (archivists, librarians, digital technologists, Praxis Program, etc.) to articulate a historical question, research it, and produce a final project. This final project may be a term paper, but might also take the form of a digital project, an exhibit, a short film, a Praxis internship in a museum or archive, or something else. Upon successful completion of History 398, students may, if they wish, continue their project into a second semester. This is not required, but if students wish to do so, the department will authorize and provide support for an independent study in order to facilitate that ongoing work. (Majors taking History 299 will fulfill the College's Writing Intensive requirement.)

The remaining nine history courses may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the Departments of History at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced courses be taken with Bryn Mawr history faculty) At least one course, at any level, must concentrate on the period before 1800.

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

Honors

Majors with cumulative GPAs of at least 3.0 (general) and 3.6 (History) at the end of their senior year qualify for departmental honors.

Minor Requirements

The requirement for the minor is six courses, at least four of which must be taken in the Bryn Mawr Department of History, and include one course at any level that deals with the period before 1800, at least one 300-level course within the department, and two additional history courses within the department. No more than two courses at the 100-level may count toward the minor.

COURSES

HIST B101 The Historical Imagination

Explores some of the ways people have thought about, represented, and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions, and other media.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s): Ngalamulume,K.
(Fall 2015)

HIST B115 Women in Judaism: History, Texts, Practices

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.
Approach: Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): HEBR-B115
Units: 1.0
(Not Offered 2015-2016)

HIST B125 Amerindians, Europeans, and Slaves: Early Modern Colonialism

The course explores the way in which peoples, goods, and ideas from Africa, Europe, and the Americas were brought together within colonial systems to form an interconnected Atlantic World. The course charts the manner in which an integrated system emerged in the Americas in early modern period, rather than to treat Atlantic History as nothing more than an 'expanded' version of North American, Caribbean, or Latin American history. The lived experiences of indigenous peoples, slaves, and free people of color are central topics and

themes of the course.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HIST B127 Indigenous Leaders 1492-1750

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised "traditional" forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

HIST B128 Crusade, Conversion and Conquest

A thematic focus course exploring the nature of Christian religious expansion and conflict in the medieval period. Based around primary sources with some background readings, topics include: early medieval Christianity and conversion; the Crusades and development of the doctrines of "just war" and "holy war"; the rise of military order such as the Templars and the Teutonic Kings; and later medieval attempts to convert and colonize Eastern Europe.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B129 The Religious Conquest of the Americas

The course examines the complex aspects of the European missionization of indigenous people, and explores how two traditions of religious thought/practice came into conflict. Rather than a transposition of Christianity from Europe to the Americas, something new was created in the contested colonial space.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

HIST B131 Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): EALC-B131
Units: 1.0
Instructor(s): Jiang,Y.
(Spring 2016)

HIST B156 The Long 1960's

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society. This course satifies the History Major's 100 level requirement.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Ullman,S.
(Fall 2015)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): ANTH-B200
Units: 1.0
(Not Offered 2015-2016)

HIST B205 Greek History

A study of Greece down to the end of the Peloponnesian War (404 B.C.E.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides),inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the "unwritten history" of non-elites.
Approach: Inquiry into the Past (IP)
Crosslisting(s): CSTS-B205
Units: 1.0
(Not Offered 2015-2016)

HIST B207 Early Rome and the Early Republic

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.
Approach: Inquiry into the Past (IP)
Crosslisting(s): CSTS-B207
Units: 1.0
(Not Offered 2015-2016)

HIST B208 The Roman Empire

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.
Approach: Inquiry into the Past (IP)
Crosslisting(s): CSTS-B208
Units: 1.0
Instructor(s): Scott,R.
(Fall 2015)

HIST B210 From Empire to Nation-State in the Middle East

The aim of this course is to provide an introduction to the history of the Middle East from the late 18th century until the present. Islam and the classical Ottoman period will be discussed to provide the requisite background for the modern period. From the late Ottoman period onward, we will consider the impact of a series of events - from the incorporation of the Empire into a global economic system, to the rise of ethnic and national politics, the Ottoman reform movement, colonial expansion, the dissolution of the Empire, the emergence of the modern system of states, the Cold War, and the collapse of Soviet power. We will conclude with a discussion of the Arab Spring. Emphasis will be placed on links, continuity, and transitions during this two-hundred year period.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B214 The Historical Roots of Women in Genetics and Embryology

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.
Approach: Inquiry into the Past (IP); Scientific Investigation (SI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): BIOL-B214
Units: 1.0
Instructor(s): Davis,G.
(Spring 2016)

HIST B215 Europe and the Other: Immigrants and Minorities in Europe

This course will introduce students to questions of socio-cultural and political belonging and the production of social marginality in Europe in the 19th and 20th centuries. Topics of study include religious and ethnic minorities in Britain, France, and Germany, colonial and postcolonial migration and the politics of culture, and the question of undocumented peoples.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HIST B218 Memories, Memorials, and Representations of World War I

The first World War was a cataclysmic event that took millions of lives, shifted national boundaries, established new nations, and negatively-impacted others. After its conclusion, the events of the War became personally and nationally memorialized across Europe -- a process that continues to this day. The course explores the various social, cultural, and historical factors that influence how (and when) the events and impacts of the war are remembered in modern Europe.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HIST B223 The Early Medieval World

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B224 High Middle Ages

This course will cover the second half of the European Middle Ages, often called the High and Late Middle Ages, from roughly 1000-1400. The course has a general chronological framework, and is based on important themes of medieval history. These include feudalism and the feudal economy; the social transformation of the millennium; monastic reform; the rise of the papacy; trade, exchange, and exploration;

urbanism and the growth of towns.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HIST B226 Topics in 20th Century European History

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Kurimay,A.

Fall 2015: **National Proj, Socialist Dream**. Introductory course to the history of modern East-Central Europe from the second half of the nineteenth century to the present. Via the lenses of nationalism and socialism, the course explores East-Central Europe's diverse social, economic, religious, and cultural history. Throughout the course we also consider the region's relationship to both the "East" (Russia) and the "West" (Western Europe and the US).

HIST B229 Europe 1914 - 1945

Between 1914 and 1945 over sixty million people were killed across Europe and the wider world by warfare. How can we make sense of this mass death? What were the historical conditions that made such an outcome possible? This course attempts to answer these questions by studying the causes, prosecution, and effects of WWI and WWII. Topics of study will include the political inheritance of the nineteenth century, the birth of Bolshevism and fascism, the rise and demise of the League of Nations, Nazi Europe, the Holocaust, and the origins of the Cold War.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HIST B229 Food and Drink in the Ancient World

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CSTS-B230
Units: 1.0
Instructor(s): Baertschi,A.
(Fall 2015)

HIST B231 Medicine, Magic & Miracles in the Middle Ages

An exploration of the history of health and disease, healing and medical practice in the medieval period, emphasizing Dar as-Islam and the Latin Christian West. Using methods from intellectual cultural and social history, themes include: theories of health and disease; varieties of medical practice; rationalities of various practices; views of the body and disease; medical practitioners. No previous course work in medieval history is required.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HIST B232 Nationalism and Conflict in Palestine and Israel

During this course we will examine the interactions and changing relationships of the diverse ethnic and religious groups in Israel and Palestine, from the late 19th century until the present. We will examine the roots of ethnic identity and the influences of modernization and nationalism on the current Israel-Palestine conflict. Important historical transformations will be stressed, including: the dissolution of the Ottoman Empire, the British Mandate, the establishment of the State of Israel, the 1948 and 1967 wars, the first intifada, the Oslo Accords, and the second intifada. Throughout we will analyze the claims made by different groups of Israelis and Palestinians, and the competing narratives these inspire and are inspired by. We will conclude with a discussion of the current opportunities and challenges to the peace process.
Approach: Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B234 An Introduction to Middle Eastern History

Through the historical study of Islamism this course will dispel the notion that this movement is a natural outgrowth of Islam. It will show that Islamism grew as a native response to European nationalism and imperialism. After examining the intellectual sources of Islamism, this course will look to answer why Islamism has proved so resilient in the face of intense local and foreign opposition and proved well suited for an increasingly global world.
Approach: Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
Instructor(s): Foda,O.
(Fall 2015)

HIST B236 African History since 1800

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation,

expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Africana Studies
Units: 1.0
Instructor(s): Ngalamulume,K.
(Spring 2016)

HIST B237 Themes in Modern African History

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies; Environmental Studies; Gender and Sexuality Studies
Crosslisting(s): CITY-B237
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015, Spring 2016: **Urbanization in Africa**. The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed—from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the "New Woman"; abortion and contraception; the "sexual revolution" of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B242 American Politics and Society: 1945 to the Present

How did we get here? This course looks at the stunning transformation of America after WWII. From a country devastated by economic crisis and wedded to isolationism prior to the war, America turned itself into an international powerhouse. Massive grass roots resistance forced the United States to abandon its system of racial apartheid, to open opportunities to women, and to reinvent its very definition as it incorporated immigrants from around the world. Simultaneously, American music and film broke free from their staid moorings and permanently altered international culture. Finally, through the "War on Terror", starting after 9/11, America initiated an aggressive new foreign policy that has shattered traditional rules of warfare and reoriented global politics. We will explore the political, social, and cultural factors that have driven modern American history. Inquiry into the Past (IP)
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HIST B243 Atlantic Cultures

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Laurent-Perrault,E.

Fall 2015: **Introduction to the History of the African Diaspor**. This course will explore the arrival, establishment, and experiences of Africans and their descendants in the Americas, with a particular emphasis on Latin America and the Caribbean. We will explore ways in which enslaved men and women experienced and negotiated their imposed condition in both rural areas and urban centers through the colonial period and into the nineteenth century. Readings will also consider the experiences of free people and we will take up questions of resistance, spirituality, gender, race, cultures, identities, and social dynamics. We will also do a succinct overview of some of the major movements lead by people of African descent in the hemisphere up to the twentieth century.

HIST B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B244; POLS-B244; CITY-B244
Units: 1.0
(Not Offered 2015-2016)

HIST B247 Topics In German Cultural Studies

This is a topics course. Course content varies. Recent topics include Remembered Violence, Global Masculinities, and Crime and Detection in German. The current topic will be taught in English with an additional meeting for students taking the class as a German course.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): GERM-B223; COML-B223
Units: 1.0
Instructor(s): Kenosian,D.

Fall 2015: **Remembered Violence**. As Germany was rebuilding from two world war wars and the Holocaust, its history was being redefined in an international context where non-Germans were also confronting the legacy of violent conflict with Germany. We will explore the extent to which a central feature of memory in the modern era emerges: does a common sense of history emerge from this international dialogue or does the cultural legacy of violence come out of a ongoing contest over divergent memories?

HIST B249 History of Global Health

In this course, we will trace the emergence of public health practices, systems, and ideas from the 19th to the 21st centuries as a critical part of a broader history of epidemics, empire, and global mobility. We will explore these developments as they emerge at the intersection of Western and non-Western understandings of health, medicine, and the body; imperial health goals; decolonization and development initiatives after World War II; the rise of modern biomedicine and pharmaceutical industries; and the shift from “international health” to “global health.” Over the semester, we will examine themes of commodification, expertise, autonomy, sociality, agency, and disability as they emerge in such topics as tropical hygiene, eugenics, biosecurity, sexual and reproductive health, and in the management of diseases ranging from malaria, smallpox, and polio to HIV and Ebola.
Approach: Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B251 Topics: Growth & Spatial Organization of the City

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): HIST-B251
Units: 1.0
Instructor(s):Stroud,E.

Fall 2015: **20th C Urban Enviro History.** This course explores the recent history of U.S. Cities as both physical spaces and social entities, with particular attention to the role of both nature and built environments in shaping their pasts. How have the definitions, political roles, and social perceptions of U.S. cities changed since the nineteenth century? How have those shifts, along with changes in transportation, communication, construction, and other technologies affected both the people and places that comprise U.S. Cities?

HIST B258 British Empire: Imagining Indias

This course considers ideas about and experiences of “modern” India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While “India” and “Indian history” along with “British empire” and “British history” will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender, to name a few examples). The course uses primary sources, scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B262 The Chinese Revolution

Places the causes and consequences of the 20th century revolutions in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): EALC-B263
Units: 1.0
(Not Offered 2015-2016)

HIST B265 Colonial Encounters in the Americas

The course explores the confrontations, conquests and accommodations that formed the “ground-level” experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Laurent-Perrault,E.
(Fall 2015)

HIST B274 Focus: Topics in Modern US History

This is a topics course in 20th century America social history. Topics vary by half semester.
Approach: Inquiry into the Past (IP)

Counts towards: Praxis Program
Units: 0.5
Instructor(s): Ullman,S.

Spring 2016: **Tourism & Class.** Operating from the assumption that what Americans do in their leisure time helps us understand much about how we define ourselves and how we understand our role in society, this quarter we will look at the history of tourism in the United States. We will focus in particular on the ways in which we can watch the operations of social class in the development of American tourism and the historical role tourism has played in both defining, as well as papering over, social difference based in class.

Baseball & Class. Operating from the assumption that what Americans do in their leisure time helps us understand much about how we define ourselves and how we understand our role in society, this course looks at the role of baseball as both a reflector and mediator of social class in the United States. We will focus in particular on the historical role baseball has played in both highlighting as well as papering over social difference based in class and race.

HIST B275 Improving Mankind: Enlightened Hygiene and Eugenics

At first sight, hygiene and eugenics have nothing in common: the former is usually conceived as a good management of our everyday conditions of life, whereas the latter is commonly reviled for having inspired discriminatory practices (in Nazi Germany, but also in the US, Sweden, and Switzerland). Our inquiry will explore how, in the context of the French Enlightenment, a subdiscipline of Medicine (namely Hygiene) was redefined, expanded its scope, and eventually became hegemonic both in the medical field and in civil society. We will also explore how and why a philanthropic ideal led to the quest for the improvement of the human species. We will compare the French situation with that of other countries (mainly UK and the USA). Students who wish to get credit in French will meet one extra hour.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Health Studies
Crosslisting(s): FREN-B275
Units: 1.0
(Not Offered 2015-2016)

HIST B278 American Environmental History

This course explores major themes of American environmental history, examining changes in the American landscape, the history of ideas about nature and the interaction between the two. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.
Approach: Inquiry into the Past (IP)
Counts towards: Environmental Studies
Crosslisting(s): CITY-B278
Units: 1.0
Instructor(s): Stroud,E.
(Spring 2016)

HIST B283 Introduction to the Politics of the Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Middle Eastern Studies
Crosslisting(s): POLS-B283; HEBR-B283
Units: 1.0
Instructor(s): Foda,O.
(Spring 2016)

HIST B284 Modernity and Its Discontents

This course examines the nature, historical emergence, dilemmas, and prospects of modern society in the west, seeking to build up an integrated analysis of the processes by which this kind of society developed over the past two centuries and continues to transform itself. Its larger aim is to help students develop a coherent framework with which to understand what kind of society they live in, what makes it the way it is, and how it shapes their lives. Some central themes (and controversies) will include the growth and transformations of capitalism; the significance of the democratic and industrial revolutions; the social impact of a market economy; the culture of individualism and its dilemmas; the transformations of intimacy and the family; mass politics and mass society; and the different kinds of interplay between social structure and personal experience. No specific prerequisites, but some previous familiarity with modern European and American history and/or with social and political theory would be useful.
Approach: Inquiry into the Past (IP)
Crosslisting(s): SOCL-B284; POLS-B284
Units: 1.0
(Not Offered 2015-2016)

HIST B284 Movies and America

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural relationship between film and American historical self fashioning.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; Film Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B285 Show and Spectacle in Ancient Greece and Rome

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): CSTS-B255; CITY-B260; ARCH-B255
Units: 1.0
(Not Offered 2015-2016)

HIST B286 Topics in the British Empire

This is a topics course covering various "topics" in the study of the British Empire. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): POLS-B286; CITY-B286
Units: 1.0
(Not Offered 2015-2016)

HIST B303 Topics in American History

This is a topics course. Course content varies. Recent topics have included medicine, advertising, and history of sexuality.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Mercado,M., Gurtler,B.

Fall 2015: **History of the Body**. Through topics ranging from dieting, weight loss, and drugs to disease, sex, and dancing this course explores the modern history of the body. Using an interdisciplinary lens and global perspective, we will investigate themes of disability, vulnerability, bodily modification, reproduction, erotiism, and personhood. Our aim is to understand how raced, sexed, gendered, and aging bodies function in historical, contemporary, and emerging biopolitics.

Spring 2016: **Race, Gender and Campus Memory**. This course explores the theoretical and methodological challenges that surround the public preservation and presentation of history in spaces like museums and archives. Students will learn the skills professionals use to communicate historical scholarship to wider audiences and will grapple with the issues around expanding history's stakeholders. Drawing on the rich history of Bryn Mawr College as our primary case study, we will focus on histories of race and gender in the U.S. context as they intersect with elite higher education; the challenges of building institutional memory; and the processes of collecting and exhibiting the experiences of diverse alumnae/i, faculty, and staff. Over the course of the semester, we will gain experience in archives and special collections research, oral history, and digital methods, and contribute to the building of contemporary collections d ocumenting Bryn Mawr campus life.

HIST B311 Topics in Medieval Art

This is a topics course. Course content varies.
Counts towards: Middle Eastern Studies
Crosslisting(s): HART-B311; CITY-B312
Units: 1.0
Instructor(s): Walker,A.

Fall 2015: **Kings, Caliphs, and Emperors**. Images of Authority: This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean.

HIST B318 Topics in Modern European History

This is a topics course. Topics vary.
Units: 1.0
(Not Offered 2015-2016)

HIST B319 Topics in Modern European History

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Kurimay,A.

Fall 2015: **Holocaust: History & Politics of Commemoration**. The course examines the programs of persecution and mass murder carried out by the Nazi German regime between 1933 and 1945. Along with the development of Nazi Germany as a "racial state," we study the role of ideologies, such as antisemitism, nationalism, and racism, in shaping policies of exclusion in a European context. In addition, the class looks at how subsequent generations commemorated and portrayed the memory of the Holocaust. Prerequisite: at least one course in modern European history.

Spring 2016: **Everyday Life: Eastern Block**. This course explores European communism as a lived experience from the 1930s until the disintegration of the Soviet Union in 1991. Using interdisciplinary approaches, it will examine various aspects of life in the socialist Eastern Block ranging from education, youth culture, Communist Party life, law and policing to leisure, consumerism, disability, sex and romance. Beyond looking at how life was lived during communism the course will also ask how life under communism has been remembered, represented, and understood since the end of the Cold War. Prerequisite: at least one course in modern European history.

HIST B320 Middle Eastern Migration, Diaspora and Nostalgia

This course will trace Middle Eastern migration movements from the 19th century to the present. After a discussion of historical migration patterns, we will examine theories of migration focusing on why people move and how their movement effects and affects social and economic statuses and processes in both sending and receiving countries. Next we will consider theoretical and empirical studies on the integration of immigrants in host societies. Particular emphasis will be given to immigrants' assimilation and/or integration, as well as issues relating to immigrants' identity reformation and the creation of Diasporas. We will interrogate Diaspora as a theoretical concept and consider its relationship to absence and difference. Finally, we will consider how transnational communities perform identity and how this is connected to memory/forgetting and nostalgia.
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B323 Memoria y Guerra Civil

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisite: at least one SPAN 200-level course.
Crosslisting(s): SPAN-B323
Units: 1.0
(Not Offered 2015-2016)

HIST B325 Topics in Social History

This a topics course that explores various themes in American social history. Course content varies.
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s):Gurtler,B., Ullman,S.

Fall 2015: **Queering History**. This course examines both key events and developments in the emerging visibility of queer subjects in the American context as well the processes by which such visibility occurs. How is queer history made? Who makes it? Who gets to appear in history and what voice are they allowed to offer to the narration of the past? While we will study a sampling of specific historical moments, the focus of the course will be this search to understand what it would mean to 'queer' American history.

Spring 2016: **History of Reproduction**. This course investigates the evolution of reproduction in American medicine, science, politics and culture. We will explore changing ideas about reproductive bodies and health, parenthood, sexuality, and the family as well as changing practices of contraception, conception and childbirth. From midwifery in colonial America to contemporary practices of In Vitro Fertilization (IVF), this course focuses on persistent efforts of individuals, organizations, and the state to control reproduction.

HIST B326 Topics in Chinese History and Culture

This is a topics course. Course content varies.
Crosslisting(s): EALC-B325
Units: 1.0
(Not Offered 2015-2016)

HIST B327 Topics in Early American History

This is a topics course. Course content varies.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

HIST B329 Advanced Topics in Urban Environments

This is a topics course. Course content varies.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B329
Units: 1.0
Instructor(s):Stroud,E.

Spring 2016: **Water**. This course is an exploration of the field of environmental history through a focus on the role of water in the history of the United States. We will examine issues of water power, water rights, water emergencies and water imagery, investigating the history and meanings of water in the United States.

HIST B332 Higher Education for Women: Bryn Mawr and Beyond

This course will explore the history of women's higher learning in the United States from its origins in the antebellum female seminary movement through debates about coeducation and the meaning of single-sex education in the second half of the twentieth century. Drawing on the rich history of Bryn Mawr College as our primary case study, we will focus on the expansion of social and professional opportunities for women, the workings of gender difference within American educational institutions, and the experiences of diverse alumnae/i, faculty, and staff. Over the course of the semester, we will gain experience in archives and special collections research, oral history, and digital methods, and contribute to the building of contemporary collections documenting Bryn Mawr campus life. Prerequisite: Junior or Senior Status.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B336 Topics in African History

This is a topic course. Course content varies.
Counts towards: Africana Studies; International Studies
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015: **History of Health and Medicine in Africa.** The course will focus on the issues of public health history, social and cultural history of disease as well as the issues of the history of medicine. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; medical pluralism in contemporary Africa; the emerging diseases, medical education, women in medicine, and differential access to health care.

HIST B337 Topics in African History

This is a topics course. Topics vary.
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B339 The Making of the African Diaspora 1450-1800

This course explores the emergence, development, and challenges to the ideologies of whiteness and blackness, that have been in place from the colonial period to the present. Through the reading of primary and secondary sources, we will explore various ways through which enslaved people imagined freedom, personal rights, community membership, and some of the paths they created in order to improve their experiences and change the social order. In an attempt to have a comparative approach, we will look at particular events and circumstances that took place in few provinces in the Americas, with an emphasis on Latin America and the Caribbean. The course will also look at the methodological challenges of studying and writing history of people who in principle, were not allowed to produce written texts. Throughout, we will identify and underscore the contribution that people of African descent have made to the ideas of rights, freedom, equality, and democracy.
Counts towards: Africana Studies
Units: 1.0
Instructor(s): Laurent-Perrault,E.
(Spring 2016)

HIST B342 Food and Identity in the Middle East

This course will provide an introduction to the study of the Middle East through an examination of culinary history and foodways. Particular attention will be paid to food as a marker of class, ethnic, and religious identity. A brief theoretical introduction to foodways literature will include Claude Fischler's work on identity and Bourdieu's work on taste and class. An examination of the cookery of the classical Islamic period, along with a discussion of the culinary exchange between the Middle East and the West will provide the historical and cultural background for the study of the modern era.
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B345 Advanced Topics in Environment and Society

This is a topics course. Topics vary.
Counts towards: Environmental Studies
Crosslisting(s): SOCL-B346; CITY-B345
Units: 1.0
Instructor(s):Stroud,E.

Fall 2015: **Environmental Justice**. In this course, we will be delving into the complex issues of environmental justice and environmental racism. We will investigate the ways in which environmentalism can and has led to environmental inequalities, and we will study how resource allocation, legal frameworks and access to social and economic power affect experiences of environmental amenities and risks.

HIST B347 Medievalisms

This course assesses how the "Middle Ages" has been and continues to be constructed as a period of history, an object of inquiry, and a category of analysis. It considers how the past is formulated and called upon to conduct the ideological and cultural work of the present, and it reads historical documents and literary texts in dialogue with one another. Suggested Preparation: At least one 200-level course in any area of medieval studies (although more than one course is preferred), or by permission of the instructors. Additionally, this course is not open to students who took ENG/HIST 246 in 2013.
Crosslisting(s): ENGL-B347
Units: 1.0
(Not Offered 2015-2016)

HIST B349 Topics in Comparative History

This is a topics course. Topics vary.
Counts towards: Africana Studies
Units: 1.0
Instructor(s):Laurent-Perrault,E.

Fall 2015: **A History of Honor in Latin America, 1600s-1920s**. This course will examine the trajectory of the concept of honor from the Iberian Peninsula, through colonial Latin America, and into the early republican era. We will read primary and secondary sources, view films, and listen to poets and songwriters, the better to understand changing notions of race, gender, and class. In addition, the course will touch on how the concept of honor applied in Francophone and Anglophone regions of the Americas. Throughout, our seminar will encourage students to question the ways in which elements of the past may still linger in the present and may shape current social structures.

HIST B351 Intoxicated Identities: Alcohol Consumption in Mod Mideast

This class aims to show not only that people in the Middle East drink, that is irrefutable, but that the reasons why they did so provide an interesting prism through

which to view the history of the region. It will show that the alcohol consumption habits of residents of the Middle East between the years 600 and the present can serve as an excellent entry point for the discussion of many important historiographical issues including constructions of masculinity and femininity, identity formation, youth culture, leisure, and class formation.
Counts towards: Middle Eastern Studies
Units: 1.0
Instructor(s): Foda,O.
(Spring 2016)

HIST B352 China's Environment

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches , and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-Mao reforms. Prerequisite: Sophomore standing.
Counts towards: Environmental Studies
Crosslisting(s): EALC-B352
Units: 1.0
(Not Offered 2015-2016)

HIST B355 Topics in the History of London

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.
Crosslisting(s): HART-B355
Units: 1.0
(Not Offered 2015-2016)

HIST B364 Magical Mechanisms

A reading and research seminar focused on different examples of artificial life in medieval cultures. Primary sources will be from a variety of genres, and secondary sources will include significant theoretical works in art history, critical theory and science studies. Prerequisite: at least one course in medieval history (HIST B223, B224, or B246), or the permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

HIST B368 Topics in Medieval History

This is a topics course. Topics vary.
Units: 1.0
(Not Offered 2015-2016)

HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors.
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

HIST B373 Topics: History of the Middle East

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Foda,O.

Spring 2016: **Women in Mod Middle East**. This course will look at how women (and their bodies) were used as symbols by the national, political, and religious movements of the Middle East in the period from 1700-2000 as their voices, which were growing more prominent, were silenced or marginalized. This course will also look at the history of feminism in the Middle East in the same period. In particular, it will discuss how Middle Eastern feminist movements have had to struggle not only against patriarchal societies, but the widespread notion that feminism is an inherently foreign and imperialistic movement at odds with "true" Arab and Islamic culture. The course will draw heavily on the works, in translation, of the feminist writers of the Middle East.

HIST B378 Origins of American Constitutionalism

This course will explore some aspects of early American constitutional thought, particularly in the periods immediately preceding and following the American Revolution. The premise of the course is that many of the questions that arose during that period—concerning, for example, the nature of law, the idea of sovereignty, and the character of legitimate political authority—remain important questions for political, legal, and constitutional thought today, and that studying the debates of the revolutionary period can help sharpen our understanding of these issues. Prerequisites: sophomore standing and previous course work in American history, American government, political theory, or legal studies. Prerequisites: sophomore standing and previous course work in American history, American government, political theory, or legal studies.
Crosslisting(s): POLS-B378
Units: 1.0
(Not Offered 2015-2016)

HIST B383 Two Hundred Years of Islamic Reform, Radicalism and Revolution

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement;

contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor.
Crosslisting(s): POLS-B383
Units: 1.0
(Not Offered 2015-2016)

HIST B395 Exploring History

An intensive introduction to theory and interpretation in history, through the discussion of exemplary historiographical debates and analyses selected by the instructor. This semester the course will also explore questions of historical memory.
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Kurimay,A.
(Spring 2016)

HIST B398 Senior Thesis

Students research and write a thesis on a topic of their choice. Prerequisite: Senior History major.
Units: 1.0
Instructor(s): Kurimay,A.
(Fall 2015)

HIST B403 Supervised Work

Optional independent study, which requires permission of the instructor and the major adviser.
Units: 1.0
(Fall 2015, Spring 2016)

HIST B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

HISTORY OF ART

Students may complete a major or minor in History of Art.

Faculty

David Cast, Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities and Chair of Italian (on leave semester II)

Christiane Hertel, Katherine E. McBride Professor Emeritus of History of Art

Homay King, Professor of History of Art and Director of the Center for Visual Culture

Steven Levine, Professor of History of Art on the Leslie Clark Professorship in the Humanities

Carrie Robbins, Lecturer

Lisa Saltzman, Chair and Professor of History of Art and on the Andrew W. Mellon Foundation Chair in the Humanities

Alicia Walker, Assistant Professor of History of Art on the Marie Neuberger Fund for the Study of Arts

The curriculum in History of Art immerses students in the study of visual culture. Structured by a set of evolving disciplinary concerns, students learn to interpret the visual through methodologies dedicated to the historical, the material, the critical, and the theoretical. Majors are encouraged to supplement courses taken in the department with history of art courses offered at Haverford, Swarthmore, and the University of Pennsylvania. Majors are also encouraged to study abroad for a semester of their junior year.

Major Requirements

The major requires ten units, approved by the major adviser. A usual sequence of courses would include at least one 100-level “critical approaches” seminar, which also fulfills the departmental writing intensive requirement, four 200-level lecture courses, three 300-level seminars, and senior conference I and II in the fall and spring semesters of the senior year. In the course of their departmental studies, students are strongly encouraged to take courses across media and areas, and in at least three of the following fields of study: Ancient and Medieval, Renaissance and Baroque, Modern and Contemporary, Film, and Global/ Non-Western.

With the approval of the major adviser, courses in fine arts or with significant curricular investment in visual studies may be counted toward the fulfillment of the distribution requirements, such as courses in ancient art offered by the Classical and Near Eastern Archaeology department or in architecture by the Growth and Structure of Cities department. Similarly, courses in

art history taken abroad or at another institution in the United States may be counted. Generally, no more than two such courses may be counted toward the major requirements.

A senior thesis, based on independent research and using scholarly methods of historical and/or critical interpretation must be submitted at the end of the spring semester. Generally 25-40 pages in length, the senior thesis represents the culmination of the departmental experience.

Honors

Seniors whose work is outstanding (with a 3.7 GPA in the major) will be invited to submit an honors thesis. Two or three faculty members discuss the completed thesis with the honors candidate in a one-half hour oral examination.

Minor Requirements

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

COURSES

HART B104 Critical Approaches to Visual Representation: The Classical Tradition

An investigation of the historical and philosophical ideas of the classical, with particular attention to the Italian Renaissance and the continuance of its formulations throughout the Westernized world.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Cast,D.
(Fall 2015)

HART B106 Art of the Global Middle Ages

This course considers the art and architecture of the middle ages from a global perspective and surveys artistic interaction between Europe, Africa, and Asia from the fourth to fifteenth century. Emphasis is placed on theories of globalism and their articulation in relation to medieval cultures and history.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Levine,S.
(Fall 2015)

HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Saltzman,L.
(Spring 2016)

HART B110 Critical Approaches to Visual Representation: Identification in the Cinema

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): COML-B110
Units: 1.0
Instructor(s): King,H.
(Spring 2016)

HART B125 Classical Myths in Art and in the Sky

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and

architectural sculpture, as well as projected into the natural environment.
Approach: Inquiry into the Past (IP)
Crosslisting(s): ARCH-B125; CSTS-B125
Units: 1.0
(Not Offered 2015-2016)

HART B190 The Form of the City: Urban Form from Antiquity to the Present

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CITY-B190; ANTH-B190
Units: 1.0
(Spring 2016)

HART B204 Greek Sculpture

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B205
Units: 1.0
Instructor(s): Tasopoulou,E.
(Fall 2015)

HART B205 Introduction to Film

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): ENGL-B205
Units: 1.0
Instructor(s): Nguyen,H.
(Spring 2016)

HART B206 Hellenistic and Roman Sculpture

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period, beginning with the death of Alexander the Great, that saw the transformation of the classical world through the rise of Rome and the establishment and expansion of the Roman Empire. Style, iconography, and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society, and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Crosslisting(s): ARCH-B206
Units: 1.0
(Not Offered 2015-2016)

HART B211 Topics in Medieval Art History

This is a topics course. Course content varies.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HART B212 Medieval Architecture

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of "medieval" art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): CITY-B212
Units: 1.0
Instructor(s): Walker,A.
(Spring 2016)

HART B213 Theory in Practice: Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B213; FREN-B213; GERM-B213; ITAL-B213; COML-B213; RUSS-B253; PHIL-B253
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

HART B214 Topics: Introduction to Chinese Literature

This is a topics course. Topics may vary.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): EALC-B212
Units: 1.0
(Not Offered 2015-2016)

HART B215 Russian Avant-Garde Art, Literature and Film

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): RUSS-B215
Units: 1.0
(Not Offered 2015-2016)

HART B216 The City of Naples

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.
Approach: Inquiry into the Past (IP)
Crosslisting(s): ITAL-B215; CITY-B216
Units: 1.0
(Not Offered 2015-2016)

HART B219 Multiculturalism in Medieval Italy

This course examines cross-cultural interactions in medieval Italy played out through the patronage, production, and reception of works of art and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. Media examined include buildings, mosaics, ivories, and textiles.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ITAL-B219
Units: 1.0
(Not Offered 2015-2016)

HART B227 Topics in Modern Planning

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CITY-B227
Units: 1.0
Instructor(s): Morton,T.

Fall 2015: **Visual and Historical Methods**. In this course we will explore visual and historical methods for the study of objects and sites. Through observation, analysis, and description of architecture and other visual/material artifacts, we will consider how this work contributes to historical understanding and focusing on buildings in the Quaker consortium as specific objects of architectural and historical study, and documents of campus architecture from the archives of Bryn Mawr, Haverford, Swarthmore, and University of Pennsylvania.

HART B229 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ANTH-B229; CITY-B229; SOCL-B230
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

HART B230 Renaissance Art

A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social, and religious developments.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HART B234 Picturing Women in Classical Antiquity

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ARCH-B234; CSTS-B234
Units: 1.0
(Not Offered 2015-2016)

HART B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B238; RUSS-B238; COML-B238
Units: 1.0
(Not Offered 2015-2016)

HART B250 Nineteenth-Century Art in France

Close attention is selectively given to the work of Cézanne, Courbet, David, Degas, Delacroix, Géricault, Ingres, Manet, and Monet. Extensive readings in art criticism are required.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Levine,S.
(Spring 2016)

HART B253 Survey of Western Architecture

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered.
Approach: Inquiry into the Past (IP)
Crosslisting(s): CITY-B253
Units: 1.0
(Not Offered 2015-2016)

HART B254 History of Modern Architecture

A survey of the development of modern architecture since the 18th century. The course focuses on international networks in the transmission of architectural ideas since 1890.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CITY-B254
Units: 1.0
Instructor(s): Morton,T.
(Fall 2015)

HART B255 Survey of American Architecture

An examination of landmarks, patterns, contexts, architectural decision-makers and motives of various players in the creation of the American built environment over the course of four centuries. The course will address the sequence of examples that comprise the master narrative of the traditional survey course, while also casting a questioning eye, probing the relation of this canon to the wider realms of building in the United States.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Crosslisting(s): CITY-B255
Units: 1.0
(Not Offered 2015-2016)

HART B260 Modern Art

This course will trace the history of modern art, from its origins to its ends.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Saltzman,L.
(Fall 2015)

HART B266 Contemporary Art

America, Europe and beyond, from the 1950s to the present, in visual media and visual theory.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

HART B272 Since 1960: Contemporary Art and Theory

Lectures and readings will examine major movements in contemporary art, including Pop Art, Minimalism, Conceptualism, Performance, Postmodernism, and Installation Art. We will examine the dialogue between visual works and critical texts by Roland Barthes, Claire Bishop, Frederic Jameson, Adrian Piper, and Kobena Mercer, among others.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Robbins,C.
(Spring 2016)

HART B273 Topics in Early China

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HART B274 Topics in Chinese Art

This is a topics course. Course content varies.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

HART B277 Topics: History of Photography

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Robbins,C.

Fall 2015: **Race and Identity.** This course uses critical writings on photography and identity to explore the historical entanglement of these subjects. With a focus on racial and gender identities, we will attend to the ways in which photography has been used both to 'fix' these identities into stable concepts and to undermine the idea that identity is 'fixed.' Case studies include: W.E.B. DuBois's Paris Exposition, Dorothea Lange, Ana Mendieta, Cindy Sherman, Tseng Kwong Chi, Robert Mapplethorpe, Carrie Mae Weems.

HART B299 History of Narrative Cinema, 1945 to the present

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B299
Units: 1.0
Instructor(s): King,H.
(Fall 2015)

HART B300 The Curator in the Museum

This course provides an introduction to theoretical and practical aspects of museums and to the links between practice and theory that are the defining characteristic of the museum curator's work today. The challenges and opportunities confronting curators and their colleagues, peers, audiences, and constituents will be addressed through readings, discussions, guest presentations, writings, and individual and group projects.
Units: 1.0
(Not Offered 2015-2016)

HART B301 Making an Exhibition: Perspectives on Museums

This course connects the theory and practice of museum exhibitions and other activities – and addresses the conceptual and organizational development of museums during the twentieth century and today – through the development, implementation, and assessment of an exhibition and related programs. Students will study the history and practice of museum exhibition-making while organizing a major public exhibition. They will work individually and as members of groups with student colleagues, with Bryn Mawr College faculty and staff, and with guests selected for their expertise in and knowledge of a range of museum activities and perspectives. The theory and practice of museum exhibition influences and relies upon methodological, anthropological, art historical, philosophical, historical, sociological, psychological, and organizational perspectives on the prominent place museums occupy in this culture. The course will consist of a series of encounters between the practice of, and reflection on, making an exhibition. Recommended Preparation: Relevant coursework in history of art, fine arts, archaeology, anthropology, history, or other fields in which museums play a prominent role.
Units: 1.0
(Not Offered 2015-2016)

HART B306 Film Theory

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).
Counts towards: Film Studies
Crosslisting(s): ENGL-B306; COML-B306
Units: 1.0
Instructor(s): King,H.
(Fall 2015)

HART B311 Topics in Medieval Art

This is a topics course. Course content varies.
Counts towards: Middle Eastern Studies
Crosslisting(s): CITY-B312; HIST-B311
Units: 1.0
Instructor(s): Walker,A.

Fall 2015: **Kings, Caliphs, and Emperors**. Images of Authority: This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean.

HART B323 Topics in Renaissance and Baroque Art

This is a topics course. Course content varies.
Crosslisting(s): CITY-B323
Units: 1.0
(Not Offered 2015-2016)

HART B324 Roman Architecture

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces,structures, settings and

uses, urban infrastructure, the relationship of towns and territories, “suburban” and working villas, and frontier settlements. Prerequisite: ARCH 102.
Crosslisting(s): CSTS-B324; ARCH-B324
Units: 1.0
(Not Offered 2015-2016)

HART B330 Architecture and Identity in Italy: Renaissance to the Present

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy’s classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula’s classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.
Crosslisting(s): ITAL-B330; CITY-B330
Units: 1.0
(Not Offered 2015-2016)

HART B334 Topics in Film Studies

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ENGL-B334
Units: 1.0
(Not Offered 2015-2016)

HART B336 Topics in Film

This is a topics course. Course content varies.
Counts towards: Film Studies
Crosslisting(s): HART-B336
Units: 1.0
Instructor(s): Nguyen,H.

Spring 2016: **Queer Cinema**. This course explores how communities and subjects designated as “queer” have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas.

HART B339 The Art of Italian Unification

Following Italian unification (1815-1871), the statesman, novelist, and painter Massimo d’Azeglio remarked, “Italy has been made; now it remains to make Italians.” This course examines the art and architectural movements of the roughly 100 years between the uprisings of 1848 and the beginning of the Second World War, a critical period for defining Italiantà. Subjects include the paintings of the Macchiaioli, reactionaries to the 1848 uprisings and the Italian Independence Wars, the politics of nineteenth-century architectural restoration in Italy, the re-urbanization of Italy’s new capital Rome, Fascist architecture and urbanism, and the architecture of Italy’s African colonies.
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2015-2016)

HART B340 Topics in Baroque Art

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): COML-B340
Units: 1.0
(Not Offered 2015-2016)

HART B350 Topics in Modern Art

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Robbins,C.

Spring 2016: **Still Life**. Alternatively called stilleven (still life) and nature morte (dead nature), the “still life” genre of picture-making operates in between these terms. This course explores the genre as “living image[s] of now dead things,” which is how Roland Barthes describes photographs. We thus reconsider the long history of still life pictures made in painting since the 17th century, as well as those made in photography since its invention, through the lens of photography theory.

HART B355 Topics in the History of London

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.
Crosslisting(s): HIST-B355; CITY-B355
Units: 1.0
(Not Offered 2015-2016)

HART B358 Topics in Classical Art and Archaeology

This is a topics course. Course content varies.
Crosslisting(s): ARCH-B359; CSTS-B359
Units: 1.0
(Not Offered 2015-2016)

HART B359 Topics in Urban Culture and Society

This is a topics course. Course content varies.
Crosslisting(s): CITY-B360; SOCL-B360; ANTH-B359
Units: 1.0
Instructor(s): Morton,T.

Fall 2015: **Architecture of the Eternal City.** How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Rome’s classical traditions, and looks at the

ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism.

Spring 2016: **Mobility and Territory**. In the early twenty-first century, the problematics of mobility and territory are the water in which we swim. This course uses these concepts as categories for theoretical and historical study of the spatial, material, and aesthetic, examining issues in architecture, urbanism, geography, visual arts, design, and technology.

HART B367 Asian American Film, Video and New Media

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): ENGL-B367
Units: 1.0
Instructor(s): Nguyen,H.
(Fall 2015)

HART B370 Topics in Chinese Art

This is a topics course. Course content varies.
Units: 1.0
(Not Offered 2015-2016)

HART B373 Contemporary Art in Exhibition: Museums and Beyond

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, "the white cube," the "black box," museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.
Units: 1.0
Instructor(s): Robbins,C.
(Fall 2015)

HART B374 Topics: Exhibition Seminar

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Prerequisite: At least one previous HART course at Bryn Mawr College.
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Robbins,C.
(Fall 2015)

HART B377 Topics in Modern Architecture

This is a topics course on modern architecture. Topics vary.
Crosslisting(s): CITY-B377
Units: 1.0
Instructor(s): Morton,T.

Spring 2016: **Islamic Cities**. This course will focus on a history of architecture and planning that is at once a history of Islamic Cites and examining how these have been constructed from within and without the subcontinent and its diasporas, through architecture's many forms.

HART B380 Topics in Contemporary Art

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Saltzman,L.

Fall 2015: **Photography and Its Afterlife**. This seminar will explore the history and theory of photography as a means of understanding the photographic practice in the present, including its "afterlife" or dispersal into other media, film, video art, graphic novels and literature foremost among them.

HART B398 Senior Conference I

A critical review of the discipline of art history in preparation for the senior thesis. Required of all senior majors.
Units: 1.0
Instructor(s): Cast,D., Levine,S.
(Fall 2015)

HART B399 Senior Conference II

A seminar for the discussion of senior thesis research and such theoretical and historical concerns as may be appropriate. Interim oral reports. Required of all majors; culminates in the senior thesis.
Units: 1.0
Instructor(s): Levine,S., King,H.
(Spring 2016)

HART B403 Supervised Work

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required.
Units: 1.0
(Fall 2015, Spring 2016)

HART B425 Praxis III

Students are encouraged to develop internship projects in the college's collections and other art institutions in the region.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

HART B603 Advanced Research Methods

Grounded in the foundational and emergent methods of the discipline, this seminar will immerse students in the process of advanced art historical research and writing. Designed to strengthen skills and facilitate the timely completion of MA theses, if not also, should more advanced students be interested, dissertations, this seminar will be at once an incubator and a workshop.
Units: 1.0
Instructor(s): Walker,A.
(Spring 2016)

HART B610 Topics in Medieval Art

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Walker,A.

Fall 2015: **Kings, Caliphs, and Emperors**. This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean.

HART B630 Topics in Renaissance and Baroque Art

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Cast,D.

Fall 2015: **Mannerism**. This seminar is concerned with both the history and the historiography of Mannerism, that is to say with works of art produced in Italy and beyond in the XVIth century and also the critical history of these works and the varied attention given to them, especially in Germany in the first years of the last century.

HART B636 Vasari

This seminar focuses on Giorgio Vasari as painter and architect and above all as a founder of the Florentine Academy and the writer of the first modern history of the arts. Topics covered range across the arts of that time and then the questions any such critical accounting of the arts calls up, imitation, invention, the notion of the artist and however it is possible to capture in words what seems often to be beyond them.
Units: 1.0
(Not Offered 2015-2016)

HART B640 Topics in Baroque Art

This is a topics course. Course content varies.
Units: 1.0
(Not Offered 2015-2016)

HART B645 Problems in Representation

This seminar examines, as philosophy and history, the idea of realism, as seen in the visual arts since the Renaissance and beyond to the 19th and 20th centuries.
Units: 1.0
(Not Offered 2015-2016)

HART B650 Topics in Modern Art

This is a topics course. Topics vary.
Units: 1.0
Instructor(s): Levine,S.

Fall 2015: **David and Bathsheba, or Viciss**. From the biblical King David to the medieval and early modern kings of France and on to President Bill Clinton and General David Petraeus today, the beauty of Bathsheba has been seen to unleash a compelling drama of looking, adultery, murder, repentance, self-recognition, redemption, and love. From the Rabbis of the Talmud to the Fathers of the Church, from medieval Books of Hours to You Tube videos, artists and writers have repeatedly reconfigured the meanings of the beauty at her bath.

HART B651 Topics: Interpretation and Theory

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): King,H.
(Spring 2016)

HART B671 Topics in German Art

This is a topics course. Topics vary.
Units: 1.0
Instructor(s): Hertel,C.

Spring 2016: **Allegory**. Allegory in German art from Albrecht Dürer to Walter Benjamin

HART B673 Contemporary Art in Exhibition: Museums and Beyond

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the

museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, “the white cube,” the “black box,” museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.
Units: 1.0
(Not Offered 2015-2016)

HART B678 Portraiture

This seminar on self-portraiture examines the representation of the individual from the Renaissance to the present in painting, photography, and film. Artists range from Artemisia Gentileschi and Poussin to Cézanne and Cindy Sherman.
Units: 1.0
(Not Offered 2015-2016)

HART B680 Topics in Contemporary Art

This is a topics course. Course content varies.
Units: 1.0
Instructor(s): Saltzman,L.

> *Fall 2015:* **Photography and Its Afterlife**. This seminar will explore the history and theory of photography as a means of understanding the photographic practice in the present, including its “afterlife” or dispersal into other media, film, video art, graphic novels and literature foremost among them.

HART B701 Supervised Work

Supervised Work
Units: 1.0
Instructor(s): Levine,S., Walker,A., Saltzman,L., King,H., Cast,D.
(Fall 2015, Spring 2016)

INTERNATIONAL STUDIES

Students may complete a major or a minor in International Studies.

Faculty

Co-Directors

Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of International Studies

Michael Allen, Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of the International Studies Program

Steering Committee

Grace M. Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Carol Hager, Chair and Professor of Political Science and Director of the Center for Social Sciences on the Clowes Professorship in Science and Social Policy

Carola Hein, Professor of Growth and Structure of Cities (on leave semesters I and II)

Yonglin Jiang, Chair and Associate Professor of East Asian Studies

Robert Dostal, Rufus M. Jones Professor and Chair of Philosophy

Mary Osirim, Provost and Professor of Sociology

Melissa Pashigian, Chair and Associate Professor of Anthropology

Susan Sutton, Senior Advisor for Internationalization, President’s Office
Susan White, Professor of Chemistry

International Studies is the study of relationships among people and states affected by increasingly permeable borders and facing global issues. International Studies aims to prepare students to be responsible citizens by introducing them to issues of importance in an increasingly interdependent world of global dynamics in politics, economics, ideas, language, and culture.

At Bryn Mawr, International Studies combines applied and theoretical approaches by drawing from disciplines in both the Social Sciences and Humanities. This broad conception of International Studies distinguishes our program from many others. It builds from a core of courses from politics, economics, and ethics, a branch of philosophy, and then incorporates electives from specified tracks that reflect areas of strength in faculty research and teaching. It allows students to explore the descriptive and normative aspects of living in a world characterized by the deep interconnections

of a globalized world. It thus draws on Bryn Mawr's longstanding interest in promoting justice with its already established coursework at the undergraduate level and at the Graduate School of Social Work and Social Research and on its well established programs in languages and cultures.

The curricular content is relevant in preparing graduates to participate critically and effectively in the many integrated transnational and global institutional networks of production, services, creative expression, research and governance. Thus students with specialties in the Humanities, Social Sciences, or Sciences can benefit from a visible and structured flow of courses in International Studies. The inter and multi-disciplinary approaches reflected in the structure for the major as well as for the minor reflect the kind of integrative thinking that is necessary for effective agency in the globalized world economy and society. Students in International Studies will be made aware of both the distinct modes of inquiry that may transcend disciplines and the cumulative effects of convergent examinations of phenomena from these different disciplinary perspectives.

International Studies engages students in the necessarily inter- and multi-disciplinary course work that will prepare them for productive roles in transnational or intergovernmental institutions and in the areas of public policy, law, governance, public health, medicine, business, diplomacy, journalism, and development. Courses cover both theoretical perspectives and empirical issues in different areas of the world. International Studies at Bryn Mawr provides a foundation for students interested in pursuing career opportunities in these areas or in entering graduate programs such as International Politics/Relations, International Political Economy/Development Studies, International Law and Institutions, and Organizational Theory and Leadership.

A Bryn Mawr graduate in International Studies will be

- Capable of integrative analysis from different disciplinary perspectives
- Ethically literate
- Prepared for work in related fields such as law, public health, medicine, business, and journalism as well as for graduate study in International Politics/Relations, International Political Economy/ Development Studies, International Law and Institutions, and Organizational Theory and Leadership
- Able to contribute their knowledge and leadership skills within governmental and nongovernmental organizations at transnational, regional, or global levels or in cross-cultural settings.

Although language study is not required per se for the major or the minor, students can take advantage of Bryn Mawr's traditional strength in the study of language and culture to enhance their study of non-Anglophone areas of the world. Those intending to study abroad in a non- Anglophone area must meet the level of proficiency required by the Junior Year Abroad program involved; and those intending to undertake graduate work in international studies should plan to acquire the advanced level of proficiency in one foreign language (at the time of admission or graduation) required by the most selective programs here and abroad.

Since it began in 2005, the minor in International Studies has attracted a significant number of language majors who use their study of a particular language to select a coherent set of electives under a relevant track in the minor in order to pursue career and study opportunities in the international arena.

Major Requirements

Students majoring in International Studies must complete a total of ten courses, which include a core of four courses, an elective track of four courses, and a senior capstone experience of either two courses (398 and 399) OR 398 and an additional 300 level course. Students should work with their major adviser to identify one writing intensive or two writing attentive courses to fulfill the major writing requirement.

Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the major in International Studies to eleven. Also note that no more than two courses in an International Studies major work plan can be used to satisfy another major, minor, or concentration requirement.

Core Courses

The Core is a mix of 100-300 level courses in International fields. Students must choose one course from among four eligible courses in EACH of Politics, Economics, and Philosophy (at least one of which is at the 300 level). They must also choose one course from among ten in Culture and Interpretation, a requirement in the core that is unique to Bryn Mawr. The rationale for the two parts of the Core (Politics, Economics, and Philosophy and Culture and Interpretation) are given below along with corresponding lists of eligible courses under each.

The disciplines of Politics, Economics, and Philosophy have become central to International Studies programs since markets, conflicts, diplomacy and rules are nested in values and norms as much as in state territories and institutional framings. The program at Bryn Mawr is distinctive in having the requirement that students take an ethics course in which they study topics in areas such as global ethical issues, development ethics, global justice, and human rights.

The eligible courses for the Politics, Economics, and Philosophy component of the core are:

Political Science

- Introduction to International Politics (POLS B250), or International Politics (POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (POLS H350)

Economics

- Economic Development (ECON B225), or Economic Development and Transformation: China vs. India (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385), or Economics of Transition and Euro Adoption in Central and Eastern Europe (ECON H241)

NOTE: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.

Philosophy

- Global Ethical Issues (PHIL B225), or Human Rights and Global Politics (POLS H262)
- Applied Ethics of Peace, Justice and Human Rights (PEAC H201)
- Development Ethics (PHIL B344)
- Global Justice (POLS H362)

If none of the eligible core courses from a particular discipline in the Politics, Economics, and Philosophy core are available in any given year, substitutions will be allowed with another allied course offered at Bryn Mawr, Haverford, Swarthmore or Penn, with the approval of an Advisor from International Studies.

Culture and Interpretation

Also in the core, and unique to Bryn Mawr, Culture and Interpretation teaches how language, aesthetics, beliefs, values, and customs can shape possibilities for cross-cultural understanding and dialogue in globalizing polities, economies and societies. Courses satisfying this requirement cover a broad perspective that teaches students about differing cultures and what it means to interpret or make cross-cultural comparisons and engage in cross-cultural dialogue in the global context. The list of eligible courses is, therefore, drawn from courses taught by Advisors from a range of key disciplines in International Studies: Anthropology, Cities, Comparative Literature, History, Philosophy, Sociology, and Languages and Area Studies. The course is meant to be a broad analysis of culture and interpretation that does not focus on a country or region in isolation from this broad analysis. Each of the courses selected from the range of disciplines capture this breadth and depth. Students interested in studying a specific region of the world separate from its global implications can pursue this study in one of the tracks.

The eligible courses for the Culture and Interpretation component of the core are:

- Introduction to Cultural Anthropology (ANTH B102)
- Culture and Interpretation (COML/PHIL B202, or COML/PHIL B323)
- The Play of Interpretation (COML B293/ENGL B292/PHIL B293)
- Chinese Perspectives on the Individual and Society (at Haverford) (EAST H120)
- La Mosaique France (FREN/CITY B251)
- Cultural Profiles in Modern Exile (GERM/COML/ANTH B231)
- Introduction to Latin American, Latino, and Iberian Peoples and Cultures (GNST B145)
- The Atlantic World 1492-1800 (HIST/ANTH B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)
- Introduction to African Civilization (HIST B102)
- Modern African History since 1800 (HIST B236)
- Social and Cultural History of Medicine in Africa (HIST B336)

With the approval of an Advisor from International Studies, substitutions may be allowed in the case of the ten eligible courses for the Culture and Interpretation component of the core when none is available in any given year.

Electives

Elective Tracks allow students to focus on one theme or area in greater depth across four courses, one of which must be at the 300 level.

The electives continue to anchor the major in inter- and multidisciplinary work while also adding flexibility so that students may be creative and purposeful in structuring their own work. What makes International Studies at Bryn Mawr unique is that it draws upon its established faculty research, resources, and reputations in the individual tracks at the same time as it offers flexibility under clear advising for each of the individualized pathways of learning.

Students should choose the four electives from the approved lists under one of the tracks identified below.

The FOUR elective courses are to be selected from (but are not limited to) courses listed under the tracks at: http://www.brynmawr.edu/internationalstudies. The listed courses are a starting point for collaboration between the student and the major advisor. Students should also check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

Students may choose one of the following tracks:

Gender

Bryn Mawr's "proud history of global leadership for women" makes gender an obvious choice as one of the tracks enabling students to complete the Major in International Studies. To make good on Bryn Mawr's mission to prepare "students to be purposefully engaged citizens of an increasingly complex and interconnected world", the student in International Studies who selects the Gender track will study gender and its intersections with factors such as race, class, ethnicity, sexual orientation, age, religion, and disability in order to analyze gender with respect to the workings of the global economy and globalization more generally. Although not always the case, many organizations at the local, national, and global levels now understand gender to be a central factor in policies for alleviating poverty or promoting economic growth. The changes wrought by measures such as improving health care for women and children and increasing access to education, property, and work outside the home shows the importance of understanding gender and its intersections with other forms of discrimination in a globalized and interconnected world.

The FOUR elective courses are to be selected from (but are not limited to) an approved list at: brynmawr.edu/internationalstudies. The listed courses are a starting point for collaboration between the student and the major advisor.

Development

Development is most often understood in terms of processes of economic growth, industrialization, and modernization that result in a society's achieving a high (per capita) gross domestic product. These descriptions of economic processes tend to embed assumptions about progress, transformation, and liberation as exemplified in concepts such as "underdeveloped" or "developing" countries. The student in International Studies who selects this track will study the concept of development in a broad sense by using a multidisciplinary approach that combines courses from disciplines such as Anthropology, Economics, Cities, History, Philosophy, Political Science, and Sociology to effectively understand development processes from multiple perspectives. One result is an exploration of development that broadens the study from describing economic deprivation in terms of levels of income, for example, to understanding the ways in which equality, justice, well-being, and human flourishing are affected by growth and modernization processes. The student selecting the Development track will become versed in the critical issues, problems, and achievements common not only to developing regions of the world but also to developed countries and the world as a whole.

The FOUR elective courses are to be selected from (but are not limited to) an approved list at: brynmawr.edu/internationalstudies. The listed courses are a starting point for collaboration between the student and the major advisor.

Global Social Justice

Efforts to realize social justice are increasingly necessary in global systems as much as they had always been in national and local ones. The Global Social Justice track will allow students to make connections at all these levels. They will be able to draw on the long tradition of focus on Social Justice at Bryn Mawr and Haverford and on collaboration with the Graduate School of Social Work and Social Research and its thrust on Social Welfare. Bryn Mawr's mission statement identifies the characteristics of a Bryn Mawr education as "critical thinking, interdisciplinary perspective, engagement in a diverse community, and purposeful vision of social justice". The Global Social Justice track allows students to explore issues of social and political change in the context of economic and political transition in the globalized world.

Students gain insight into how global issues affect relationships among people and cultures within and across national boundaries and how global issues are in turn affected by these relationships. They will study the ways in which dramatic economic disparities wrought by globalization and the global economy affect social welfare and thwart efforts to achieve social justice locally, nationally, and globally.

The FOUR elective courses are to be selected from (but are not limited to) an approved list at: brynmawr.edu/internationalstudies. The listed courses are a starting point for collaboration between the student and the major advisor.

Independent Design

Students who are so inclined may develop an independent design in consultation with an Advisor from the Center for International Studies. An Independent Design could include area studies that draw on Bryn Mawr's strengths in the study of languages and cultures and on our programs in Africana Studies, East Asian Studies and Latin American, Latino and Iberian Peoples and Cultures.

Senior Capstone Experience

The capstone experience consists of two 300 level courses, 398 and 399, OR 398 and an additional 300 level course in International Studies.

The 398 seminar will have students do research, presentations, and final essays that delve deeper into topics from relevant courses in previously taken tracks and may incorporate experiences in Praxis courses, Summer internships, or Study Abroad. Should a student select to take 399 instead of an additional 300 level course, the 398 seminar could also be the basis for students to identify and begin preliminary work on research projects for 399 – including the exploration of theoretical perspectives and research methods that will provide a framework for their research and the matching of students with faculty serving as individual supervisors.

While most individualized supervision for those taking 399 will be of students writing a senior thesis, designated advisors in International Studies will work with those students who select to produce an extended document using platforms such as DVD documentary, a website, or a PowerPoint talk with pictures and video clips instead of writing a senior thesis.

Minor Requirements

The Minor in International Studies has been in place since 2005. Students who have declared a Minor and have not yet graduated should consult with one of the Co-Directors of the Center for International Studies to determine whether to continue under the old requirements for the Minor, switch to doing a Major in International Studies, or make slight adjustments to the requirements for the Minor in light of revisions that now have the core requirements for the Minor in line with those for the Major.

The Minor has always attracted and will continue to attract students who major in a language, arts, an area study, Political Science, or Economics. It will be possible, however, for select students to pursue one of the tracks in the major under consultation with an Advisor from International Studies.

Students minoring in International Studies must complete a total of seven courses, which include a required core of four courses and an elective track of three courses. Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the minor in International Studies to eight.

Core Courses

The Core is a mix of 100-300 level courses in International fields. Students must choose one course from among four eligible courses in EACH of Politics, Economics, and Philosophy (at least one of which is at the 300 level). They must also choose one course from among ten in Culture and Interpretation, a requirement in the core that is unique to Bryn Mawr. The rationale for the two parts of the core (Politics, Economics, and Philosophy and Culture and Interpretation) are given below along with corresponding lists of eligible courses under each.

The disciplines of Politics, Economics, and Philosophy have become central to International Studies programs since markets, conflicts, diplomacy and rules are nested in values and norms as much as in state territories and institutional framings. The program at Bryn Mawr is distinctive in having the requirement that students take an ethics course in which they study topics in global ethical issues, development ethics, global justice, or human rights.

The eligible courses for the Politics, Economics, and Philosophy component of the core are:

Political Science

- Introduction to International Politics (POLS B250), or International Politics (at Haverford)(POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (at Haverford) (POLS H350)

Economics

- Economic Development (ECON B225), or Economic Development and Transformation: China vs. India (at Haverford) (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385), or Economics of Transition and Euro Adoption in

Central and Eastern Europe (at Haverford) (ECON H241)

NOTE: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.

Philosophy

- Global Ethical Issues (PHIL B225), or Human Rights and Global Politics (POLS H262)
- Applied Ethics of Peace, Justice and Human Rights (PEAC H201)
- Development Ethics (PHIL B344)
- Global Justice (POLS H362)

If none of the eligible core courses from a particular discipline in the Politics, Economics, and Philosophy core is available in any given year, substitutions will be allowed with another allied course offered at Bryn Mawr, Haverford, Swarthmore or Penn, with the approval of an Advisor from International Studies

Also in the core, and unique to Bryn Mawr, Culture and Interpretation teaches how language, aesthetics, beliefs, values, and customs can shape possibilities for cross-cultural understanding and dialogue in globalizing polities, economies and societies.

Courses satisfying this requirement cover a broad perspective that teaches students about differing cultures and what it means to interpret or make cross-cultural comparisons and engage in cross-cultural dialogue in the global context. The list of eligible courses is, therefore, drawn from courses taught by Advisors from a range of key disciplines in International Studies: Anthropology, Cities, Comparative Literature, History, Philosophy, Sociology, and Languages and Area Studies. The course is meant to be a broad analysis of culture and interpretation that does not focus on a country or region in isolation from this broad analysis. Each of the courses selected from the range of disciplines captures this breadth and depth. Students interested in studying a specific region of the world separate from its global implications can pursue this study in one of the tracks.

The eligible courses for the Culture and Interpretation component of the core are:

- Introduction to Cultural Anthropology (ANTH B102)
- Culture and Interpretation (COML/PHIL B202, or COML/PHIL B323)
- The Play of Interpretation (COML/ENGL/GERM/PHIL B292)
- Chinese Perspectives on the Individual and Society (at Haverford) (EAST H120)
- La Mosaique France (FREN/CITY B251)
- Cultural Profiles in Modern Exile (GERM/COML/ANTH B231)
- Introduction to Latin American, Latino, and Iberian Peoples and Cultures (GNST B145)
- The Atlantic World 1492-1800 (HIST/ANTH B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)

With the approval of an Advisor from International Studies, substitutions may be allowed in the case of the ten eligible courses for the Culture and Interpretation component of the core when none is available in any given year.

Electives

In addition to the four core courses listed, three electives are required. Each of the four tracks identifies a major topic or theme in International Studies that builds on or develops the core. The tracks under the minor will allow students who major in a discipline such as Political Science or Economics or in one of the Languages or Area Studies to have a minor that focuses their disciplinary work on International Studies.

Students should choose the three electives under one of the tracks identified below. Electives should demonstrate coherence and be approved by an advisor.

Students should check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

International Politics

This track allows students to focus on the dynamics and structures of intergovernmental and transnational relationships from the perspective of the discipline of Political Science. Through engagement with the most salient theoretical and policy debates, students may focus upon such themes as globalization and resistance to it, development and sustainability, nationalism and sovereignty, human rights, conflict and peace, public international law and institutions, and nongovernmental or civil society organizations and movements at regional, trans-regional and global levels.

The three elective courses are to be selected in consultation with an Advisor from International Studies.

International Economics

This track allows students to focus on various theoretical, empirical, and policy issues in international economics. Each of the courses in the track – trade, open-economy macroeconomics, development, and environmental economics – focuses on different economic aspects of the international or global economy. International trade looks at the major theories offered to explain trade and examines the effects of trade barriers and trade liberalization on welfare. International macroeconomics and international finance examines policy-making in open economies, exchange rate systems, exchange rate behavior, and financial integration and financial crises. Development economics is concerned, among other things, with understanding how developing countries can structure their participation in the global economy so as to benefit their development. Environmental economics uses economic analysis to examine the behavioral causes of local, regional, and global environmental and natural resource problems and to evaluate policy responses to them.

The three elective courses are to be selected in consultation with an Advisor from International Studies.

Area Studies

This track allows students to situate and apply the economic, political, and social theory provided in the core to the study of a particular geopolitical area. It provides students with a global frame of reference from which to examine issues such as history, migration, colonization, modernization, social change, and development through an area study. A coherent set of courses can be achieved by selecting the three electives from one of the following area studies: Africana, European, East Asian, and Latin American, Latino and Iberian Peoples and Cultures. The three elective courses are to be selected in consultation with an Advisor from International Studies.

Language and Arts

This track allows students to explore human interaction at the global level through language, literature, music, and the arts. Students in this track focus their studies on the forms of language and the arts that are generated through global processes and in turn affect the generation and exchange of ideas in and between different societies and cultures.

A coherent set of courses can be achieved by selecting the three electives from one of the following: English, French, German, Italian, Russian, Spanish, and Dance and Music.

The three elective courses are to be selected in consultation with an Advisor from International Studies.

COURSES

ANTH B102 Introduction to Cultural Anthropology

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor(s):Fioratta,S.
(Spring 2016)

ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): HIST-B200
Units: 1.0
(Not Offered 2015-2016)

ANTH B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): GERM-B231; COML-B231
Units: 1.0
(Not Offered 2015-2016)

ANTH B238 Chinese Culture and Society

This course encourages students to think critically about major developments in Chinese culture and society that have occurred during the twentieth and twenty-first centuries, with an emphasis on understanding both cultural change and continuity in China. Drawing on ethnographic material and case studies from rural and urban China over the traditional, revolutionary, and reform periods, this course examines a variety of topics including family and kinship; marriage, reproduction, and death; popular religion; women and gender; the Cultural Revolution; social and economic reforms and development; gift exchange and guanxi networks; changing perceptions of space and place; as well as globalization and modernity. Prerequisite: Sophomore standing or higher.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
(Not Offered 2015-2016)

ANTH B294 Culture, Power, and Politics

This course provides an overview of theoretical approaches and thematic concerns in political anthropology. Drawing on both classic and contemporary ethnographic studies, we will examine how anthropological understandings of political formations have changed over time and in relation to different world regions. Topics will include political systems, the state, nationalism, ethnicity, citizenship, violence, rumor, and neoliberal forms of global governance. Prerequisite: ANTH 102 or permission of the instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

CITY B225 Economic Development

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.
Counts towards: International Studies
Crosslisting(s): ECON-B225
Units: 1.0
Instructor(s):Rock,M.
(Fall 2015)

CITY B238 The Economics of Globalization

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in

international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.
Counts towards: International Studies
Crosslisting(s): ECON-B236
Units: 1.0
Instructor(s):Dominguez,C.
(Fall 2015)

COML B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): GERM-B231; ANTH-B231
Units: 1.0
(Not Offered 2015-2016)

COML B293 The Play of Interpretation

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Crosslisting(s): PHIL-B293; ENGL-B292
Units: 1.0
Instructor(s):Seyhan,A.
(Spring 2016)

COML B323 Culture and Interpretation

This course will discuss these questions. What are the aims of interpretation? Must we assume that, for cultural objects—like artworks, music, or literature—there must be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? What is the role of a creator's intentions in fixing upon admissible interpretations? Does interpretation affect the identity of the object of interpretation? If an object of interpretation exists independently of interpretive practice, must it answer to only one right interpretation? In turn, if an object of interpretation is constituted by interpretive practice, must it answer to more than one right interpretation? This course encourages active discussions of these questions.
Major Writing Requirement: Writing Intensive
Counts towards: International Studies
Crosslisting(s): PHIL-B323
Units: 1.0
(Not Offered 2015-2016)

ECON B225 Economic Development

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.
Counts towards: Environmental Studies; International Studies
Crosslisting(s): CITY-B225
Units: 1.0
Instructor(s):Rock,M.
(Fall 2015)

ECON B236 The Economics of Globalization

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.
Counts towards: International Studies
Crosslisting(s): CITY-B238
Units: 1.0
Instructor(s):Dominguez,C.
(Fall 2015)

ECON B385 Democracy and Development

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.
Counts towards: International Studies; Peace, Justice and Human Rights
Crosslisting(s): POLS-B385
Units: 1.0
(Not Offered 2015-2016)

ENGL B292 The Play of Interpretation

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Crosslisting(s): COML-B293; PHIL-B293
Units: 1.0
Instructor(s):Seyhan,A.
(Spring 2016)

GERM B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): COML-B231; ANTH-B231
Units: 1.0
(Not Offered 2015-2016)

GNST B245 Introduction to Latin American, Latino, and Iberian Peoples and Cultures

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Units: 1.0
Instructor(s):Laurent-Perrault,E.
(Spring 2016)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): ANTH-B200
Units: 1.0
(Not Offered 2015-2016)

HIST B258 British Empire: Imagining Indias

This course considers ideas about and experiences of "modern" India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While "India" and "Indian history" along with "British empire" and "British history" will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender, to name a few examples). The course uses primary sources, scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B336 Topics in African History

This is a topic course. Course content varies.
Counts towards: Africana Studies; International Studies
Units: 1.0
Instructor(s):Ngalamulume,K.

Fall 2015: **History of Health and Medicine in Africa.** The course will focus on the issues of public health history, social and cultural history of disease as well as the issues of the history of medicine. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; medical pluralism in contemporary Africa; the emerging diseases, medical education, women in medicine, and differential access to health care.

INST B398 Senior Seminar

This non-thesis capstone course is a seminar in which students do research, presentations and a final essay. These delve into topics from relevant courses in previously-taken tracks and may incorporate experiences from Praxis, Summer, or Study Abroad.
Counts towards: International Studies
Units: 1.0
Instructor(s):Allen,M.
(Fall 2015, Spring 2016)

INST B399 Senior Project in International Studies

This involves the writing of a thesis or the production of an extended document on platforms such as a DVD or a website with the guidance of a designated adviser in International Studies.
Counts towards: International Studies
Units: 1.0
Instructor(s):Allen,M.
(Spring 2016)

PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): POLS-B225
Units: 1.0
Instructor(s):Bell,M.
(Spring 2016)

PHIL B293 The Play of Interpretation

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Crosslisting(s): COML-B293; ENGL-B292
Units: 1.0
Instructor(s):Seyhan,A.
(Spring 2016)

PHIL B323 Culture and Interpretation

This course will discuss these questions. What are the aims of interpretation? Must we assume that, for cultural objects—like artworks, music, or literature—there must be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? What is the role of a creator's intentions in fixing upon admissible interpretations? Does interpretation affect the identity of the object of interpretation? If an object of interpretation exists independently of interpretive practice, must it answer to only one right interpretation? In turn, if an object of interpretation is constituted by interpretive practice, must it answer to more than one right interpretation? This course encourages active discussions of these questions.
Major Writing Requirement: Writing Intensive
Counts towards: International Studies
Crosslisting(s): COML-B323
Units: 1.0
(Not Offered 2015-2016)

PHIL B344 Development Ethics

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): POLS-B344
Units: 1.0
(Not Offered 2015-2016)

POLS B141 Introduction to International Politics

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history.
Counts towards: International Studies; Peace, Justice and Human Rights
Units: 1.0
Instructor(s):Allen,M.
(Fall 2015)

POLS B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): PHIL-B225
Units: 1.0
(Spring 2016)

POLS B241 The Politics of International Law and Institutions

An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: POLS B250.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B324 Politics of the Arab Uprisings

The recent uprisings in Arab countries have shocked the world. Long-entrenched authoritarian regimes have fallen. US allies have been ousted. This seminar is designed to introduce the politics of these recent uprisings. Their origins will be viewed through the lens of political and economic theories of authoritarianism and revolution. The outcomes will be assessed with an eye toward existing ideas about democracy. The course will aim to establish what political science can tell us about these events, and how political science must grow in reaction to them. Prerequisite: One course in political science or Middle East studies or consent of instructor.
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B344 Development Ethics

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): PHIL-B344
Units: 1.0
(Not Offered 2015-2016)

POLS B385 Democracy and Development

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics.
Counts towards: International Studies; Peace, Justice and Human Rights
Crosslisting(s): ECON-B385
Units: 1.0
Instructor(s):Rock,M.
(Spring 2016)

POLS B391 International Political Economy

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.
Counts towards: International Studies
Units: 1.0
Instructor(s):Allen,M.
(Fall 2015)

SOCL B102 Society, Culture, and the Individual

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor(s):Nolan,B.
(Fall 2015, Spring 2016)

ITALIAN AND ITALIAN STUDIES

Students may complete a major or minor in Italian and Italian Studies.

Faculty

David Cast, Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities and Chair of Italian (on leave semester II)

Michele Monserrati, Visiting Assistant Professor in the Department of Italian

Roberta Ricci, Chair and Associate Professor of Italian

Gabriella Troncellitti, Instructional Assistant

Based on an interdisciplinary approach that views culture as a global phenomenon, the aims of the major in Italian Studies are to acquire a knowledge of Italian language, literature, and culture, including cinema, art, journalism, pop culture, and music. The Department of Italian Studies also cooperates with the Departments of French and Spanish in the Romance Languages major and with the other foreign languages in the TriCo for a major in Comparative Literature. The Italian Department cooperates also with the Center for International Studies (CIS).

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

Major Requirements

Italian Language/Literature (ILL) and Italian Cultural Studies (ICS) Major

The Italian Language/Literature major and the Italian Cultural Studies major consists of ten courses starting at the ITAL 101/102 level, or an equivalent two-semester sequence taken elsewhere. The department offers a two-track system as guidelines for completing the major in Italian or in Italian Studies. Both tracks require ten courses, including ITAL 101 -102. For students in either Track A or B we recommend a senior experience offered with ITAL 398 and ITAL 399, courses that are required for honors. Students may complete either track. Recommendations are included below—models of different pathways through the major:

Majors are required to complete one Writing Intensive (WI) course in the major. The WI courses will prepare students towards their senior project and to competent and appropriate writing, manly in three ways: 1) Teach the writing process – planning, drafting, revising, and editing; 2) Emphasize the role of writing by allocating a substantial portion of the final grade to writing assignments; 3) Offer students the opportunity to receive feedback from professors and peers (through class peer review sessions). In responding to the feedback, students will experience writing as a process of discovery (re-visioning) and meaning. The goal of the new WI course will be to get students to re-think the argument, logical connection, focus, transition, evidence, quotes, organization, and sources.

ILL Major/Track A

Major requirements in ILL are 10 courses. Track A may be appropriate for students with an interest in literary and language studies. Required: ITAL 101/102, plus six courses (or more) conducted in Italian and two selected from among a list of approved ICS courses in English that may be taken in either within the department or in various other disciplines offered at the College (i.e. History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics). Adjustments will be made for students taking courses abroad. Of the courses taken in Italian, students are expected to enroll in the following areas: Dante (ITAL 301), Renaissance (ITAL 304 or 302), Survey (ITAL 307), and two courses on Modern Italian literature (ITAL 380, ITAL 310, ITAL 320) .

ICS/Track B

Major requirements in ICS are 10 courses. Track B may be appropriate for students with an interest in cultural and interdisciplinary studies. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the college. Required: ITAL 101/102, plus three courses conducted in Italian and five related courses in English that may be taken either within the department or in an allied-related fields in various disciplines throughout the college, or courses taken on BMC approved study-abroad programs, such as: Culture, History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics.

*Faculty in other programs may be willing to arrange work within courses that may count for the major.

Major with Honors

Students may apply to complete the major with honors. The honors component requires the completion of a year-long thesis advised by a faculty member in the department. Students enroll in the senior year in ITAL 398 and ITAL 399. Application to it requires a GPA in the major of 3.7 or higher, as well as a written statement, to be submitted by the fall of senior year, outlining the

proposed project (see further below) and indicating the faculty member who has agreed to serve as advisor. The full departmental faculty vets the proposals.

Thesis

Students will write and research a 40-50 page thesis that aims to be an original contribution to Italian scholarship. As such, it must use primary evidence and also engage with the relevant secondary literature. By the end of the fall semester, students must have completed twenty pages in draft. In April they will give an oral presentation of their work of approximately one hour to faculty and interested students. The final draft is due on or around 30 April of the senior year and will be graded by two faculty members (one of whom is the advisor). The grade assigned is the major component of the spring semester grade. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. They must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. They also must include a rough timetable indicating in what stages the work will be completed. It is expected that before submitting their proposals students will have conferred with a faculty member who has agreed to serve as advisor.

Study Abroad

Students who are studying abroad for the Italian major for one year can earn two credits in Italian Literature and two credits in allied fields (total of four credits). Those who are studying abroad for one semester can earn no more than a total of two credits in Italian Literature or one credit in Italian Literature and one credit in an allied field (total of two credits).

University of Pennsylvania

Students majoring at BMC cannot earn more than two credits at the University of Pennsylvania in Italian.

Minor Requirements

Requirements for the minor in Italian Studies are ITAL 101, 102 and four additional units including two at the 200 level one of which in literature and two at the 300 level one of which in literature. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102. For courses in translation, the same conditions for majors apply.

Elective Courses

ARTW B240/COML B240 Literary Translation

CITY B207 Topics in Urban Studies

COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

COML B213 Theory in Practice: Critical Discourses in the Humanities

CSTS B207 Early Rome and the Roman Republic

CSTS B208 The Roman Empire

CSTS B220 Writing the Self

CSTS B223 The Early Medieval World

CSTS B310 Forming the Classics

ENGL H385 Topics in Apocalyptic Writing – at Haverford College

ENGL H220 Epic – at Haverford College

HART B104-001 Critical Approaches to Visual Representation: The Classical Tradition

HART B253: Survey of Western Architecture: 1400-1800

HART B323: Topics in Renaissance Art

HART B630:Topics in Renaissance and Baroque Art: Mannerism

HART/RUSSIAN B215 Russian Avant-Garde Art, Literature and Film

HIST B208 The Roman Empire

HIST B212, Pirates, Travelers and Natural Historians

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

HIST B319 Topics in Modern European History

MUSC H207 Italian Keyboard Tradition

LATN 200 Medieval Latin Literature

SPAN 202 Introduction to Literary Analysis

COURSES

ITAL B001 Elementary Italian

The course is for students with no previous knowledge of Italian. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Troncelliti,G., Monserrati,M.
(Fall 2015)

ITAL B002 Elementary Italian II

This course is the continuation of ITAL B001 and is intended for students who have started studying Italian the semester before. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition. Prerequisite: ITAL B001 or placement.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Monserrati,M.
(Spring 2016)

ITAL B101 Intermediate Italian

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read newspaper and magazine articles to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and internet materials.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Ricci,R.
(Fall 2015)

ITAL B102 Intermediate Italian

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read a novel to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and internet materials. Prerequisite: ITAL B101 or placement.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Ricci,R.
(Spring 2016)

ITAL B200 Pathways to Proficiency

This course is intended for students who have already completed the elementary-intermediate sequence and who are interested in pursuing the study of Italian. The aim of the course is to improve students' proficiency in the Italian language, so that they will be able to take more advanced courses in Italian literature and cultural studies. The focus of this course is to expose students to crucial issues that have influenced Italian culture and society, concurring to develop distinctive ways of thinking, cultural artifacts (literary works, music, works of art, and so on), and that are at the core of contemporary Italian society. Prerequisite: ITAL102 or placement.
Units: 1.0
Instructor(s): Monserrati,M.
(Fall 2015)

ITAL B201 Focus: Italian Culture and Society I

Language and Cultural Studies course with a strong cultural component. It focuses on the wide variety of problems that a post-industrial and mostly urban society like Italy must face today. Language structure and patterns will be reinforced through the study of music, short films, current issues, and even stereotypes. Prerequisite: ITAL 102, or equivalent.
Approach: Critical Interpretation (CI)
Units: 0.5
(Not Offered 2015-2016)

ITAL B207 Dante in Translation

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. Course taught in English; One additional hour for students who want Italian credit (ITAL 301).
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

ITAL B208 Petrarca and Boccaccio in Translation

The course will focus on a close analysis of Petrarch's Canzoniere and Boccaccio's Decameron, with attention given also to their minor works and the historical/literary context connected with these texts. Attention will also be given to Florentine literature, art, thought, and history from the death of Dante to the age of Lorenzo de' Medici. Texts and topics available for study include the Trecento vernacular works of Petrarch and Boccaccio; and Florentine humanism from Salutati to Alberti. Course taught In English; One additional hour for students who want Italian credit (ITAL B303)
Approach: Critical Interpretation (CI)
Counts towards: Health Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B211 Primo Levi, the Holocaust, and Its Aftermath

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): HEBR-B211; COML-B211
Units: 1.0
(Not Offered 2015-2016)

ITAL B212 Italy Today: New Voices, New Writers, New Literature

This course, taught in English, will focus primarily on the works of the so-called "migrant writers" who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Film Studies
Crosslisting(s): COML-B214
Units: 1.0
(Not Offered 2015-2016)

ITAL B213 Theory in Practice:Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B213; FREN-B213; GERM-B213; COML-B213; HART-B213; RUSS-B253; PHIL-B253
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

ITAL B215 The City of Naples

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.
Approach: Inquiry into the Past (IP)
Crosslisting(s): CITY-B216
Units: 1.0
(Not Offered 2015-2016)

ITAL B219 Multiculturalism in Medieval Italy

This course examines cross-cultural interactions in medieval Italy played out through the patronage, production, and reception of works of art and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. Media examined include buildings, mosaics, ivories, and textiles.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): HART-B219
Units: 1.0
(Not Offered 2015-2016)

ITAL B225 Italian Cinema and Literary Adaptation

The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will "read" films as "literary images" and "see" novels as "visual stories." The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close analysis, such issues as Fascism, nationhood, gender, sexuality, politics, regionalism, death, and family within the European context of WWII and post-war Italy
Approach: Cross-Cultural Analysis (CC)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B229 Food in Italian Literature, Culture, and Cinema

Taught in English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit . Prerequisite: ITAL 102
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B235 The Italian Women's Movement

Emphasis will be put on Italian women writers and film directors, who are often left out of syllabi adhering to traditional canons. Particular attention will be paid to: a) women writers who have found their voices (through writing) as a means of psychological survival in a patriarchal world; b) women engaged in the women's movement of the 70's and who continue to look at, and rewrite, women's stories of empowerment and solidarity; c) "divaism", fame, via beauty and sex with a particular emphasis on the '60s (i.e. Gina Lollobrigida, Sofia Loren, Claudia Cardinale).
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Ricci,R.
(Spring 2016)

ITAL B255 Uomini d'onore in Sicilia: Italian Mafia in Literature and Cinema

This course aims to explore representations of Mafia figures in Italian literature and cinema, with reference also to Italian-American films, starting from the 'classical' example of Sicily. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative fiction, using Italian literature written by 19th, 20th, and 21st Italian Sicilian authors. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B301 Dante

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. Prerequisite: At least two 200-level literature courses.
Units: 1.0
(Not Offered 2015-2016)

ITAL B303 Petrarca and Boccaccio

The focus of the course is on The Decameron, one of the most entertaining, beloved and imitated prose works ever written. Like Dante's divine comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. The Decameron will be read in Italian. Attention will also be paid to Petrarca's Canzoniere, of which a small selection will be read in Italian. Topics will include how each author represented women in the context of 14th-century Italy. Prerequisite: At least two 200-level literature courses. Taught in Italian.
Counts towards: Health Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B304 Il Rinascimento in Italia e oltre

Students will become familiar with the growing importance of women during the Renaissance, as women expanded their sphere of activity in literature (as authors of epics, lyrics, treatises, and letters), in court (especially in Ferrara), and in society, where for the first time women formed groups and their own discourse. What happens when women become the subject of study? What is learned about women and the nation? What is learned about gender and how disciplinary knowledge itself is changed through the centuries? Prerequisite: At least two 200-level literature courses. Taught in Italian.
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

ITAL B310 Detective Fiction

In English. Why is detective fiction so popular? What explains the continuing multiplication of detective texts despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to the more distant mystery stories from around the world. The international scope of the readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to international influence of the British-American model. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Suggested Preparation: One literature course at the 200 level.
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): COML-B310
Units: 1.0
(Not Offered 2015-2016)

ITAL B311 The Myth of Venice (1800-2000)

The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration

for literary modernity. The course is offered in English; all texts are provided in translation. Suggested Preparation: At least two 200-level literature courses.
Counts towards: Film Studies
Crosslisting(s): COML-B311
Units: 1.0
Instructor(s): Monserrati,M.
(Spring 2016)

ITAL B320 Nationalism and Freedom: The Italian Risorgimento in Foscolo, Manzoni, Leopardi

This course deals with 19th century Italian poetry and literary movement for Italian unification inspired by the realities of the new economic and political forces at work after 1815. As a manifestation of the nationalism sweeping over Europe during the nineteenth century, the Risorgimento aimed to unite Italy under one flag and one government. For many Italians, however, Risorgimento meant more than political unity. It described a movement for the renewal of Italian society and people beyond purely political aims. Among Italian patriots the common denominator was a desire for freedom from foreign control, liberalism, and constitutionalism. The course will discuss issues such as Enlightenment, Romanticism, Nationalism, and the complex relationship between history and literature in Foscolo, Manzoni, and Leopardi. This course is taught in Italian. Prerequisite: one 200 level Italian course.
Units: 1.0
(Not Offered 2015-2016)

ITAL B330 Architecture and Identity in Italy: Renaissance to the Present

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.
Crosslisting(s): CITY-B330
Units: 1.0
(Not Offered 2015-2016)

ITAL B340 The Art of Italian Unification

Following Italian unification (1815-1871), the statesman, novelist, and painter Massimo d'Azeglio remarked, "Italy has been made; now it remains to make Italians." This course examines the art and architectural movements of the roughly 100 years between the uprisings of 1848 and the beginning of the Second World War, a critical period for defining Italiantà. Subjects include the paintings of the Macchiaioli, reactionaries to the 1848 uprisings and the Italian Independence Wars, the politics of nineteenth-century architectural restoration in Italy, the re-urbanization of Italy's new capital Rome, Fascist architecture and urbanism, and the architecture of Italy's African colonies.
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2015-2016)

ITAL B380 Modernity and Psychoanalysis: Crossing National Boundaries in 20th c. Italy and Europe

Designed as an in-depth interdisciplinary exploration of Italy's intellectual life, the course is organized around major literary and cultural trends in 20th century Europe, including philosophical ideas and cinema. We investigate Italian fiction in the global and international perspective, from modernity to Freud and Psychoanalysis, going beyond national boundaries and proposing ethical models across historical times.
Prerequisite: One 200-Level course in Italian
Units: 1.0
Instructor(s): Ricci,R.
(Fall 2015)

ITAL B398 Senior Seminar

This course is open only to seniors in Italian and in Romance Languages. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. By the end of the fall semester, students must have completed an abstract and a critical annotated bibliography to be presented to the department. See Thesis description.
Units: 1.0
Instructor(s): Ricci,R.
(Fall 2015)

ITAL B399 Senior Conference

Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. In April there will be an oral defense with members and majors of the Italian Department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages.
Units: 1.0
Instructor(s): Ricci,R.
(Spring 2016)

ITAL B403 Supervised Work

Offered with approval of the Department.
Units: 1.0
(Fall 2015, Spring 2016)

LATIN AMERICAN, LATINO, AND IBERIAN PEOPLES AND CULTURES

Students may complete a concentration in Latin American, Latino, and Iberian Peoples and Cultures.

Faculty

Coordinator

Martín Gaspar, Assistant Professor of Spanish and Coordinator of the Latin American, Latino and Iberian Peoples and Cultures Program

Affiliated Faculty

Inés Arribas, Senior Lecturer in Spanish

Kaylea Berard, Lecturer in Spanish

Ignacio Gallup-Diaz, Associate Professor of History (on leave semesters I and II)

Gary W. McDonogh, Chair and Professor of Growth and Structure of Cities and on the Helen Herrmann Chair

Evelyne Laurent-Perrault, Visiting Assistant Professor in History

Maria Cristina Quintero, Chair and Professor of Spanish, Co-Director of Comparative Literature, and Director of Romance Languages

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

H. Rosi Song, Associate Professor of Spanish (on leave semeser I)

Jennifer Harford Vargas, Assistant Professor of English

Latin American, Latino and Iberian peoples, histories, and cultures have represented both central agents and crucibles of transformations across the entire world for millennia. Global histories and local experiences of colonization, migration, exchange, and revolution allow students and faculty to construct a critical framework of analysis and to explore these dynamic worlds, their peoples and cultures, across many disciplines.

As a concentration, such study must be based in a major in another department, generally Spanish, Cities, History, History of Art, Political Science, or Sociology (exceptions can be made in consultation with the major and concentration adviser). To fulfill requirements, the student must complete the introductory course, GNST 245 Introduction to Latin American, Latino and Iberian Peoples and Culture or the equivalent course at Haverford (SPAN 240). They should then plan advanced courses in language, affiliated fields and the major that lead to a final project in the major that relates closely to themes of the concentration. One semester of study abroad is strongly encouraged in the concentration and students may complete some requirements with appropriately selected courses in many Junior Year Abroad (JYA) programs. The student also must show competence in one of the languages of the peoples of Iberia or Latin America. Students are admitted into the concentration at the end of their sophomore year after submission of a plan of study worked out in consultation with the major department and the LALIPC coordinator. Students should keep in touch with the coordinator as they develop major projects in these areas.

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

Concentration Requirements

Competence in a language spoken by significant collectives of Iberian or Latin American peoples to be achieved no later than junior year. This competence may be attested by a score of at least 690 on the Spanish Achievement test of the College Entrance Examination Board or by completion of a 200-level course with a merit grade. Faculty will work with students to assess languages not regularly taught in the Tri-Co, including Portuguese, Catalan, and other languages.

GNST B245/ HC SPAN 240 as a gateway course in the first or second year. The student should also take at least five other courses selected in consultation with the program coordinator, at least one of which must be at the 300 level. One of these classes may be cross-listed with the major; up to two may be completed in JYA.

A long paper or an independent project dealing with Iberian, Latin American, or Latino/a issues, to be completed during the junior year in a course in the major or concentration and to be read by the LALIPC coordinator.

A senior essay/long paper dealing with some issue relevant to the concentration should be completed in the major and read by one faculty member participating in the concentration. All senior concentrators will present their research within the context of a LALIPC student-faculty forum.

Junior Year Abroad

JYA provides both classes and experience in language, society, and culture that are central to the concentration. Students interested in JYA programs in

the Iberian Peninsula, Latin America, and the Caribbean should consult with both their major adviser and the concentration coordinator in order to make informed choices. We will also work with students to identify programs that may allow them to work with languages not regularly taught in the Tri-Co, especially Portuguese.

COURSES

ANTH B102 Introduction to Cultural Anthropology

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor(s):Fioratta,S.
(Spring 2016)

ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): HIST-B200
Units: 1.0
(Not Offered 2015-2016)

ANTH B219 Visual Anthropology, Latin America and Social Movements

Focusing on indigenous communities and social movements, this course examines the cultural uses of visual art, photography, film, and new media in Latin America. Students will analyze a variety of materials to reconsider western conceptions of art. As well, students will explore how anthropologists employ visual methods in ethnographic research. Prerequisites: Sophomore standing or higher.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

ANTH B229 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): CITY-B229; SOCL-B230; HART-B229
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

ANTH B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): GERM-B231; COML-B231
Units: 1.0
(Not Offered 2015-2016)

CITY B229 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ANTH-B229; SOCL-B230; HART-B229
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the

historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit.
Prerequisite: EMLY B001 or a 100-level intensive writing course.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle Eastern Studies
Crosslisting(s): GERM-B225
Units: 1.0
(Not Offered 2015-2016)

COML B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): GERM-B231; ANTH-B231
Units: 1.0
(Not Offered 2015-2016)

COML B237 The Dictator Novel in the Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B237; SPAN-B237
Units: 1.0
(Not Offered 2015-2016)

COML B260 Ariel/Calibán y el discurso americano

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B260
Units: 1.0
(Not Offered 2015-2016)

COML B271 Litertura y delincuencia: explorando la novela picaresca

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class.
Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B270
Units: 1.0
(Not Offered 2015-2016)

COML B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 110 and/or 120 and at least one other Spanish course at a 200-level, or received permission from instructor.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B322
Units: 1.0
(Not Offered 2015-2016)

COML B332 Novelas de las Américas

What do we gain by reading a Latin American or a US novel as “American” in the continental sense? What do we learn by comparing novels from “this” America to classics of the “other” Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to

illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish.
Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B332; ENGL-B332
Units: 1.0
(Not Offered 2015-2016)

COML B345 Topics in Narrative Theory

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B345
Units: 1.0
(Not Offered 2015-2016)

ENGL B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B217
Units: 1.0
Instructor(s):Harford Vargas,J.
(Fall 2015)

ENGL B237 Latino Dictator Novel in Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B237; COML-B237
Units: 1.0
(Not Offered 2015-2016)

ENGL B276 Transnational American Literature

This course asks students to re-imagine “American” literature through a transnational framework. We will explore what paradigms are useful for conceptualizing U.S. literature given shared political histories, aesthetic modes, racial discourses, and patterns of migration in the hemisphere. Reading canonical Anglo American writers alongside ethnic minority writers, we will examine how their aesthetic engagements and cultural entanglements with Latin America transform our understanding of what constitutes a national literary tradition.
Approach: Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

ENGL B332 Novelas de las Américas

What do we gain by reading a Latin American or a US novel as “American” in the continental sense? What do we learn by comparing novels from “this” America to classics of the “other” Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish.
Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): SPAN-B332
Units: 1.0
(Not Offered 2015-2016)

ENGL B345 Topics in Narrative Theory

This is a topics course. Course content varies.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B345
Units: 1.0
(Not Offered 2015-2016)

GERM B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit.
Prerequisite: EMLY B001 or a 100-level intensive writing course.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle Eastern Studies
Crosslisting(s): COML-B225
Units: 1.0
(Not Offered 2015-2016)

GERM B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Felipe Alfau, Julia Alvarez,, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, and others.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Crosslisting(s): COML-B231; ANTH-B231
Units: 1.0
(Not Offered 2015-2016)

GNST B245 Introduction to Latin American, Latino, and Iberian Peoples and Cultures

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies
Units: 1.0
Instructor(s):Laurent-Perrault,E.
(Spring 2016)

HART B229 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): CITY-B229; SOCL-B230; ANTH-B229
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

HIST B127 Indigenous Leaders 1492-1750

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised “traditional” forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

HIST B129 The Religious Conquest of the Americas

The course examines the complex aspects of the European missionization of indigenous people, and explores how two traditions of religious thought/practice came into conflict. Rather than a transposition of Christianity from Europe to the Americas, something new was created in the contested colonial space.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): ANTH-B200
Units: 1.0
(Not Offered 2015-2016)

HIST B265 Colonial Encounters in the Americas

The course explores the confrontations, conquests and accommodations that formed the “ground-level” experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Laurent-Perrault,E.
(Fall 2015)

HIST B327 Topics in Early American History

This is a topics course. Course content varies.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors.
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SOCL B230 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ANTH-B229; CITY-B229; HART-B229
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

SOCL B231 Punishment and Social Order

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened “penal net” in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): CITY-B231
Units: 1.0
(Not Offered 2015-2016)

SOCL B235 Mexican-American Communities

This course is an introduction to the study of Mexican-American communities that provides comparative analysis of major social issues confronting Mexican-Americans. Encompassing the varied experiences of Mexican-Americans, the course examines a broad range of topics- community, migration, race and ethnicity, and identities - as well as what it means to be Mexican-American and what that teaches us about American society.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Montes,V.
(Fall 2015)

SOCL B259 Comparative Social Movements in Latin America

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): POLS-B259; CITY-B220
Units: 1.0
(Not Offered 2015-2016)

SOCL B314 Immigrant Experiences

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants’ integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

SPAN B110 Introducción al análisis cultural

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Song,R., Gaspar,M.
(Fall 2015, Spring 2016)

SPAN B120 Introducción al análisis literario

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. Prerequisite: SPAN 102, or placement.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Sacerio-Garí,E., Gaspar,M.
(Fall 2015, Spring 2016)

SPAN B208 Drama y sociedad en España

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B209 Lo que hemos comido: Identidades en España

This course considers the relationship between the food we eat and our sense of identity in the context of regional identity politics in Spain. We will review the historical tension as they surface in diverse linguistic and cultural communities and currently challenged by the new wave of immigration to the peninsula. Amid this intersection of different cultures and practices, we will study how each region as turned to its traditional cuisine and local culinary products to strengthen their sense of regional identity while strategizing to communicate this uniqueness beyond the brand of “Spain” to the world. We will examine how this new trend compares to the tourism industry endorsed by the dictatorship in the 1960s. This discussion will serve as a case study to explore how communities remember and narrate their own histories to themselves and to others, using concepts such as taste, terroir, memory, and identity. Students in the course will view films and read fiction, essays, and culinary essays from around Spain. Course can be taught in English or Spanish depending on semester. Students taking it for Spanish credit when course is taught in English will write essays in Spanish.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Song,R.
(Spring 2016)

SPAN B211 Borges y sus lectores

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B212
Units: 1.0
Instructor(s):Sacerio-Garí,E.
(Fall 2015)

SPAN B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B217
Units: 1.0
Instructor(s):Harford Vargas,J.
(Fall 2015)

SPAN B223 Género y modernidad en la narrativa del siglo XIX

A reading of 19th-century Spanish narrative by both men and women writers, to assess how they come together in configuring new ideas of female identity and its social domains, as the country is facing new challenges in its quest for modernity. Prerequisites: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B231 El cuento y novela corta en España

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, María de Zayas, and a number of contemporary writers such as Julián Marías

and Soledad Puértolas. Our approach will include formal and thematic considerations, and attention will be given to social and historical contexts. Prerequiste: SPAN B110 and/or B120; or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Quintero,M.
(Spring 2016)

SPAN B237 Latino Dictator Novel in Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B237; COML-B237
Units: 1.0
(Not Offered 2015-2016)

SPAN B243 Temas de la literatura hispana

This is a topic course. Topics vary. SPAN B110 and/or B120 (previously SPAN B200/B202); or another 200-level.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B260 Ariel/Calibán y el discurso americano

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B260
Units: 1.0
(Not Offered 2015-2016)

SPAN B265 Escritoras españolas: entre tradición, renovación y migración

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco's dictatorship, the authors explore through their creative writing changing sociopolitical and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B270 Literatura y delincuencia: explorando la novela picaresca

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B271
Units: 1.0
(Not Offered 2015-2016)

SPAN B307 Cervantes

A study of themes, structure, and style of Cervantes' masterpiece Don Quijote and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of Don Quijote on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Quintero,M.
(Fall 2015)

SPAN B309 La mujer en la literatura española del Siglo de Oro

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B321 Del surrealismo al afrorealismo

Examines artistic texts that trace the development and relationships of surrealism, lo real maravilloso americano, realismo mágico and afrorealismo. Manifestos and literary works by Latin American authors will be emphasized: Miguel Angel Asturias, Alejo Carpentier, Gabriel García Márquez, Isabel Allende, Laura Esquivel, Quince Duncan. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s):Sacerio-Garí,E.
(Spring 2016)

SPAN B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 110 and/or 120 and at least one other Spanish course at a 200-level, or received permission from instructor.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B322
Units: 1.0
(Not Offered 2015-2016)

SPAN B323 Memoria y Guerra Civil

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): HIST-B323
Units: 1.0
(Not Offered 2015-2016)

SPAN B332 Novelas de las Américas

What do we gain by reading a Latin American or a US novel as “American” in the continental sense? What do we learn by comparing novels from “this” America to classics of the “other” Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B332; COML-B332
Units: 1.0
(Not Offered 2015-2016)

SPAN B350 Lo fantástico y el cuento hispanoamericano

Special attention to the double, the fantastic and the sociopolitical thematics of short fiction in Spanish America. Authors include Quiroga, Borges, Carpentier, Rulfo, Cortázar and Valenzuela. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B351 Tradición y revolución: Cuba y su literatura

An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba’s struggles for freedom; the literature and film of the Revolution; and literature in exile. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

TRI-CO PROGRAM IN LINGUISTICS

Bi-Co students may major or minor in the Tri-Co Linguistics Department (Bryn Mawr, Haverford, Swarthmore).

Faculty

Bryn Mawr College

Deepak Kumar, Professor of Computer Science

Amanda Weidman, Associate Professor of Anthropology

Haverford College

Marilyn Boltz, Professor of Psychology

Brook Lillehaugen, Assistant Professor of Linguistics

Ana López-Sánchez, Assistant Professor of Spanish

Danielle Macbeth, T. Wistar Brown Professor of Philosophy

Swarthmore College

Shelley DePaul, Instructor of Linguistics

Melanie Drolsbaugh, Instructor of American Sign Language

Theodore Fernald, Professor of Linguistics

K. David Harrison, Associate Professor of Linguistics

Lorraine Leeson, Julian and Virginia Cornell Distinguished Visiting Professor of Linguistics

Brook Lillehaugen, Assistant Professor (Tri-College) of Linguistics

Brittany McLaughlin, Visiting Instructor, (Part Time) of Linguistics

Donna Jo Napoli, Professor of Linguistics

Nathan Sanders, Visiting Assistant Professor of Linguistics

Anisa Schardl, Visiting Instructor of Linguistics

Linguistics is the scientific study of language, the medium which allows us to communicate and share our ideas with others. As a discipline, linguistics examines the structural components of sound, form and meaning, and the precise interplay between them. Modern linguistic inquiry stresses analytical and argumentation skills, which will prepare students for future pursuits in any field where such skills are essential. Linguistics is also relevant to other disciplines, such as Psychology, Philosophy, Mathematics, Computer Science, Sociology and Anthropology. (Some of our students have double majored with one of them.)

The primary goals of the linguistics major are to introduce students to the field of linguistics proper through a series of foundation courses in linguistics theory and methodology; to provide training in the application of certain theoretical and methodological tools to the analysis of linguistic data; and to offer an array of interdisciplinary courses that allow students to explore other related fields that best suit their interests.

Major Requirements

The Tri-Co Linguistics Department offers two majors:

- Linguistics
- Linguistics and Language

All Linguistics and Linguistics and Languages course majors must take one course or seminar from each of the following three lists:

- Sounds: LING H115 at HC or LING045, 052 at SC
- Forms: LING H113 at HC or LING050 at SC
- Meanings: LING H114 at HC or LING026, 040 at SC

All Linguistics and Linguistics and Languages course majors are required to take the structure of a non-Indo-European Language, typically LING282 at HC, or LING061, 062, 064 at SC.

All majors must take two elective courses in Linguistics or related fields.

In addition, all Linguistics and Linguistics and Languages course majors are required to write a senior thesis in the fall of their senior year in LING100 (Research Seminar). This paper constitutes the comprehensive requirement. The course can be taken for one or two credits. All Linguistics and Linguistics and Languages honors majors are required to write a senior thesis in the fall of the senior year in LING195 for two credits.

Honors majors do all of the above plus two research projects (each carries one credit) to be completed independently in the spring of their senior year and conclude with an oral examination

Minor Requirements

Students may minor in linguistics by completing six credits in the following three areas of study:

A. Mandatory Foundation Courses (three credits):

- LING H113 or LING S050 Introduction to Syntax
- LING H114 or LING S040 Introduction to Semantics
- LING H115 Phonetics and Phonology

B. Synthesis Courses (choose one):

- LING H282 Structure of Chinese
- LING H382 Topics in Chinese Syntax and Semantics

- LING S060 Structure of Navajo
- LING S062 Structure of American Sign Language
- LING S064 Structure of Tuvan

C. Elective Courses (choose two):

- LING/PSYC H238 The Psychology of Language
- LING B101 Introduction to Linguistics
- LING/PHIL H253 Analytic Philosophy of Language
- LING/PHIL H260 Historical Introduction to Logic
- LING/ANTH B281 Language in the Social Context
- LING/CMSC B325 Computational Linguistics
- LING/SPAN H365 The Politics of Language in the Spanish-Speaking World
- LING/EAST H382 Topics in Chinese Syntax and Semantics

All linguistics courses offered at Swarthmore College will be accepted for minor credit for various categories.

Students who plan to declare either major in the Linguistics Department:

- At the college level, students must fill out the major declaration form as required by the Registrar's Office of your college.
- At the departmental level, students must fill out the Sophomore Paper, scan it and email it to Shizhe Huang AND Dorothy Kunzig (dkunzig1@swarthmore.edu).

COURSES

LING B101 Introduction to Linguistics

An introductory survey of linguistics as a field. This course examines the core areas of linguistic structure (morphology, phonology, syntax, semantics), pragmatics, and language variation in relation to language change. The course provides rudimentary training in the analysis of language data, and focuses on the variety of human language structures and on the question of universal properties of language.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Overfelt,J.
(Fall 2015)

LING B281 Language in Social Context

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH B102, ANTH H103 or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): ANTH-B281
Units: 1.0
Instructor(s): Weidman,A.
(Fall 2015)

LING B325 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206 , or H106 and CMSC 231 or permission of instructor.
Crosslisting(s): CMSC-B325
Units: 1.0
(Not Offered 2015-2016)

MATHEMATICS

Students may complete a major or minor in Mathematics. Within the major, students may complete the requirements for secondary school certification. Majors may complete an M.A. in Mathematics, if accepted into the combined A.B./M.A. program, or may enter the 3-2 Program in Engineering and Applied Science at the California Institute of Technology.

Faculty

Isabel Averill, Lecturer in Math

Leslie Cheng, Chair and Professor of Mathematics

Victor Donnay, William R. Kenan, Jr. Chair, Professor of Mathematics and Director of Environmental Studies

Erica Graham, Assistant Professor of Mathematics

Helen Grundman, Professor of Mathematics

Peter G. Kasius, Instructor in Mathematics

Paul Melvin, Professor of Mathematics

Djordje Milicevic, Assistant Professor of Mathematics (on leave semesters I and II)

Amy Myers, Senior Lecturer in Mathematics and Math Program Coordinator

Lisa Traynor, Professor of Mathematics (on leave semester II)

The Mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, train students in the art of logical reasoning and clear expression, and provide students with an appreciation of the beauty of the subject and of its vast applicability.

Major Requirements

A minimum of 10 semester courses is required for the major, including the six core courses listed below and four electives at or above the 200 level

Core Requirements:

MATH B201 Multivariable Calculus (H121 or H216)

MATH B203 Linear Algebra (H215)

MATH B301 Real Analysis I (H317)

MATH B303 Abstract Algebra I (H333)

MATH B302 Real Analysis II (H318) or MATH B304 Abstract Algebra II (H334)

MATH B398 or B399 Senior Conference

The analysis and algebra sequences, MATH 301/302 and MATH 303/304, both have a strong proof writing focus. Consequently, students often find it useful to take a course such as MATH 206 (Transition to Higher Mathematics) before they enroll in these sequences, and in any case should consult with the instructor if they are unsure about their level of preparation.

With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses with approval of the major adviser. A student may also, in consultation with a major adviser, petition the department to accept courses in fields outside of mathematics as electives if these courses have serious mathematical content appropriate to the student's program.

Mathematics majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year. Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major adviser.

Major Writing Requirement

Students will take MATH B301 and MATH B303, two writing attentive courses, to satisfy the major writing requirement.

Honors

A degree with honors in mathematics will be awarded by the department to students who complete the major in mathematics and also meet the following further requirements: at least two additional units of work at the 300 level or above (which may include one or two units of MATH 395/396 or MATH 403), completion of a meritorious project consisting of a written thesis and an oral presentation of the thesis, and a major grade point average of at least 3.6, calculated at the end of the senior year. A draft of the written thesis should be submitted to the Math Department Office one week before the last day of classes.

Minor Requirements

The minor requires five courses in mathematics at the 200 level or higher, of which at least two must be at the 300 level or higher.

Advanced Placement

Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for MATH 101 and should enroll in MATH 102 as their first mathematics course. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for MATH 101 and 102, and should enroll in MATH 201 as their first mathematics course. All other students are strongly encouraged to take the Mathematics Placement Exam so they can be best advised.

A.B./M.A. Program

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four (or possibly five) years.

3-2 Program in Engineering and Applied Science

See the description of the 3-2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, for earning both an A.B. at Bryn Mawr and a B.S. at Cal Tech.

COURSES

MATH B001 Fundamentals of Mathematics

Basic techniques of algebra, analytic geometry, graphing, and trigonometry for students who need to improve these skills before entering other courses that use them, both inside and outside mathematics. Placement in this course is by advice of the department and permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

MATH B101 Calculus I

A first course in one-variable calculus: functions, limits, continuity, the derivative, differentiation formulas, applications of the derivative, the integral, integration by substitution, fundamental theorem of calculus. May include a computer component. Prerequisite: adequate score on calculus placement exam, or permission of the instructor. Students should have a reasonable command of high school algebra, geometry and trigonometry.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Units: 1.0
Instructor(s): Averill,I., Myers,A.
(Fall 2015)

MATH B102 Calculus II

A continuation of Calculus I: transcendental functions, techniques of integration, applications of integration, infinite sequences and series, convergence tests, power series. May include a computer component. Prerequisite: MATH B101 with merit grade (2.0 or higher), adequate score on Calculus placement exam, or permission of the instructor.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Averill,I., Graham,E.
(Fall 2015, Spring 2016)

MATH B104 Basic Probability and Statistics

This course introduces students to key concepts in both descriptive and inferential statistics. Students learn how to collect, describe, display, and interpret both raw and summarized data in meaningful ways. Topics include summary statistics, graphical displays, correlation, regression, probability, the law of averages, expected value, standard error, the central limit theorem, hypothesis testing, sampling procedures, and bias. Students learn to use statistical software to summarize, present, and interpret data. This course may not be taken after any other statistics course. Prerequisite: Quantitative Readiness Required.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Units: 1.0
Instructor(s): Averill,I., Myers,A.
(Fall 2015, Spring 2016)

MATH B201 Multivariable Calculus

Vectors and geometry in two and three dimensions, partial derivatives, extremal problems, double and triple integrals, vector analysis (gradients, curl and divergence), line and surface integrals, the theorems of Gauss, Green and Stokes. May include a computer component. Prerequisite: MATH 102 or permission of instructor.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Kasius,P., Myers,A.
(Fall 2015)

MATH B203 Linear Algebra

Systems of linear equations, matrix algebra, determinants, vector spaces and subspaces, linear independence, bases and dimension, linear transformations and their representation by matrices, eigenvectors and eigenvalues, orthogonality, and applications of linear algebra. Prerequisite or corequisite: MATH 102, or permission of the instructor.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Kasius,P., Donnay,V.
(Spring 2016)

MATH B205 Theory of Probability with Applications

The course analyzes repeatable “experiments,” such as coin tosses or die rolls, in which the short-term outcomes are uncertain, but the long-run behavior is predictable. Such random processes are used as models for real-world phenomena to solve problems such as determining the effectiveness of a new drug, or deciding whether a series of record-high temperatures is due to the natural variation in weather or rather to climate change. Topics include: random variables, discrete distributions (binomial, geometric, negative binomial, Poisson, hypergeometric, Benford), continuous densities (exponential, gamma, normal, Maxwell, Rayleigh, chi-squared), conditional probability, expected value, variance, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: MATH B102 or the equivalent (merit score on the AP Calculus BC Exam or placement).
Approach: Quantitative Methods (QM)
Units: 1.0
(Not Offered 2015-2016)

MATH B206 Transition to Higher Mathematics

An introduction to higher mathematics with a focus on proof writing. Topics include active reading of mathematics, constructing appropriate examples, problem solving, logical reasoning, and communication of mathematics through proofs. Students will develop skills while exploring key concepts from algebra, analysis, topology, and other advanced fields.
Corequisite: MATH 203; not open to students who have had a 300-level math course.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Myers,A.
(Spring 2016)

MATH B210 Differential Equations with Applications

Ordinary differential equations, including general first-order equations, linear equations of higher order and systems of equations, via numerical, geometrical, and analytic methods. Applications to physics, biology, and economics. Co-requisite: MATH 201 or 203.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Averill,I.
(Fall 2015)

MATH B221 Introduction to Topology and Geometry

An introduction to the ideas of topology and geometry through the study of knots and surfaces in three-dimensional space. The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences. Co-requisite: MATH 201 or 203.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Traynor,L.
(Fall 2015)

MATH B225 Introduction to Financial Mathematics

Topics to be covered include market conventions and instruments, Black-Scholes option-pricing model, and practical aspects of trading and hedging. All necessary definitions from probability theory (random variables, normal and lognormal distribution, etc.) will be explained. Prerequisite: MATH 102. ECON 105 is recommended.
Approach: Quantitative Methods (QM)
Units: 1.0
(Not Offered 2015-2016)

MATH B231 Discrete Mathematics

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory.
Co-requisites: CMSC B110 or H105.
Approach: Quantitative Methods (QM)
Crosslisting(s): CMSC-B231
Units: 1.0
Instructor(s): Xu,D.
(Spring 2016)

MATH B251 Chaotic Dynamical Systems

Topics to be covered may include iteration, orbits, graphical and computer analysis, bifurcations, symbolic dynamics, fractals, complex dynamics and applications.
Prerequisite: MATH B102
Units: 1.0
(Not Offered 2015-2016)

MATH B290 Elementary Number Theory

Properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity, continued fractions, and applications to computer science and cryptography.
Prerequisite: MATH 102.
Approach: Quantitative Methods (QM)
Units: 1.0
(Not Offered 2015-2016)

MATH B295 Select Topics in Mathematics

This is a topics course. Course content varies.
Prerequisite: MATH B102.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Kasius,P., Graham,E., Myers,A.

Spring 2016: **Advanced Linear Algebra**. This course will cover vector spaces over general fields, linear transformations and matrices, multi-linear forms and determinants, inner product spaces and orthogonality, dual vector spaces, rational and Jordan canonical forms, and other possible topics as time and interest allow. Prerequisite: Math 203 (Linear Algebra).

Combinatorics. Enumerative combinatorics is a collection of techniques for enumerating a set of objects (saying how many) without listing all the possibilities, and graph theory considers the structure of the relationships within a set of objects. Although combinatorial problems can often be stated in the language of puzzles and games, the results have applications throughout mathematics, both pure and applied. Topics include: permutations, combinations, binomial identities, generating functions, recurrence relations, inclusion-exclusion, planar graphs, Hamilton circuits, Euler cycles, graph coloring, and trees.

Computational Modeling. TBA.

MATH B301 Real Analysis I

A first course in real analysis, providing a rigorous development of single variable calculus, with a strong focus on proof writing. Topics covered: the real number system, elements of set theory and topology, limits, continuous functions, the intermediate and extreme value theorems, differentiable functions and the mean value theorem, uniform continuity, the Riemann integral, the fundamental theorem of calculus. Possible additional topics include analysis on metric spaces or dynamical systems. Prerequisite: MATH 201. Some students also find it helpful to have taken a transitional course such as

MATH 206 before enrolling in this course.
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Melvin,P.
(Fall 2015)

MATH B302 Real Analysis II

A continuation of Real Analysis I: Infinite series, power series, sequences and series of functions, pointwise and uniform convergence, and additional topics selected from: Fourier series, calculus of variations, the Lebesgue integral, dynamical systems, and calculus in higher dimensions. Prerequisite: MATH 301.
Units: 1.0
Instructor(s): Melvin,P.
(Spring 2016)

MATH B303 Abstract Algebra I

A first course in abstract algebra, including an introduction to groups, rings and fields, and their homomorphisms. Topics covered: cyclic and dihedral groups, the symmetric and alternating groups, direct products and finitely generated abelian groups, cosets, Lagrange's Theorem, normal subgroups and quotient groups, isomorphism theorems, integral domains, polynomial rings, ideals, quotient rings, prime and maximal ideals. Possible additional topics include group actions and the Sylow Theorems, free abelian groups, free groups, PIDs and UFDs. Prerequisite: MATH 203. Some students also find it helpful to have taken a transitional course such as MATH 206 before enrolling in this course.
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Cheng,L., Kasius,P.
(Fall 2015)

MATH B304 Abstract Algebra II

A continuation of Abstract Algebra I. Vector spaces and linear algebra, field extensions, algebraic and transcendental extensions, finite fields, fields of fractions, field automorphisms, the isomorphism extension theorem, splitting fields, separable and inseparable extensions, algebraic closures, and Galois theory. Also, if not covered in Abstract Algebra I: group actions and Sylow theorems, free abelian groups, free groups, PIDs and UFDs. Possible additional topic: finitely generated modules over a PID and canonical forms of matrices. Prerequisite: MATH 303.
Units: 1.0
Instructor(s): Cheng,L.
(Spring 2016)

MATH B310 Introduction to the Mathematics of Financial Derivatives

An introduction to the mathematics utilized in the pricing models of derivative instruments. Topics to be covered may include Arbitrage Theorem, pricing derivatives, Wiener and Poisson processes, martingales and martingale representations, Ito's Lemma, Black-Scholes partial differentiation equation, Girsanov Theorem and Feynman-Kac Formula. Prerequisite: MATH 201 or permission of instructor.
Units: 1.0
Instructor(s): Cheng,L.
(Fall 2015)

MATH B311 Partial Differential Equations

Heat and wave equations on bounded and unbounded domains, Laplace's equation, Fourier series and the Fourier transform, qualitative behavior of solutions, computational methods. Applications to the physical and life sciences. Prerequisite: MATH 301 or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

MATH B312 Topology

General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group and covering spaces, introduction to geometric topology (classification of surfaces, manifolds). Typically offered yearly in alternation with Haverford. Co-requisite: MATH 301, MATH 303, or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

MATH B322 Functions of Complex Variables

Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations. Prerequisite: MATH 301 or permission of instructor.
Units: 1.0
Instructor(s): Melvin,P.
(Spring 2016)

MATH B361 Harmonic Analysis and Wavelets

A first introduction to harmonic analysis and wavelets. Topics to be covered include Fourier series on the circle, Fourier transforms on the line and space, Discrete Wavelet Transform, Fast Wavelet Transform and filter-bank representation of wavelets. Prerequisite: MATH B203 or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

MATH B395 Research Seminar

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. This is a topics course. Prerequisite: Permission of instructor.
Units: 1.0
Instructor(s): Melvin,P., Cheng,L., Grundman,H., Traynor,L.
(Fall 2015)

MATH B396 Research Seminar

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. Prerequisite: Permission of instructor.

Units: 1.0
Instructor(s): Melvin,P., Cheng,L., Donnay,V., Grundman,H.
(Spring 2016)

MATH B398 Senior Conference

A seminar for seniors majoring in mathematics. Topics vary from year to year.
Units: 1.0
Instructor(s): Traynor,L.
(Fall 2015)

MATH B399 Senior Conference

A seminar for seniors majoring in mathematics. Topics vary from year to year.
Units: 1.0
Instructor(s): Donnay,V., Grundman,H.
(Spring 2016)

MATH B403 Supervised Work

Units: 1.0
(Fall 2015, Spring 2016)

MATH B425 Praxis III

Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

MATH B501 Graduate Real Analysis I

In this course we will study the theory of measure and integration. Topics will include Lebesgue measure, measurable functions, the Lebesgue integral, the Riemann-Stieltjes integral, complex measures, differentiation of measures, product measures, and L^p spaces.
Units: 1.0
(Not Offered 2015-2016)

MATH B502 Graduate Real Analysis II

This course is a continuation of Math 501.
Units: 1.0
(Not Offered 2015-2016)

MATH B503 Graduate Algebra I

This is the first course in a two course sequence providing a standard introduction to algebra at the graduate level. Topics in the first semester will include categories, groups, rings, modules, and linear algebra.
Units: 1.0
Instructor(s): Grundman,H.
(Fall 2015)

MATH B504 Graduate Algebra II

This course is a continuation of Math 503, the two courses providing a standard introduction to algebra at the graduate level. Topics in the second semester will include linear algebra, fields, Galois theory, and advanced group theory. Prerequisite: MATH B503.
Units: 1.0
Instructor(s): Grundman,H.
(Spring 2016)

MATH B505 Graduate Topology I

This is the first course of a 2 semester sequence, covering the basic notions of algebraic topology. The focus will be on homology theory, which will be introduced axiomatically (via the Eilenberg-Steenrod axioms) and then studied from a variety of points of view (simplicial, singular and cellular homology). The course will also treat cohomology theory and duality (on manifolds), and the elements of homotopy theory.
Units: 1.0
(Not Offered 2015-2016)

MATH B506 Graduate Topology II

Math 505 and Math 506 offer an introduction to topology at the graduate level. These courses can be taken in either order. Math 506 focuses on differential topology. Topics covered include smooth manifolds, smooth maps, and differential forms.
Units: 1.0
(Not Offered 2015-2016)

MATH B670 Graduate Perspectives in Mathematics Pedagogy

This course will cover a spectrum of topics in mathematics pedagogy of importance for graduate students serving as mathematics teaching assistants as well as those preparing to teach high school, community college, or university-level mathematics. It will meet every other week for three hours following a seminar format combining some lectures and guest speakers with extended discussion.
Units: 1.0
Instructor(s): Grundman,H.
(Fall 2015, Spring 2016)

MATH B701 Supervised Work

Units: 1.0
Instructor(s): Melvin,P., Cheng,L., Grundman,H., Traynor,L., Milicevic,D.
(Fall 2015, Spring 2016)

MATH B701 Supervised Work

Units: 1.0
Instructor(s): Traynor,L.
(Fall 2015)

MATH B702 Research Seminar

Units: 1.0
Instructor(s): Melvin,P., Cheng,L., Grundman,H., Traynor,L., Milicevic,D., Donnay,V.
(Fall 2015, Spring 2016)

MATH B702 Research Seminar

Units: 1.0
(Fall 2015)

MIDDLE EASTERN STUDIES

Courses on the Middle East may contribute to majors in other fields or serve as electives. In addition, students may complete a concentration in Middle Eastern Studies.

Faculty

Peter Magee, Chair and Professor of Classical and Near Eastern Archaeology, Director of the Archaeology Field School, and Director of Middle Eastern Studies

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Manar Darwish, Instructor of Arabic and Coordinator of the Bi-Co Arabic Program

Azade Seyhan, Fairbank Professor in the Humanities, Chair and Professor of German and Professor of Comparative Literature

Elly Truitt, Associate Professor of History (on leave semesters I and II)

Sharon Ullman, Chair and Professor of History and Director of Gender and Sexuality Studies

The Middle Eastern Studies Program focuses on the study of the area from Morocco to Afghanistan from antiquity to the present day. Bryn Mawr students can investigate the history, politics and cultures of the Middle East through coursework, independent study, study abroad, and events here and at neighboring institutions. In conjunction with courses at Haverford and Swarthmore, the Advisory Committee from Bryn Mawr College co-ordinates courses and works with colleagues from Haverford and Swarthmore College on tri-college curricular planning.

The members of the Middle Eastern Studies Committee can help students who are interested in Middle Eastern topics plan coursework and independent study.

There are two tracks to Middle Eastern Studies Concentration; one requires study or competence in a Middle Eastern language, the other does not.

Track 1

The first track consists of six courses in the Humanities or Social Sciences that focus on the ancient or modern Middle East distributed in the following manner:

- A basic course that offers a broad introduction to the region and its peoples. This may be a Social Science or Humanities course at the 100 or 200 level. Basic courses generally available include: POLS B283 Politics of the Middle East and North America (Bryn Mawr), ANTH H253 Anthropology of the Middle East (Haverford), and SOAN 009C Cultures of the Middle East (Swarthmore). A basic course should be chosen with the student's advisor. The instructor in the basic course may recommend a basic text for the student to use as a reference for continuing study;
- Three elective Middle Eastern topic courses, including at least one at the 300 level in a specific area to be chosen in consultation with the student's advisor. This area might be defined in terms of conceptual, historical, or geographical interests and, in many cases, will be connected to work in the student's major;
- Two additional Middle Eastern topic courses, at least one of which must be in either the Humanities or Social Sciences if a student's work in (1) and (2) does not include one or the other of these;
- Of the six courses one must be pre-modern in content;
- Of the six courses only three may be in the student's major.

Track 2

The second track consists of language study and other courses. Students opting for this track must take the equivalent of two years of study of a modern Middle Eastern language or pass a proficiency exam in one of these languages, whereby they may also meet the standard set for the A.B. degree for the foreign language requirement. Four additional courses distributed as follows are required for the concentration: • A basic course that offers a broad introduction to the region and its peoples. This may be a Social Science or Humanities course at the 100 or 200 level. Basic courses generally available include: POLS B283 Politics of the Middle East and North Africa (Bryn Mawr), ANTH H253 Anthropology of the Middle East (Haverford), and SOAN 009C Cultures of the Middle East (Swarthmore). A basic course should be chosen with the student's advisor. The instructor in the basic course may recommend a basic text for the student to use as a reference for continuing study;

- Three elective Middle Eastern topic courses, which meet the following conditions;
- One course must be in the Social Sciences;
- One course must be in the Humanities;
- At least one course must be at the 300 level to be selected after consultation with the student's adviser so as to expose the student to in-depth study of the Middle East with a geographic, conceptual, or particular historical focus;
- At least one course must be pre-modern in content;
- Of the four courses, only two may also form a part of the student's major.

For Arabic and Hebrew languages, please see those sections.

COURSES

ARCH B104 Archaeology of Agricultural and Urban Revolutions

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Geoarchaeology; Middle Eastern Studies
Crosslisting(s): CITY-B104
Units: 1.0
Instructor(s):Magee,P.
(Fall 2015)

ARCH B224 Women in the Ancient Near East

A survey of the social position of women in the ancient Near East, from sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and theories of matriarchy. Case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the representation of gender in the Gilgamesh epic; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for discussion.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies; Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B230 Archaeology and History of Ancient Egypt

A survey of the art and archaeology of ancient Egypt from the Pre-Dynastic through the Graeco-Roman periods, with special emphasis on Egypt's Empire and its outside connections, especially the Aegean and Near Eastern worlds.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Counts towards: Africana Studies; Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

ARCH B240 Archaeology and History of Ancient Mesopotamia

A survey of the material culture of ancient Mesopotamia, modern Iraq, from the earliest phases of state formation (circa 3500 B.C.E.) through the Achaemenid Persian occupation of the Near East (circa 331 B.C.E.). Emphasis will be on art, artifacts, monuments, religion, kingship, and the cuneiform tradition. The survival of the cultural legacy of Mesopotamia into later ancient and Islamic traditions will also be addressed.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
Instructor(s):Ataç,M.
(Spring 2016)

ARCH B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Crosslisting(s): POLS-B244; HIST-B244; CITY-B244
Units: 1.0
(Not Offered 2015-2016)

CITY B312 Topics in Medieval Art

This is a topics course. Course content varies.
Counts towards: Middle Eastern Studies
Crosslisting(s): HART-B311; HIST-B311
Units: 1.0
Instructor(s): Walker,A.

> *Fall 2015:* **Kings, Caliphs, and Emperors**. Images of Authority: This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean.

COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit.
Prerequisite: EMLY B001 or a 100-level intensive writing course.
Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle Eastern Studies
Crosslisting(s): GERM-B225
Units: 1.0
(Not Offered 2015-2016)

GERM B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit.
Prerequisite: EMLY B001 or a 100-level intensive writing course.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle Eastern Studies
Crosslisting(s): COML-B225
Units: 1.0
(Not Offered 2015-2016)

HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Middle Eastern Studies
Crosslisting(s): POLS-B283; HIST-B283
Units: 1.0
Instructor(s):Foda,O.
(Spring 2016)

HIST B128 Crusade, Conversion and Conquest

A thematic focus course exploring the nature of Christian religious expansion and conflict in the medieval period. Based around primary sources with some background readings, topics include: early medieval Christianity and conversion; the Crusades and development of the doctrines of “just war” and “holy war”; the rise of military order such as the Templars and the Teutonic Kings; and later medieval attempts to convert and colonize Eastern Europe.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B210 From Empire to Nation-State in the Middle East

The aim of this course is to provide an introduction to the history of the Middle East from the late 18th century until the present. Islam and the classical Ottoman period will be discussed to provide the requisite background for the modern period. From the late Ottoman period onward, we will consider the impact of a series of events - from the incorporation of the Empire into a global economic system, to the rise of ethnic and national politics, the Ottoman reform movement, colonial expansion, the dissolution of the Empire, the emergence of the modern system of states, the Cold War, and the collapse of Soviet power. We will conclude with a discussion of the Arab Spring. Emphasis will be placed on links, continuity, and transitions during this two-hundred year period.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B223 The Early Medieval World

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B232 Nationalism and Conflict in Palestine and Israel

During this course we will examine the interactions and changing relationships of the diverse ethnic and religious groups in Israel and Palestine, from the late 19th century until the present. We will examine the roots of ethnic identity and the influences of modernization and nationalism on the current Israel-Palestine conflict. Important historical transformations will be stressed, including: the dissolution of the Ottoman Empire, the British Mandate, the establishment of the State of Israel, the 1948 and 1967 wars, the first intifada, the Oslo Accords, and the second intifada. Throughout we will analyze the claims made by different groups of Israelis and Palestinians, and the competing narratives these inspire and are inspired by. We will conclude with a discussion of the current opportunities and challenges to the peace process.
Approach: Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B234 An Introduction to Middle Eastern History

Through the historical study of Islamism this course will dispel the notion that this movement is a natural outgrowth of Islam. It will show that Islamism grew as a native response to European nationalism and imperialism. After examining the intellectual sources of Islamism, this course will look to answer why Islamism has proved so resilient in the face of intense local and foreign opposition and proved well suited for an increasingly global world.
Approach: Inquiry into the Past (IP)
Counts towards: Middle Eastern Studies
Units: 1.0
Instructor(s):Foda,O.
(Fall 2015)

HIST B283 Introduction to the Politics of the Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Middle Eastern Studies
Crosslisting(s): POLS-B283; HEBR-B283
Units: 1.0
Instructor(s):Foda,O.
(Spring 2016)

HIST B311 Topics in Medieval Art

This is a topics course. Course content varies.
Counts towards: Middle Eastern Studies
Crosslisting(s): HART-B311; CITY-B312
Units: 1.0
Instructor(s): Walker,A.

> *Fall 2015:* **Kings, Caliphs, and Emperors**. Images of Authority: This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean.

HIST B320 Middle Eastern Migration, Diaspora and Nostalgia

This course will trace Middle Eastern migration movements from the 19th century to the present. After a discussion of historical migration patterns, we will examine theories of migration focusing on why people move and how their movement effects and affects social and economic statuses and processes in both sending and receiving countries. Next we will consider theoretical and empirical studies on the integration of immigrants in host societies. Particular emphasis will be given to immigrants' assimilation and/or integration, as well as issues relating to immigrants' identity reformation and the creation of Diasporas. We will interrogate Diaspora as a theoretical concept and consider its relationship to absence and difference. Finally, we will consider how transnational communities perform identity and how this is connected to memory/forgetting and nostalgia.
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B342 Food and Identity in the Middle East

This course will provide an introduction to the study of the Middle East through an examination of culinary history and foodways. Particular attention will be paid to food as a marker of class, ethnic, and religious identity. A brief theoretical introduction to foodways literature will include Claude Fischler's work on identity and Bourdieu's work on taste and class. An examination of the cookery of the classical Islamic period, along with a discussion of the culinary exchange between the Middle East and the West will provide the historical and cultural background for the study of the modern era.
Counts towards: Middle Eastern Studies
Units: 1.0
(Not Offered 2015-2016)

HIST B351 Intoxicated Identities: Alcohol Consumption in Mod Mideast

This class aims to show not only that people in the Middle East drink, that is irrefutable, but that the reasons why they did so provide an interesting prism through which to view the history of the region. It will show that the alcohol consumption habits of residents of the Middle East between the years 600 and the present can serve as an excellent entry point for the discussion of many important historiographical issues including constructions of masculinity and femininity, identity formation, youth culture, leisure, and class formation.
Counts towards: Middle Eastern Studies
Units: 1.0
Instructor(s):Foda,O.
(Spring 2016)

POLS B283 Introduction to the Politics of the Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Middle Eastern Studies

Crosslisting(s): HIST-B283; HEBR-B283
Units: 1.0
Instructor(s):Foda,O.
(Spring 2016)

POLS B383 Two Hundred Years of Islamic Reform, Radicalism, and Revolution

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement; contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor.
Counts towards: Middle Eastern Studies
Crosslisting(s): HIST-B383
Units: 1.0
(Not Offered 2015-2016)

MUSIC

The Department of Music is located at Haverford and offers well-qualified students a major and minor in music. For a list of requirements and courses offered, see Music at Haverford.

Faculty

Ingrid Arauco, Department Chair, Professor of Music

Curtis Cacioppo, Ruth Marshall Magill Professor of Music

Richard Freedman, John C. Whitehead Professor of Music

Heidi Jacob, Associate Professor of Music and Director of Orchestral and Instrumental Studies

Thomas Lloyd, Professor of Music and Director of Choral and Vocal Studies

Leonardo Dugan, Visiting Assistant Professor of Music

Christine Cacioppo, Visiting Instructor in Music

The music curriculum is designed to deepen students' understanding of musical form and expression through the development of skill in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

As a result of having majored in our department (haverford.edu/music), students exhibit proficiency in various skills appropriate to a specific area of the curriculum as listed below. But beyond such competence, we seek to develop their awareness of aesthetics and of their place in the history of musical performance, craft, and scholarship.

Composition/Theory

The composition/theory program stresses proficiency in aural, keyboard, and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

Musicology

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

Performance

Haverford's music performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and chamber

ensembles. Students can receive academic credit for their participation (MUSC 102, 214, 215, and 216), and can receive credit for Private Study (Music 208 for Instrumental Study, Music 209 for Voice Study, and Music 210 for Piano and Organ Study). Student chamber ensembles, solo instrumentalists, and vocalists also give informal recitals during the year. Courses such as Art Song and Topics in Piano have a built-in performance component.

Private Lessons

Students can arrange private music lessons through the Department or independently. We have a referral list of many fine teachers in the Philadelphia area with whom we are in contact. The Department helps to subsidize the cost of lessons for students with financial need who are studying for academic credit.

Major Requirements

1. Composition/Theory: MUSC 203, 204, 303.
2. Musicology: Three courses, MUSC 229, plus any two of MUSC 220, 221, 222, 223, 224, or 225.
3. Two electives in Music, from: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 304, and 325.
4. Performance:
    - Participation in a Department-sponsored performance group for at least a year.
    - MUSC 208, 209, or 210 instrumental or vocal private study for one year.
    - We strongly urge continuing ensemble participation and instrumental or vocal private study.
5. A Senior Project:

    The format of the senior experience is determined prior to the beginning of the student's senior year, after consultation with the Department. Students may fulfill the senior experience in music through one of the following:

    - an independent study project (usually a composition, performance, or research paper pursued in the context of MUSC 480)
    - a regular advanced course enhanced to include an independent study component.
6. We expect majors to attend the majority of Department-sponsored concerts, lectures, and colloquia.

Minor Requirements

1. Composition/Theory: MUSC 203 and 204.
2. Musicology: MUSC 229; plus any one of 220, 221, 222, 223, 224, or 225.
3. One elective from the following: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 303, 304, and 325.
4. MUSC 208, 209, 210 instrumental/vocal private study or Department ensemble participation for one year.
5. We expect minors to attend the majority of Department-sponsored concerts, lectures, and colloquia.

The Senior Project

Music students should demonstrate focused achievement in one or more of the three principal areas of the music curriculum:

- composition/theory
- musicology
- performance

Majors fulfill this requirement in one of two ways:

- taking a regular full-credit music course, additional work for which will challenge the student's knowledge and skills acquired in previous studies; or
- pursuing an independent project, usually a solo recital, a research project, or an original composition in the context of Music 480 (Independent Study), culminating in a public presentation in the spring semester of senior year.

Requirement for Honors

Departmental Honors:

- minimum GPA in music courses of 3.7, AND grade on senior project of 4.0

Departmental High Honors:

- Outstanding, standard-setting contribution to the Department in the context of courses and/or ensembles
- Exceptional level of originality, depth, and synthesis in the senior project as compared to undergraduate work generally, outside Haverford (i.e., a level of work that should be sufficient to gain admission to top graduate programs in the field)

Facilities

The Department carries out its activities at two locations on campus. Our principal space, Union Music Building, houses offices for faculty and staff, two main classrooms, the intimate MacCrate Recital Hall, the Music Library and listening room, a choral and orchestral library, and areas for storage of instruments and equipment. The classrooms are outfitted with

high-end playback equipment, overhead and video capability, and are digitally equipped for laptop projection and online access. The Department also manages and utilizes Marshall Auditorium of Roberts Hall, which stands adjacent. Marshall is a location for rehearsals and concerts, especially those involving larger ensembles and audiences. There are additional practice rooms and teaching spaces in the basement of Marshall. The stage is outfitted with both flexible and fixed lighting arrays, adaptable to a variety of performance activities large and small.

For details on instruments, student funding opportunities, and other programs, please visit the Department website (haverford.edu/music).

COURSES

MUSC H102F Chorale

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Entrance by audition. Students can start Chorale at the beginning of any semester.
Lloyd,Thomas

MUSC H103F Rudiments of Music

A half-credit course designed to develop proficiency in reading treble and bass clefs, recognizing intervals, scales, modes and chords, understanding rhythm and meter, basic progressions and cadence patterns, tempo and dynamic indications, articulation and expression markings. Practical skills of singing at sight, notating accurately what is heard, and gaining basic keyboard familiarity will be emphasized.
Dugan,Leonardo

MUSC H107F Introductory Piano

Music 107 is an introduction to music and the art of playing the piano. The course consists of a weekly hour long session on Tuesday evenings (lecture, directed listening, or playing workshop) plus an individual lesson of 20 minutes at an arranged time. It is expected that the student will practice an hour each day, 6 days a week. Students are expected to keep a listening journal, which consists of personal responses to the music, as well as a page of research on a topic related to each listening assignment. The final exam is a performance of 2 or more short works on the class recital at the end of the term.
Cacioppo,Christine

MUSC H110A Introduction to Music Theory

An intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing, keyboard harmony, and dictation. This course is appropriate for students who sing or play an instrument, but who have had little or no systematic instruction in music theory. Topics include time and pitch and their notation, scales, intervals, triads, basic harmonic progressions, melodic construction, harmonization of melody, non-harmonic tones, transposition, and key change (modulation). Students who wish to explore the art of musical composition will find this course especially useful, as two creative projects are assigned: the composition of a pair of melodies in the major and minor modes, and a 32-bar piece which changes key. Preparation for these projects is provided through listening and analysis of works in a variety of musical styles. Students having completed this course will be prepared to enter Music 203, the first semester of the theory sequence for music majors.
Dugan,Leonardo

MUSC H111A Introduction to Western Music

A survey of the European musical tradition from the middle ages to modern times. Students will hear music by Monteverdi, Bach, Mozart, Beethoven, Wagner, Stravinsky, Glass, among many others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and reading, students will attend concerts and prepare written assignments.
Gray,Myron

MUSC H149B Native American Music and Belief

Surveys the principal styles of Native North American singing in ceremonial and secular contexts; discusses contemporary Indian musical cross-overs and the aesthetic of multi-culturalism; emphasizes class participation in singing traditional Indian songs.
Cacioppo,Curtis

MUSC H203A Principles of Tonal Harmony I

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Analysis of musical literature in a variety of genres and harmonization in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Requires three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major and minor; should be taken no later than fall of sophomore year.
Dugan,Leonardo

MUSC H204B Principles of Tonal Harmony II

Continuation of Music 203, covering chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major or minor; should be taken the semester after Music 203.
Cacioppo,Curtis

MUSC H207A Topics in Piano: Music for Two Pianos, and Piano 4 - Hands

Combines private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, critical examination of sound recorded sources. Preparation of works of selected composer or style period for end of semester class recital is required. Course fulfills a requirement in Italian Major at BMC.
Cacioppo,Curtis

MUSC H208F Private Study: Instrumental

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their private lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.
Jacob,Heidi

MUSC H209F Private Study: Voice

10 hour-long voice lessons with approved teachers for 1/2 credit, graded. Jury exam at end of semester. Must participate in Chorale or Chamber Singers the same semester to be eligible for credit or partial subsidy for cost of lessons, which is not covered by tuition.
Lloyd,Thomas

MUSC H210F Private Study: Keyboard

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.
Cacioppo,Christine

MUSC H214F Chamber Singers

Chamber Singers is a 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day in original languages. Attendance required at three 80-minute rehearsals weekly.
Lloyd,Thomas

MUSC H215F Chamber Music

Intensive rehearsal of works for small instrumental groups, with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester.
Jacob,Heidi

MUSC H216F Orchestra

For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and performed during the semester.
Jacob,Heidi

MUSC H219I Art Song

A performance course devoted to the French, German, English, and American art song literature from Schubert to the present. Weekly performance classes will be accompanied by weekly individual coachings with the instructor, culminating in a public recital at the end of the semester.
Lloyd,Thomas

MUSC H221A Music, Ritual, and Representation, 1400-1600

This course explores the remarkable emergence of new ways of representing poetic and dramatic texts in musical form, charting the cultural forces of Renaissance, Reformation, and printing in the 15th and 16th centuries. We will explore changes in musical style, and the changing role that music played in European culture. We'll hear music by composers like Dufay, Josquin, Palestrina, Lasso, and Marenzio, among many others. Three class hours plus listening laboratory period.
Freedman,Richard

MUSC H222B Composers, Players, and Listeners in the 17th and 18th centuries

Study of music and musical life in Europe between about 1600 and 1750. The course traces sharp changes in musical style and the equally striking changes in roles for soloists, composers, and audiences in an international context of patronage and publishing. Composers studied range from Monteverdi to Bach and Handel. Three class hours plus listening laboratory period.
Freedman,Richard

MUSC H223A Classical Styles

The music of Beethoven Haydn, Mozart, and Schubert, among others. Classroom assignments will lead students to explore the origins and development of vocal and instrumental music of the years around 1800, and to consider the ways in which musicologists have approached the study of this repertory.
Freedman,Richard

MUSC H224B Music, Myth, and Meaning in the 19th Century

This course examines the songs, operas, piano music and symphonic works of Berlioz, Liszt, Schubert, the Schumanns, Loewe, Wagner, Verdi, Dvorak, Mahler, and Brahms. We will learn about changing styles and

forms, and we will put music in the contexts of literary Romanticism, nationalism, and changing social world of musicians and the musical institutions.
Freedman,Richard

MUSC H227B Jazz in Context

A study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance in the context of how assumptions about order and disorder in music reflect deeply-felt views about society and culture.
Freedman,Richard

MUSC H229A Thinking about Music: Ideas, History, and Musicology

Core concepts and perspectives for the serious study of music. Students will explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music? Music and Technology, The Global Soundscape, Music and the State, Tonality, Sense, and Reason. Each unit will use a small number of musical works, performances, or documents as focal points. In each unit we will also read current musicological work in attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings.
Freedman,Richard

MUSC H265A Symphonic Technique and Tradition

In this course, we will be familiarizing ourselves with significant orchestral repertory of the past three centuries, learning to read the orchestral score, studying the capabilities of various orchestral instruments and how they are used together, and tracing the evolution of orchestral writing and orchestral forms from the Classical period to the present. Weekly exercises in scoring for orchestra. Attendance at rehearsals and/or performances of the Philadelphia Orchestra.
Arauco,Ingrid

MUSC H266B Composition

An introduction to the art of composition through weekly assignments designed to invite creative, individual responses to a variety of musical ideas. Scoring for various instruments and ensembles, and experimentation with harmony, form, notation and text setting. Weekly performance of student pieces; end-of-semester recital.
Arauco,Ingrid

MUSC H303A Advanced Tonal Harmony

Study of late 19th-century harmonic practice in selected works of Liszt, Wagner, Brahms, Fauré, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short compositions; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills.
Arauco,Ingrid

MUSC H304B Counterpoint

18th century contrapuntal techniques and forms with emphasis on the works of J. S. Bach. Canon; composition of two-part invention; fugal writing in three parts; chorale prelude; analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills.
Arauco,Ingrid

MUSC H325B Seminar in 20th/21st Century Music

Study of composers, works, and trends since 1900, with reference to theoretical and aesthetic writings and their relation to world events. Recent topics have included European émigré influence on American music, and Make It New: Music by Philadelphia Composers.
Freedman,Richard

NEUROSCIENCE

Students may complete a minor in Neuroscience as an adjunct to any major at Bryn Mawr or Haverford pending approval of the student's coursework plan by their respective Neuroscience adviser. The minor in Neuroscience is designed to allow students to pursue their interests in behavior and the nervous system across disciplines. The first requirement for the minor is a course that acts as a gateway to the discipline and should be taken early in a student's academic plan.

Faculty

Douglas Blank, Associate Professor of Computer Science

Peter Brodfuehrer, Eleanor A. Bliss Professor of Biology (on leave semester I)

Karen Greif, Professor of Biology

Deepak Kumar, Professor of Computer Science (on leave semesters I and II)

Andrea Morris, Assistant Professor of Biology, Haverford College

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child Study Institute

Wendy Sternberg, Associate Provost and Professor of Psychology, Haverford College

Anjali Thapar, Professor of Psychology

Earl Thomas, Professor of Psychology

Advisory Committee/Faculty

Peter D. Brodfuehrer, Adviser for Biology

Rebecca Compton, (on leave, 2015-16)

Mary Ellen Kelly, Adviser Psychology at Haverford College

Karen F. Greif, Biology

Roshan Jain, Biology at Haverford College

Leslie Rescorla, Psychology

Wendy F. Sternberg, Psychology at Haverford College

Laura Been, Psychology at Haverford College

Anjali Thapar, Psychology

Earl Thomas, Adviser for Psychology

Dustin Albert, Psychology

The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines including medicine, biology, psychology, philosophy and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines, as well as emerging fields such as computation and cognitive science, to yield new insights into the workings of the nervous system and behavior.

Students may complete a minor in Neuroscience as an adjunct to any major at Bryn Mawr or Haverford pending approval of the student's coursework plan by their respective Neuroscience adviser. The minor in Neuroscience is designed to allow students to pursue their interests in behavior and the nervous system across disciplines. The first requirement for the minor is a course that acts as a gateway to the discipline and should be taken early in a student's academic plan.

Minor Requirements

- HC Psych 217 (Biological Psychology) or BMC Psych 218 (Behavioral Neuroscience) or BMC Bio 202 (Introduction to Neuroscience).
- Five credits from advanced courses on the following lists, with these constraints:

  The five credits must sample from three different disciplines.

  At least three of the five credits must be from List A (neuroscience courses); the remainder can be from List A or B (courses from allied disciplines).

  At least one of the credits must be at the 300-level or higher.

  One of the five credits may come from supervised senior research in neuroscience.
- With permission of major and minor advisers, a student may count no more than two of the six minor credits towards the student's major.

List of Courses

List A: Neuroscience courses

BIOL B244 Behavioral Endocrinology

BIOL B304 Cell and Molecular Neurobiology

BIOL B321 Neuroethology

BIOL B326 From Channels to Behavior

BIOL B364 Developmental Neurobiology

BIOL B401 Supervised Research in Neural & Behavioral Sciences

BIOL H309 Molecular Neurobiology

BIOL H330 Laboratory in Neural and Behavioral Science

BIOL H350 Pattern Formation in the Nervous System

BIOL H357 Topics in Protein Science [protein aggregation in neurodegenerative disease]

BIOL H403 Senior Research Tutorial in Protein Folding and Design

BIOL H409 Senior Research Tutorial in Molecular Neurobiology

PSYC B323 Cognitive Neuroscience

PSYC B395 Psychopharmacology

PSYC H240 Psychology of Pain and Pain Inhibition

PSYC B355 Neurobiology of Anxiety

PSYC H260 Cognitive Neuroscience

PSYC B401 Supervised Research in Neural and Behavioral Sciences

PSYC H370 Neuroscience of Mental Illness

PSYC H394 Senior Research Tutorial in Biological Psychology

PSYC H395 Senior Research Tutorial in Cognitive Neuroscience

List B: Allied disciplines

BIOL B250 Computational Models in the Sciences

BIOL H302 Cell Architecture

BIOL H306 Inter and Intra Cellular Communication

BIOL H312 Development and Evolution

CMSC B250 Computational Models in the Sciences

CMSC B325 Computational Linguistics

CMSC B361 Emergence

CMSC B371 Cognitive Science

CMSC B372 Introduction to Artificial Intelligence

CMSC B376 Developmental Robotics

LING H113 Introduction to Syntax

LING H114 Introduction to Semantics

LING H245 Phonetics and Phonology

PHIL B244 Philosophy and Cognitive Science

PHIL B319 Philosophy of Mind

PHIL H102 Rational Animals

PHIL H106 Philosophy of Consciousness

PHIL H110 Mind and World

PHIL H112 Mind, Myth, and Memory

PHIL H251 Philosophy of Mind

PHIL H351 Topics in Philosophy of Mind

PSYC B201 Learning Theory and Behavior

PSYC B212 Human Cognition

PSYC B350 Developmental Cognitive Disorders

PSYC B351 Developmental Psychopathology

PSYC H213 Memory and Cognition

PSYC H220 Psychology of Time

PSYC H238 Psychology of Language

COURSES

BIOL B202 Introduction to Neuroscience

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.
Approach: Scientific Investigation (SI)
Counts towards: Biochemistry and Molecular Biology; Neuroscience
Units: 1.0
Instructor(s):Greif,K.
(Fall 2015)

BIOL B244 Behavioral Endocrinology

An interdisciplinary-based analysis of the nature of hormones, how hormones affect cells and systems, and how these effects alter the behavior of animals. Topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisites: One semester of BIOL 110-111 or one of the following courses: BIOL B202, PSYC B218 or PSYC H217.
Approach: Scientific Investigation (SI)
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

BIOL B250 Computational Methods in the Sciences

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Attentive
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience
Crosslisting(s): GEOL-B250
Units: 1.0
Instructor(s):Record,S.
(Fall 2015)

BIOL B321 Neuroethology

This course provides an opportunity for students to understand the neuronal basis of behavior through the examination of how particular animals have evolved neural solutions to specific problems posed to them by their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford.
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

BIOL B326 From Channels to Behavior

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC B218/PSYC H217, or BIOL 202.
Major Writing Requirement: Writing Attentive
Counts towards: Neuroscience
Crosslisting(s): PSYC-B326
Units: 1.0
Instructor(s):Brodfuehrer,P.
(Spring 2016)

BIOL B364 Developmental Neurobiology

A lecture/discussion course on major topics in the development of the nervous system. Lecture three hours a week. Prerequisite: BIOL 201 or 271, BIOL 202 or equivalent, or permission of instructor.
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

BIOL B401 Supervised Research in Neuroscience

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.
Counts towards: Neuroscience
Units: 1.0
(Fall 2015)

CMSC B325 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206 , or H106 and CMSC 231 or permission of instructor.
Counts towards: Neuroscience
Crosslisting(s): PHIL-B324; LING-B325
Units: 1.0
(Not Offered 2015-2016)

CMSC B361 Emergence

A multidisciplinary exploration of the interactions underlying both real and simulated systems, such as ant colonies, economies, brains, earthquakes, biological evolution, artificial evolution, computers, and life. These emergent systems are often characterized by simple, local interactions that collectively produce global phenomena not apparent in the local interactions. Prerequisite: CMSC 206 or H106 and CMSC 231 or permission of instructor.
Counts towards: Neuroscience
Crosslisting(s): BIOL-B361
Units: 1.0
(Not Offered 2015-2016)

CMSC B371 Cognitive Science

Cognitive science is the interdisciplinary study of intelligence in mechanical and organic systems. In this introductory course, we examine many topics from computer science, linguistics, neuroscience, mathematics, philosophy, and psychology. Can a computer be intelligent? How do neurons give rise to thinking? What is consciousness? These are some of the questions we will examine. No prior knowledge or experience with any of the subfields is assumed or necessary. Prerequisite: CMSC B206 or H106 and CMSC B231 or permission of instructor.
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

CMSC B372 Artificial Intelligence

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to “intelligence” when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. Prerequisites: CMSC B206 or H106 and CMSC B231.
Counts towards: Neuroscience
Crosslisting(s): PHIL-B372
Units: 1.0
(Not Offered 2015-2016)

PHIL B244 Philosophy and Cognitive Science

Cognitive science is a multidisciplinary approach to the study of human cognition, spanning philosophy, linguistics, psychology, computer science, and neuroscience. A central claim of cognitive science is that the mind is like a computer. We will critically examine this claim by exploring issues surrounding mental representation and computation. We’ll address such questions as: does the mind represent the world? Could our minds extend into the world beyond the brain and body? Is there a language of thought?
Approach: Critical Interpretation (CI)
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

PHIL B319 Philosophy of Mind

The conscious mind remains a philosophical and scientific mystery. In this course, we will explore the nature of consciousness and its place in the physical

world. Some questions we will consider include: How is consciousness related to the brain and the body? Are minds a kind of computer? Is the conscious mind something non-physical or immaterial? Is it possible to have a science of consciousness, or will consciousness inevitably resist scientific explanation? We will explore these questions from a philosophical perspective that draws on relevant literature from cognitive neuroscience.
Counts towards: Neuroscience
Units: 1.0
Instructor(s):Prettyman,A.
(Spring 2016)

PSYC B201 Learning/Behavior Analysis

This course covers the basic principles of behavior, and their application to the understanding of the human condition. Topics include the distinction between closed-loop (selection by consequences) and open-loop (elicitation and adjunctive behavior) relations, the distinction between contingency-shaped behavior and behavior under instructional control, discrimination and concept formation, choice, functional analysis of verbal behavior and awareness and problem solving. Behavior Analysis is presented as a distinct research methodology with a distinct language, as well as a distinct theoretical approach within psychology.
Approach: Scientific Investigation (SI)
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

PSYC B212 Human Cognition

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we acquire, store, process and communicate information. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental processes that are used every day in almost all human activities – from attention and memory to language and problem solving – and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.
Approach: Scientific Investigation (SI)
Counts towards: Neuroscience
Units: 1.0
Instructor(s):Thapar,A.
(Spring 2016)

PSYC B218 Behavioral Neuroscience

An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC 105).
Approach: Course does not meet an Approach
Counts towards: Neuroscience
Units: 1.0
Instructor(s):Thomas,E.
(Spring 2016)

PSYC B323 Advanced Topics in Cognitive Neuroscience

A seminar course dealing with state-of-the-art developments in the cognitive neuroscience of human memory. The goal of this course is to investigate the neuroanataomy of episodic memory and the cellular and molecular correlates of episodic memory. Topics include memory consolidation, working memory, recollection and familiarity, forgetting, cognitive and neural bases of false memories, emotion and memory, sleep and memory, anterograde amnesia, and implicit memory. Within each topic we will attempt to integrate the results from different neuropsychological approaches to memory, including various psychophysiological and functional imaging techniques, clinical studies, and research with animal models. Prerequisite: a course in cognition (PSYC B212, PSYC H213, PSYC H260) or behavioral neuroscience (either PSYC B218 or PSYC H217).
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

PSYC B326 From Channels to Behavior

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.
Major Writing Requirement: Writing Attentive
Counts towards: Neuroscience
Crosslisting(s): BIOL-B326
Units: 1.0
Instructor(s):Brodfuehrer,P.
(Spring 2016)

PSYC B355 Neurobiology of Anxiety, Stress and Anxiety Disorders

A seminar course examining the neurobiological basis of fear and anxiety and the stress that is often associated with these emotions. We will also consider anxiety and stress disorders including generalized anxiety disorder, panic disorder, specific phobias, obsessive compulsive disorder, and post-traumatic stress disorder. Implications for various forms of therapy for anxiety disorders, including psychotherapy and pharmacotherapy, will be

addressed. Prerequisite: PSYC B218, PSYC B209, BIOL B202 or permission of instructor.
Counts towards: Neuroscience
Units: 1.0
Instructor(s):Thomas,E.
(Fall 2015)

PSYC B401 Supervised Research in Neural and Behavioral Sciences

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.
Counts towards: Neuroscience
Units: 1.0
(Fall 2015, Spring 2016)

PEACE, CONFLICT, AND SOCIAL JUSTICE STUDIES

Students may complete a concentration in Peace, Conflict, and Social Justice Studies.

Advisory Committee

Alison Cook-Sather, Mary Katherine Woodworth Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict and Social Justice Program

Jill Stauffer, Assistant Professor of Philosophy & Director of Peace, Justice & Human Rights, Haverford College

Lee Smithey, Associate Professor of Sociology and Coordinator of Peace and Conflict Studies, Swarthmore College

Michael Allen, Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of the International Studies Program

Laurie Cain Hart, Anthropology, Haverford College
Ignacio Gallup-Diaz, Associate Professor of History (on leave semesters I and II)
Barak Mendelsohn, Political Science, Haverford College
Susanna Wing, Associate Professor of Political Science, Haverford College

The Peace, Conflict, and Social Justice Studies program reflects Bryn Mawr's interest in the study of conflicts, peacemaking, and social justice and offers students the opportunity to design a course of study, to sustain a thematic focus across disciplinary boundaries, and to enrich their major program in the process. Students are encouraged to draw courses from the programs at Haverford and Swarthmore as well

Students in the concentration can pursue a wide range of theoretical and substantive interests concerning questions such as: intra-state and international causes of conflict; cooperative and competitive strategies of negotiation and bargaining; intergroup relations and the role of culturally constituted institutions and practices in conflict management; social movements; protests and revolutions; the role of religion in social conflict and its mitigation; human rights and transitional justice in post conflict societies; and social justice and identity questions arising from ethnic, religious and cultural diversity and the implications of these constructions for the distribution of material and symbolic resources in society as well as the practical capacities to engage individuals and groups across constructions of difference by linking practice and theory. A list of courses students have included in their concentrations can be found at brynmawr.edu/peacestudies/courseoptions.html. Below is a more general description of the concentration requirements.

Students in the concentration are encouraged to explore alternative conceptions of peace and social justice in different cultural contexts and historical moments by emphasizing the connections between the intellectual scaffolding needed to analyze the construction of social identities and the social, political and economic implications of these constructions for the distribution of material and symbolic resources within and between societies and the challenges and opportunities to engage individuals and groups to move their communities and societies towards peace and social justice.

Concentration Requirements

Students who wish to take the concentration meet with a faculty advisor by the spring of their sophomore year to develop a plan of study. All concentrators are required to take three core courses: (1) an introductory course (Multicultural Education at Bryn Mawr; Introduction to Peace, Social Justice and Human Rights at Haverford; or Introduction to Peace and Conflict studies at Swarthmore); (2) a 200-level course (such as Conflict and Conflict Management, International Law, Politics of Humanitarianism, or Forgiveness, Mourning, and Mercy in Law and Politics); and (3) a project involving community participation and reflection through participation in bi-semester meetings, attendance at lectures and workshops, and development of a portfolio in their junior and senior years. This final requirement earns students a single credit that is awarded upon the successful completion of all components.

In addition, students are required to take three courses chosen in consultation with their advisor, working out a plan that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might include international conflict and resolution; social justice, diversity and identity, ethnic conflict in general or in a specific region of the world (e.g. Southern Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, social justice movements, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or a particular policy question such as immigration or bilingual education.

The following courses are pre-approved. To see if other courses might be counted toward the concentration, contact the program director, Alison Cook-Sather, acooksat@brynmawr.edu.

COURSES

ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/ Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): HIST-B200
Units: 1.0
(Not Offered 2015-2016)

ANTH B281 Language in Social Context

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH B102, ANTH H103 or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Child and Family Studies; Peace, Justice and Human Rights
Crosslisting(s): LING-B281
Units: 1.0
Instructor(s):Weidman,A.
(Fall 2015)

CITY B348 Culture and Ethnic Conflict

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): POLS-B348
Units: 1.0
(Not Offered 2015-2016)

ECON B385 Democracy and Development

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some

fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.
Counts towards: International Studies; Peace, Justice and Human Rights
Crosslisting(s): POLS-B385
Units: 1.0
(Not Offered 2015-2016)

HIST B127 Indigenous Leaders 1492-1750

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised “traditional” forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

HIST B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe. and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.
Approach: Inquiry into the Past (IP)
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies; Peace, Justice and Human Rights
Crosslisting(s): ANTH-B200
Units: 1.0
(Not Offered 2015-2016)

POLS B141 Introduction to International Politics

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history.
Counts towards: International Studies; Peace, Justice and Human Rights
Units: 1.0
Instructor(s):Allen,M.
(Fall 2015)

POLS B211 Politics of Humanitarianism

This course examines the international politics and history that underlie the ideas, social movement, and system of organizations designed to regulate the conduct of war and improve the welfare of those victimizes by war. It begins with ethical, legal and organizational foundations, and then examines to post-Cold War cases and beyond. Topics include just war theory, international humanitarian law, humanitarian action and intervention, and transitional justice. Prerequisites: one class in Political Science or comparable course by permission of the instructor.
Counts towards: Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

POLS B316 The Politics of Ethnic, Racial, and National Groups

An analysis of ethnic and racial conflict and cooperation that will compare and contrast the experiences of racial minorities in the United States and Muslim minorities in Europe. Particular attention is paid to the processes of group identification and political organization; the politicization of racial and ethnic identity; patterns of conflict and cooperation between minorities and the majority population over time; and different paths to citizenship. The course will emphasize how the politics of differentiation has similarities across setting and historical periods as well as important differences
Counts towards: Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

POLS B348 Culture and Ethnic Conflict

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): CITY-B348
Units: 1.0
(Not Offered 2015-2016)

POLS B358 Political Psychology of Ethnic Conflict

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. Each student will contribute a 200-300 word post in response to a reading or film assignment each week. Students will represent their posts in seminar discussion of

readings and films. Each student will write a final paper analyzing the origins and trajectory of a case of violent ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC B208, or PSYC B120, or PSYC B125, or one 200 level course in political science, or instructor's permission.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): PSYC-B358
Units: 1.0
Instructor(s):McCauley,C.
(Fall 2015)

POLS B379 The United Nations and World Order

Initially founded in 1945 to address the challenges of international armed aggression, the United Nations has since evolved, and is now charged with confronting a wide range of threats, including atrocities, poverty, hunger, disease, and climate change. This class examines the organization's pre-eminent role in international peace and security, economic development, and human rights and humanitarian affairs. Prerequisites: Students are required to have completed at least a year of Political Science or Peace and Conflict Studies courses (one class must be International Politics (POLS B250) or have the permission of the instructor.
Counts towards: Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

POLS B385 Democracy and Development

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics.
Counts towards: International Studies; Peace, Justice and Human Rights
Crosslisting(s): ECON-B385
Units: 1.0
Instructor(s):Rock,M.
(Spring 2016)

PSYC B358 Political Psychology of Ethnic Conflict

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. Each student will contribute a 200-300 word post in response to a reading or film assignment each week. Students will represent their posts in seminar discussion of readings and films. Each student will write a final paper analyzing the origins and trajectory of a case of violent ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC B208, or PSYC B120, or PSYC B125, or one 200 level course in political science, or instructor's permission.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): POLS-B358
Units: 1.0
Instructor(s):McCauley,C.
(Fall 2015)

SOCL B314 Immigrant Experiences

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

SOCL B350 Movements for Social Justice in the US

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series. Prerequisite: At least one prior social science course or permission of the instructor.
Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

PHILOSOPHY

Students may complete a major or minor in Philosophy.

Faculty

Macalester Bell, Associate Professor of Philosophy

Robert Dostal, Rufus M. Jones Professor and Chair of Philosophy

Michael Krausz, Milton C. Nahm Professor of Philosophy

Adrienne Prettyman, Assistant Professor of Philosophy

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill, and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law, and social services. The major in Philosophy also prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics, and aesthetics; the history of philosophy through the study of key philosophers and philosophical periods; and the philosophical explication of methods in such domains as art, history, religion, and science.

The department is a member of the Greater Philadelphia Philosophy Consortium comprising 13 member institutions in the Delaware Valley. It sponsors conferences on various topics in philosophy and an annual undergraduate student philosophy conference.

Major Requirements

Students majoring in Philosophy must take a minimum of 11 semester courses in the discipline and attend the monthly noncredit departmental colloquia which feature leading visiting scholars. The following five courses are required for the major: the two-semester Historical Introduction (PHIL 101 and 102); Ethics (PHIL 221); Theory of Knowledge (PHIL 211), Metaphysics (PHIL 212), or Logic (PHIL 103); and Senior Conference (PHIL 398 and PHIL 399). At least three other courses at the 300 level are required, one of which must concentrate on the work of a single philosopher or a period of philosophy.

All majors will be required to complete one writing intensive course prior to the start of their senior year: PHIL B101, B212, PHIL B228, or PHIL B231.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology, and sociology.

Honors

Honors will be awarded by the department based on the senior thesis and other work completed in the department. The Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

Minor Requirements

Students may minor in Philosophy by taking six courses in the discipline at any level. They must also attend the monthly noncredit department colloquia.

Cross-Registration

Students may take advantage of cross-registration arrangements with Haverford College, Swarthmore College, and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but students should check with the chair of the department to make sure specific courses meet requirements.

Prerequisites

No introductory-level course carries a prerequisite. However, most courses at both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

COURSES

PHIL B101 Happiness and Reality in Ancient Thought

What makes us happy? The wisdom of the ancient world has importantly shaped the tradition of Western thought but in some important respects it has been rejected or forgotten. What is the nature of reality? Can we have knowledge about the world and ourselves, and, if so, how? In this course we explore answers to these sorts of metaphysical, epistemological, ethical, and political questions by examining the works of the two central Greek philosophers: Plato and Aristotle. We will consider earlier Greek religious and dramatic writings, a few Presocratic philosophers, and the person of Socrates who never wrote a word.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Bell,M.
(Spring 2016)

PHIL B102 Science and Morality in Modernity

In this course, we explore answers to fundamental questions about the nature of the world and our place in it by examining the works of some of the central figures in modern western philosophy. Can we obtain knowledge of the world and, if so, how? Does God exist? What is the nature of the self? How do we determine morally right answers? What sorts of policies and political structures can best promote justice and equality? These questions were addressed in "modern" Europe in the context of the development of modern science and the religious wars. In a time of globalization we are all, more or less, heirs of the Enlightenment which sees its legacy to be modern science and the mastery of nature together with democracy and human rights. This course explores the above questions and considers them in their historical context. Some of the philosophers considered include Descartes, Locke, Hume, Kant, and Wollstonecraft.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 1.0
Instructor(s): Bell,M.
(Fall 2015, Spring 2016)

PHIL B103 Introduction to Logic

Logic is the study of formal reasoning, which concerns the nature of valid arguments and inferential fallacies. In everyday life our arguments tend to be informal and sometimes imprecise. The study of logic concerns the structure and nature of arguments, and so helps to analyze them more precisely. Topics will include: valid and invalid arguments, determining the logical structure of ordinary sentences, reasoning with truth-functional connectives, and inferences involving quantifiers and predicates. This course does not presuppose any background knowledge in logic.
Approach: Quantitative Methods (QM)
Units: 1.0
Instructor(s): Prettyman,A.
(Spring 2016)

PHIL B204 Marx, Nietzsche, Freud, and the Rhetoric of Modernity

This course examines selected writings by Marx, Nietzsche, and Freud as pre-texts for a critique of cultural reason and underlines their contribution to questions of language, representation, history, ethics, and art. These three visionaries of modernity have translated the abstract metaphysics of "the history of the subject" into a concrete analysis of human experience. Their work has been a major influence on the Frankfurt School of critical theory and has also led to a revolutionary shift in the understanding and writing of history and literature now associated with the work of modern French philosophers Jacques Derrida, Michel Foucault, Julia Kristeva, and Jacques Lacan. Our readings will, therefore, also include short selections from these philosophers in order to analyze the contested history of modernity and its intellectual and moral consequences. Special attention will be paid to the relation between rhetoric and philosophy and the narrative forms of "the philosophical discourse(s) of modernity" (e.g., sermon and myth in Marx; aphorism and oratory in Nietzsche, myth, fairy tale, case hi/story in Freud). Course is taught in English. One additional hour will be added for those students wanting German credit. Cross-listed with Philosophy 204.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Crosslisting(s): GERM-B212
Units: 1.0
Instructor(s): Seyhan,A.
(Spring 2016)

PHIL B205 Medical Ethics

The field of medicine provides a rich terrain for the study and application of philosophical ethics. This course will introduce students to fundamental ethical theories and present ways in which these theories connect to particular medical issues. We will also discuss what are often considered the four fundamental principles of medical ethics (autonomy, beneficence, non-maleficence, and justice) in connection to specific topics related to medical practice (such as reproductive rights, euthanasia, and allocation of health resources).
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

PHIL B211 Theory of Knowledge

Varieties of realism and relativism address questions about what sorts of things exist and the constraints on our knowledge of them. The aim of this course is to develop a sense of how these theories interrelate, and to instill philosophical skills in the critical evaluation of them. Discussions will be based on contemporary readings.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

PHIL B212 Metaphysics

Metaphysics is inquiry into basic features of the world and ourselves. This course considers two topics of metaphysics, free will and personal identity, and their relationship. What is free will and are we free? Is freedom compatible with determinism? Does moral responsibility require free will? What makes someone the same person over time? Can a person survive without their body? Is the recognition of others required to be a person?
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2015-2016)

PHIL B221 Ethics

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Bell,M.
(Fall 2015)

PHIL B224 Comparative Political Phil: China, Greece, and the "West"

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West.
Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): POLS-B224
Units: 1.0
Instructor(s): Salkever,S.
(Fall 2015)

PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): POLS-B225
Units: 1.0
Instructor(s): Bell,M.
(Spring 2016)

PHIL B228 Introduction to Political Philosophy: Ancient and Early Modern

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Aristotle, Hobbes, Machiavelli, Plato, and Rousseau.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Crosslisting(s): POLS-B228
Units: 1.0
Instructor(s): Schlosser,J.
(Fall 2015)

PHIL B229 Concepts of the Self

Each of us is a person, who grows and changes throughout the span of a human life. This course explores metaphysical and epistemological issues that arise out of this simple observation. What is a person, and what makes you the same person over time? What is the relation among person, self, and body? What are you conscious of when you are self-conscious? Could the self be an illusion? What is self-knowledge and is it a special kind of knowledge? We will address these issues by reading historical and contemporary sources from western and eastern philosophical traditions.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

PHIL B231 Introduction to Political Philosophy: Modern

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Hegel, Locke, Marx, J.S. Mill, and Nietzsche.
Approach: Critical Interpretation (CI)
Crosslisting(s): POLS-B231
Units: 1.0
Instructor(s): Schlosser,J.
(Spring 2016)

PHIL B238 Science, Technology and the Good Life

This course considers questions concerning what is science, what is technology, and what is their relationship to each other and to the domains of ethics and politics. We will consider how modern science defined itself in its opposition to Aristotelian science. We will examine the Cartesian and Baconian scientific models and the self-understanding of these models with regard to ethics and politics. Developments in the philosophy of science will be considered, e.g., positivism, phenomenology, feminism, sociology of science. Biotechnology and information technology illustrate fundamental questions. The "science wars" of the 1990s provide debates concerning science, technology, and the good life.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Environmental Studies

Crosslisting(s): POLS-B238
Units: 1.0
Instructor(s): Dostal,R.
(Fall 2015)

PHIL B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies
Crosslisting(s): POLS-B240
Units: 1.0
Instructor(s): Dostal,R.
(Spring 2016)

PHIL B244 Philosophy and Cognitive Science

Cognitive science is a multidisciplinary approach to the study of human cognition, spanning philosophy, linguistics, psychology, computer science, and neuroscience. A central claim of cognitive science is that the mind is like a computer. We will critically examine this claim by exploring issues surrounding mental representation and computation. We'll address such questions as: does the mind represent the world? Could our minds extend into the world beyond the brain and body? Is there a language of thought?
Approach: Critical Interpretation (CI)
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

PHIL B245 Philosophy of Law

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include abstract philosophical arguments about the concept of law, as well as theoretical arguments about the nature of law as they arise within specific contexts, and judicial cases. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems.
Approach: Critical Interpretation (CI)
Crosslisting(s): POLS-B245
Units: 1.0
Instructor(s): Elkins,J.
(Spring 2016)

PHIL B252 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B253
Units: 1.0
Instructor(s): Bell,M.
(Fall 2015)

PHIL B253 Theory in Practice: Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B213; FREN-B213; GERM-B213; ITAL-B213; HART-B213; RUSS-B253; COML-B213
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

PHIL B271 Minds and Machines

What is the relationship between the mind and the body? What is consciousness? Is your mind like a computer, or do some aspects of the mind resist this analogy? Is it possible to build an artificial mind? In this course, we'll explore these questions and more, drawing on perspectives from philosophy, psychology and cognitive neuroscience. We will consider the viability of different ways of understanding the relationship between mind and body as a framework for studying the mind, as well as the distinctive issues that arise in connection with the phenomenon of consciousness. No prior knowledge or experience with any of the subfields is assumed or necessary.
Units: 1.0
Instructor(s): Prettyman,A.
(Fall 2015)

PHIL B293 The Play of Interpretation

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory

enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Crosslisting(s): COML-B293; ENGL-B292
Units: 1.0
Instructor(s): Seyhan,A.
(Spring 2016)

PHIL B300 Three Approaches to the Phiolosophy of Praxis: Nietzsche, Kant and Plato

A study of three important ways of thinking about theory and practice in Western political philosophy.
Prerequisites: POLS B228 and B231, or PHIL B101 and B201.
Crosslisting(s): POLS-B300
Units: 1.0
(Not Offered 2015-2016)

PHIL B310 Philosophy of Science

An examination of positivistic science and its critics. The topics of this course will include: the demarcation between science and non-science; falsificationism vs. verificationism; the structure of scientific revolutions and research programs; criticism and growth of scientific knowledge; interpretive ideals in science; scientific explanation; truth and objectivity; the effect of interpretation upon that which is interpreted in modern physics; constructivism vs. realism in philosophy of science.
Crosslisting(s): BIOL-B310
Units: 1.0
(Not Offered 2015-2016)

PHIL B317 Philosophy of Creativity

Here are some questions we will discuss in this course. What are the criteria of creativity? Is explaining creativity possible? If it is, what model(s) of explanation is appropriate for doing so? Should we understand creativity in terms of persons, processes or products? What is the relation between creativity and skill? What is the relation between the context of creativity and the context of criticism? What is the relation between tradition and creativity? What is creative imagination? Is there a significant relationship between creativity and self-transformation? This course encourages active discussions arising from students' non-graded entries into their journals that will address the application of their readings to their own related creative activities.
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2015-2016)

PHIL B319 Philosophy of Mind

The conscious mind remains a philosophical and scientific mystery. In this course, we will explore the nature of consciousness and its place in the physical world. Some questions we will consider include: How is consciousness related to the brain and the body? Are minds a kind of computer? Is the conscious mind something non-physical or immaterial? Is it possible to have a science of consciousness, or will consciousness inevitably resist scientific explanation? We will explore these questions from a philosophical perspective that draws on relevant literature from cognitive neuroscience.
Counts towards: Neuroscience
Units: 1.0
Instructor(s): Prettyman,A.
(Spring 2016)

PHIL B321 Topics in Greek Political Philosophy Aristotle

This is a topics course, course content varies. Past topics include: Aristotle's Nicomachean Ethics and Politics and Thucydides,Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.
Crosslisting(s): POLS-B320
Units: 1.0
Instructor(s): Salkever,S.
(Spring 2016)

PHIL B323 Culture and Interpretation

This course will discuss these questions. What are the aims of interpretation? Must we assume that, for cultural objects—like artworks, music, or literature—there must be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? What is the role of a creator's intentions in fixing upon admissible interpretations? Does interpretation affect the identity of the object of interpretation? If an object of interpretation exists independently of interpretive practice, must it answer to only one right interpretation? In turn, if an object of interpretation is constituted by interpretive practice, must it answer to more than one right interpretation? This course encourages active discussions of these questions.
Major Writing Requirement: Writing Intensive
Counts towards: International Studies
Crosslisting(s): COML-B323
Units: 1.0
(Not Offered 2015-2016)

PHIL B324 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206 , or H106 and CMSC 231 or permission of instructor.
Crosslisting(s): CMSC-B325; LING-B325
Units: 1.0
(Not Offered 2015-2016)

PHIL B330 Kant

The significance of Kant's transcendental philosophy for thought in the 19th and 20th centuries cannot be overstated. His work is profoundly important for both the analytical and the so-called "continental" schools of thought. This course will provide a close study of Kant's breakthrough work: The Critique of Pure Reason. We will read and discuss the text with reference to its historical context and with respect to its impact on developments in epistemology, metaphysics, philosophy of mind, philosophy of science, philosophy of religion as well as developments in German Idealism, 20th-century phenomenology., and contemporary analytic philosophy. Prerequisite: PHIL 102 or at least one 200 level Philosophy course.
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2015-2016)

PHIL B338 Phenomenology: Heidegger and Husserl

This upper-level seminar will consider the two main proponents of phenomenology—a movement in philosophy in the 20th century that attempted to restart philosophy in a radical way. Its concerns are philosophically comprehensive: ontology, epistemology, philosophy of science, ethics, and so on. Phenomenology provides the important background for other later developments in 20th-century philosophy and beyond: existentialism, deconstruction, post-modernism. This seminar will focus primarily on Edmund Husserl's Crisis of the European Sciences and Martin Heidegger's Being and Time. Other writings to be considered include some of Heidegger's later work and Merleau-Ponty's preface to his Phenomenology of Perception.
Units: 1.0
Instructor(s): Dostal,R.
(Fall 2015)

PHIL B344 Development Ethics

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): POLS-B344
Units: 1.0
(Not Offered 2015-2016)

PHIL B352 Feminism and Philosophy

It has been said that one of the most important feminist contributions to theory is its uncovering of the ways in which theory in the Western tradition, whether of science, knowledge, morality, or politics has a hidden male bias. This course will explore feminist criticisms of and alternatives to traditional Western theory by examining feminist challenges to traditional liberal moral and political theory. Specific questions may include how to understand the power relations at the root of women's oppression, how to theorize across differences, or how ordinary individuals are to take responsibility for pervasive and complex systems of oppression.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B352
Units: 1.0
(Not Offered 2015-2016)

PHIL B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ENGL-B365; POLS-B365; COML-B365
Units: 1.0
(Not Offered 2015-2016)

PHIL B371 Topics in Political Philosophy

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. Prerequisite: At least one course in political theory or philosophy or consent of instructor.
Crosslisting(s): POLS-B371
Units: 1.0
(Not Offered 2015-2016)

PHIL B372 Introduction to Artificial Intelligence

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. Prerequisites: CMSC B206 or H106 and CMSC B231.
Crosslisting(s): CMSC-B372
Units: 1.0
(Not Offered 2015-2016)

PHIL B381 Nietzsche

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth , irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from

Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.
Crosslisting(s): POLS-B381
Units: 1.0
Instructor(s): Elkins,J.
(Fall 2015)

PHIL B395 Topics: Origins of Political Philosophy

This is a topics course. Course content varies.
Units: 1.0
(Not Offered 2015-2016)

PHIL B398 Senior Seminar

Senior majors are required to write an undergraduate thesis on an approved topic. The senior seminar is a two-semester course in which research and writing are directed. Seniors will meet collectively and individually with the supervising instructor.
Units: 1.0
Instructor(s): Prettyman,A.
(Fall 2015)

PHIL B399 Senior Seminar

The senior seminar is a required course for majors in Philosophy. It is the course in which the research and writing of an undergraduate thesis is directed both in and outside of the class time. Students will meet sometimes with the class as a whole and sometimes with the professor separately to present and discuss drafts of their theses.
Units: 1.0
Instructor(s): Prettyman,A.
(Spring 2016)

PHIL B403 Supervised Work

Units: 1.0
(Fall 2015, Spring 2016)

PHYSICS

Students may complete a major or minor in Physics. Within the major, students may complete a minor in educational studies or complete the requirements for secondary education certification. Students may complete an M.A. in the combined A.B./M.A. program.

Faculty

Peter Beckmann, Marion Reilly Professor of Physics

Xuemei Cheng, Associate Professor of Physics (on leave semesters I and II)

Mark Matlin, Senior Lecturer and Lab Coordinator of Physics

Elizabeth McCormack, Associate Provost and Professor of Physics (on leave semesters I and II)

Michael Noel, Professor of Physics

David Schaffner, Assistant Professor of Physics

Michael Schulz, Chair and Associate Professor of Physics

The courses in Physics emphasize the concepts and techniques that have led to our present way of modeling the physical world. They are designed both to relate the individual parts of physics to the whole and to treat the various subjects in depth. Opportunities exist for interdisciplinary work and for participation by qualified majors in research with members of the faculty and their graduate students. In addition, qualified seniors may take graduate courses.

Required Introductory Courses for the Major and Minor

The introductory courses required for the physics major and minor are PHYS 121 and PHYS 122 (or PHYS 101 and 102) and MATH 101 and MATH 102. Students are encouraged to place out of MATH 101 and 102 if that is appropriate. Although College credit is given for a score of 4 or 5 on the AP tests and for a score of 5 or above on the IB examination, the AP and IB courses are not equivalent to PHYS 121 and PHYS 122 and advanced placement will not, in general, be given. However, students with a particularly strong background in physics are encouraged to take the departmental placement examination either during the summer before entering Bryn Mawr or just prior to, or during, the first week of classes. Then, the department can place students in the appropriate course. Students are not given credit for courses they place out of as a result of taking this placement exam. It is best for a student considering a physics major to complete the introductory requirements in the first year. However, the major sequence is designed so that a student who completes the introductory sequence by the end of the sophomore year can major in physics.

Major Requirements

The physics major provides depth in the discipline through a series of required courses, as well as the flexibility to choose from a range of electives in physics and related fields. This allows students to follow various paths through the major and thus tailor their program of study to best meet their career goals and scientific interests.

Beyond the two introductory physics courses and the two introductory mathematics courses, ten additional courses are required for the major. (Haverford courses may be substituted for Bryn Mawr courses where appropriate.) Five of the ten courses must be PHYS 201, 214, 306, and MATH 201, 203. In addition, either PHYS 331 or 305 is required as well as the half-credit Senior Seminar, PHYS 398 offered each fall. PHYS 331 and PHYS 305 are Writing Intensive courses and by completing at least one of them, students can meet the Writing Requirement in the major. The remaining three courses must be chosen from among the other 300-level physics courses, one of which may be substituted with one course from among ASTR 342, 343, and 344, or a 300-level math course, with the approval of the major's advisor. Other substitutions from related disciplines such as chemistry, geology, and engineering) may be possible. Please consult with the major's advisor to discuss such options.

Four-Year Plan meeting the minimum requirements for the major:

1st Year

PHYS 121, 122
MATH 101, 102

2nd Year

PHYS 201, 214
MATH 201, 203

3rd Year

PHYS 306, 331 or 305, and one other 300-level physics course

4th Year

Two 300-level physics courses, plus 398

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year.

Three-Year Plan meeting the minimum requirements for the major:

1st Year

MATH 101, 102

2nd Year

PHYS 121, 122
MATH 201, 203

3rd Year

PHYS 201, 214, 306, 331 or 305

4th Year

Three 300-level physics courses, plus 398

Honors

The degree of Bachelor of Arts is awarded with honors in physics in recognition of academic excellence. The award, which is made upon the recommendation of the department, is based on the quality of a Senior Thesis and on an achievement of a GPA of at least 3.4 in 200-level courses and above in physics, astronomy, and mathematics at Bryn Mawr and Haverford Colleges and an overall GPA of at least 3.0.

Study Abroad

Many physics majors participate in the college's junior year study abroad program. Undergraduate physics courses are surprisingly standardized throughout the world. The Majors Adviser will work with you to design an appropriate set of courses to take wherever you go.

Minor Requirements

The requirements for the minor, beyond the introductory sequence, are PHYS 201, 214 and 306; PHYS 331 or 305; MATH 201, 203; and one additional 300-level physics course. The astronomy and mathematics courses described under "Major Requirements" may not be substituted for the one additional 300-level physics course.

Preparation for Graduate School

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering, and related fields. To be well prepared for graduate school, students should take, at a minimum, these upper-level courses: PHYS 302, 303, 308, and 309. Students should also take any additional courses in physics and allied fields that reflect their interests, and should engage in research with a member of the faculty by taking PHYS 403. (Note that PHYS 403 does not count towards the 14 courses required for the major.) Seniors can take graduate courses, usually PHYS 501: Quantum Mechanics or PHYS 503: Electromagnetism, to get a head start on graduate school.

Minor in Educational Studies or Secondary-School Teacher Certification

Students majoring in physics can pursue a minor in educational studies or state certification to teach at the secondary-school level. Students seeking the minor

need to complete six education courses including a two-semester senior seminar, which requires five to eight hours per week of fieldwork. To earn secondary-school certification (grades 7-12) in physics, students must: complete the physics major plus two semesters of chemistry and one semester as a teaching assistant in a laboratory for introductory or intermediate physics courses; complete six education courses; and student teach full-time (for two course credits) second semester of their senior year. For additional information, see the "Education" section of the catalog.

Pre-Health Professions

A major in physics can be excellent preparation for a career in the health professions. A recent (2010) study by the American Institute of Physics finds that "…as a group, physics bachelor's degree recipients achieve among the highest scores of any college major on the entrance exams for medical school…" In addition to one year of physics, most medical and dental schools require one year of English, one year of biology, one year of general chemistry, and one year of organic chemistry. Students wishing to pursue this path should consult the physics major's advisor early in their studies as well as the Health Professions Advising Office to develop an appropriate major plan. For additional information, see the "Education" section of the catalog.

Engineering Options

Although Bryn Mawr does not offer engineering courses, several options are available to students with an interest in this field.

A Physics Major With an Engineering Focus

A path through the physics major can be developed that provides a solid preparation for further studies at the masters or doctoral level in engineering. This path can include coursework in engineering taken at Swarthmore College or the University of Pennsylvania.

3-2 Program in Engineering and Applied Science with Cal Tech

Students can pursue engineering through the 3-2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, earning both an A.B. at Bryn Mawr and a B.S. at Caltech. For additional information see the "Academic Opportunities" section of the catalog.

4+1 Program in Engineering at UPenn

Students can pursue engineering through the 4+1 Program in Engineering and Applied Science offered in cooperation with the University of Pennsylvania, earning an A.B. at Bryn Mawr and an M.A. at U. Penn. For additional information, see page 51, or visit www.brynmawr.edu/catalog/2012-13/program/opportunities/41penn_engineering.html.

A.B./M.A. Program

To earn an M.A. degree in physics in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate physics major and also must complete six units of graduate level work in physics. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission and oral defense of an acceptable M.A. thesis.

Courses at Haverford College

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years as indicated in the listings of the specific courses below. These courses (numbered 302, 303, 308, 309, and 322) may be taken at either institution to satisfy major requirements. Haverford 335 and Bryn Mawr 325 are both topics in advanced theoretical physics and they also tend to alternate. In addition, 100- and 200-level courses at Haverford can be used to replace 100- and 200-level courses at Bryn Mawr but these courses are not identical and careful planning is required.

Introductory Physics Sequences

Students on a pre-health professions track wanting to take one year of physics should take PHYS 101 and PHYS 102. Some students on a physical sciences major track could take PHYS 121 and PHYS 122 and others might take PHYS 122 and PHYS 201. See your major adviser and carefully note the math pre- and co-requisites for these courses. PHYS 121/122/201/214 is a coordinated, four-semester sequence in physics. Students are encouraged to place out of MATH 101 and 102 if that is appropriate.

COURSES

PHYS B101 Introductory Physics I

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. First year

students who will take or place out of MATH 101 should take PHYS 121. Lecture three hours, laboratory two hours.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Schulz,M.
(Fall 2015)

PHYS B102 Introductory Physics II

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory two hours.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Beckmann,P.
(Spring 2016)

PHYS B106 The Interplay of Physics and Music

The course is intended for non-science majors and will explore the deep connection between physics and music. Basic principles of physics and scientific reasoning will be taught in the context of the production and perception of music, emphasizing the historic and scientific interplay between physics and music. No previous knowledge of physics or music is assumed. Through learning the physical concepts used to describe music, students will be able to extend their understanding to additional examples of physical phenomena. Lecture three hours, laboratory two hours, per week. Also see PHYS156 for the lecture only course.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
(Not Offered 2015-2016)

PHYS B121 Modeling the Physical World

This course presents current conceptual understandings and mathematical formulations of fundamental ideas used in physics. Students will develop physical intuition and problem-solving skills by exploring key concepts in physics such as conservation laws, symmetries and relativistic space-time, as well as topics in modern physics taken from the following: fundamental forces, nuclear physics, particle physics, and cosmology. This course can serve as a stand-alone survey of physics or as the first of a four-semester sequence designed for those majoring in the physical sciences. Lecture three hours, laboratory two hours. Co-requisite: MATH B101.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Beckmann,P.
(Fall 2015)

PHYS B122 Classical Mechanics

The lecture material covers Newtonian Mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications, one-dimensional systems including forced oscillators, scattering and orbit problems. Lecture three hours, laboratory two hours. Prerequisites: PHYS 121 and MATH 101. Corequisite: MATH 102.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Matlin,M.
(Spring 2016)

PHYS B142 The Search for Life in the Universe

This course will investigate the biological, chemical, and astrophysical factors believed to be necessary for extraterrestrial life to exist, and perhaps to communicate with us. It also will explore possible homes to such life in both our solar system and the greater Milky Way galaxy. Lecture three hours, laboratory two hours. Also see PHYS B172 for the lecture only course.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
(Not Offered 2015-2016)

PHYS B156 The Interplay of Physics and Music

The course is intended for non-science majors and will explore the deep connection between physics and music. Basic principles of physics and scientific reasoning will be taught in the context of the production and perception of music, emphasizing the historic and scientific interplay between physics and music. No previous knowledge of physics or music is assumed. Through learning the physical concepts used to describe music, students will be able to extend these to understand many of the physical concepts of modern physics. Also see PHYS B106 for the lecture/laboratory course.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
(Not Offered 2015-2016)

PHYS B172 The Search for Life in the Universe

This course will investigate the biological, chemical, and astrophysical factors believed to be necessary for extraterrestrial life to exist, and perhaps to communicate with us. It also will explore possible homes to such life in both our solar system and the greater Milky Way galaxy. Also see PHYS B142 for the lecture/laboratory course.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
(Not Offered 2015-2016)

PHYS B201 Electromagnetism

The lecture material covers electro- and magneto-statics, electric and magnetic fields, induction, Maxwell's equations, and electromagnetic radiation. Scalar and vector fields and vector calculus are developed as needed. The laboratory involves passive and active circuits and projects in analog and digital electronics. Lecture three hours, laboratory three hours. Prerequisite: PHYS 102 or 122. Corequisite: MATH 201. Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Schaffner,D.
(Fall 2015)

PHYS B214 An Introduction to Quantum Mechanics

An introduction to the principles governing systems at the atomic scale and below. Topics include the experimental basis of quantum mechanics, wave-particle duality, Schrödinger's equation and its solutions, and the time dependence of quantum states. Recent developments, such as paradoxes calling attention to the counter-intuitive aspects of quantum physics, will be discussed. Additional topics may be included at the discretion of the instructor. The laboratory involves quantum mechanics, solid state physics, and optics experiments. Lecture three hours, laboratory three hours. Prerequisite: MATH 201, PHYS 121 and 122, or permission of the instructor. Corequisite: MATH 203. Approach: Quantitative Methods (QM); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Schulz,M.
(Spring 2016)

PHYS B302 Advanced Quantum Mechanics and Applications

This course presents nonrelativistic quantum mechanics, including Schrodinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B214 and PHYS B306 or PHYS H213
Units: 1.0
Instructor(s): Schaffner,D.
(Spring 2016)

PHYS B303 Statistical Mechanics and Thermodynamics

This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium, the microcanonical, canonical, and grand canonical ensembles, and Bose-Einstein, Fermi-Dirac, and Maxwell Boltzmann statistics. The statistical basis of classical thermodynamics is investigated. Examples and applications are drawn from among solid state physics, low temperature physics, atomic and molecular physics, electromagnetic waves, and cosmology. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B214 or H214. Co-requisite: PHYS B306 or H213.
Units: 1.0
(Not Offered 2015-2016)

PHYS B305 Advanced Electronics Lab

This laboratory course is a survey of electronic principles and circuits useful to experimental physicists and engineers. Topics include the design and analysis of circuits using transistors, operational amplifiers, feedback and analog-to-digital conversion. Also covered is the use of electronics for automated control and measurement in experiments, and the interfacing of computers and other data acquisition instruments to experiments. Laboratory eight hours a week. Prerequisite: PHYS B201
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Noel,M.
(Spring 2016)

PHYS B306 Mathematical Methods in the Physical Sciences

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed. Prerequisite: MATH 201 and 203.
Units: 1.0
Instructor(s): Noel,M.
(Fall 2015)

PHYS B308 Advanced Classical Mechanics

This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian, and Hamiltonian mechanics. Topics include oscillations, normal mode analysis, inverse square laws, nonlinear dynamics, rotating rigid bodies, and motion in noninertial reference frames. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B201 or PHYS B214 or PHYS H214. Co-requisite: PHYS B306 or H213.
Units: 1.0
Instructor(s): Matlin,M.
(Fall 2015)

PHYS B309 Advanced Electromagnetic Theory

This course presents electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves, and special relativity. Some examples and applications may come from superconductivity, plasma physics, and radiation theory. Lecture three hours and additional

recitation sessions as needed. Prerequisites: PHYS B201 and B306 OR H213 and H214.
Units: 1.0
(Not Offered 2015-2016)

PHYS B322 Solid State Physics

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the specific heat, the free electron model, the Fermi surface, electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires, and 2-D thin films), nanomagnetism, spintronics, superconductivity, and experimental methods for fabrication and characterization of nanomaterials. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306 OR PHYS H213 and H214.
Units: 1.0
Instructor(s): Beckmann,P.
(Spring 2016)

PHYS B324 Optics

This course covers principles of geometrical and physical optics. Topics include electromagnetic waves and their propagation in both isotropic and anisotropic media; interference, diffraction, and Fourier optics; coherence theory; ray optics and image formation; and, as time permits, an introduction to the quantum nature of light. Prerequisites: PHYS 201 and 306.
Units: 1.0
(Not Offered 2015-2016)

PHYS B325 Advanced Theoretical Physics

This course presents one or more of several subjects, depending on instructor availability and student interest. The possible subjects are (1) special relativity, general relativity, and gravitation, (2) the standard model of particle physics, (3) particle astrophysics and cosmology, (4) relativistic quantum mechanics, (5) grand unified theories, (6) string theory, loop quantum gravity, and causal set theory. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 306 and 308. Corequisite: PHYS 302.
Units: 1.0
(Not Offered 2015-2016)

PHYS B331 Advanced Experimental Physics

This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear, and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Students write papers in a format appropriate for research publications and make a presentation to the class. Laboratory eight hours a week. Corequisite: PHYS 214.
Major Writing Requirement: Writing Intensive
Units: 1.0
(Not Offered 2015-2016)

PHYS B350 Computational Methods in the Physical Sciences

This course provides an introduction to a variety of computational tools and programming techniques that physical science graduates might encounter in graduate work or employment in STEM-related fields. Tools explored will include both command-line and GUI programming environments, both scripting and scientific programming languages, basic programming concepts such as loops and function calls, and key scientific programming applications such as integration, finding of roots and minima/maxima, least-square fitting, solution of differential equations, boundary-value problems, finite-element analysis, Fourier analysis, matrix operations, Monte Carlo techniques, and possibly neural networks. Where possible, examples will be taken from multiple scientific disciplines, in addition to physics. This course is intended for second semester sophomores, juniors and seniors. Co-requisite: MATH B203 and three units of science (Biology, Physics, Chemistry or Geology).
Units: 1.0
(Not Offered 2015-2016)

PHYS B380 Physics Pedagogy

Students work with a faculty member as assistant teachers in a college course in physics, or as assistants to a faculty member developing new teaching materials. Students will be involved in some combination of the following: directed study of the literature on teaching and learning pedagogy, construction and design of parts of a course, and actual teaching in a lecture course or laboratory. Corequisite: PHYS 201 or 214.
Units: 1.0
(Fall 2015)

PHYS B390 Independent Study

At the discretion of the department, juniors or seniors may supplement their work in physics with the study of topics not covered in regular course offerings.
Units: 1.0
(Fall 2015)

PHYS B398 Senior Seminar

Required for senior Physics majors. Students meet weekly with faculty to discuss recent research findings in physics as well as career paths open to students with a major in Physics. Students are required to attend all colloquia and student research presentations hosted by the Bryn Mawr College Physics department. Prerequisite: Senior Standing.
Units: 0.5
Instructor(s): McCormack,E.
(Fall 2015)

PHYS B399 Senior Seminar II

Required for senior Physics majors. Students meet weekly with faculty to discuss recent research findings in physics as well as career paths open to students with a major in Physics. Students are required to attend all colloquia and student research presentations hosted by the Bryn Mawr College Physics department. Prerequisites: Senior Standing.
Units: 0.5
(Not Offered 2015-2016)

PHYS B503 Electromagnetic Theory I

This course is the first semester of a year-long standard sequence on electromagnetism. This semester begins with topics in electrostatics, including Coulomb's and Gauss's Laws, Green functions, the method of images, expansions in orthogonal functions, boundary-value problems, and dielectric materials. The focus then shifts to magnetic phenomena, including the magnetic fields of localized currents, boundary-value problems in magnetostatics, and the interactions of fields and magnetic materials. The last portion of the course treats Maxwell's equations, transformation properties of electromagnetic fields, electromagnetic waves and their propagation and, time permitting, the basics of waveguides. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.
Units: 1.0
(Not Offered 2015-2016)

PHYS B504 Electromagnetic Theory II

This course is the second semester of a two semester graduate level sequence on electromagnetic theory. Topics include electromagnetic radiation, multiple fields, scattering and diffraction theory, special relativity, Lagrangian and Hamiltonian descriptions, radiation from point particle motion, Lienard-Wiechert potentials, classical electron theory and radiation reaction. Additional topics may be included at the discretion of the instructor. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisite: PHYS 503
Units: 1.0
(Not Offered 2015-2016)

PHYS B505 Classical Mechanics I

This course will cover mechanics topics familiar from the undergraduate curriculum, but from deeper theoretical and mathematical perspectives. Topics will include Lagrange & Hamilton methods, the central force problem, rigid body motion, oscillations, and canonical transformations. Time permitting, other topics that might be explored include chaos theory, special relativity, and the application of Lagrangian and Hamiltonian methods to continuous systems. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.
Units: 1.0
Instructor(s): Matlin,M.
(Spring 2016)

PHYS B507 Statistical Mechanics I

Review of Thermodynamics; Equilibrium statistical mechanics -- microcanonical and canonical ensembles; Ideal gases, photons, electrons in metals; Phase transitions; Monte Carlo techniques; Classical fluids, Non-equilibrium statistical mechanics.
Units: 1.0
(Not Offered 2015-2016)

PHYS B522 Solid State Physics

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the specific heat, the free electron model, the Fermi surface, electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires, and 2-D thin films), nanomagnetism, spintronics, superconductivity, and experimental methods for fabrication and characterization of nanomaterials. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306.
Units: 1.0
(Not Offered 2015-2016)

PHYS B701 Supervised Work

Supervised Research
Units: 1.0
Instructor(s): Beckmann,P., Matlin,M., Noel,M., Schulz,M., McCormack,E.
(Fall 2015, Spring 2016)

THE CAROLINE MCCORMICK SLADE DEPARTMENT OF POLITICAL SCIENCE

Students may complete a major or minor in Political Science. Within the major, students may complete a concentration in environmental studies. Please note: Students who have already declared the major may be eligible to satisfy the former requirements in lieu of those set out below, and should consult their departmental adviser.

Faculty

Michael Allen, Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of the International Studies Program

Daniel Chomsky, Lecturer

Jeremy Elkins, Associate Professor of Political Science (on leave semester II)

Marissa Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics

Carol Hager, Chair and Professor of Political Science and Director of the Center for Social Sciences on the Clowes Professorship in Science and Social Policy

Seung-Youn Oh, Assistant Professor of Political Science

Stephen Salkever, Mary Katherine Woodworth Professor Emeritus in Political Science

Joel Alden Schlosser, Assistant Professor of Political Science

Major Requirements

What is Political Science, and what will the major prepare me for?

Political Science is the study of justice and authority, peace and conflict, public policies and elections, government and law, democracy and autocracy, freedom and oppression. More than any other social science, Political Science uses a wide variety of approaches to explain how and why political events and institutions come about as they do, and to evaluate the actions of polities, policies, and leaders.

The Political Science major develops reading, writing, and thinking skills needed for a critical understanding of the political world. The major is excellent preparation for those planning to go on to law or public policy schools as well as to graduate work in Political Science. Majors in the department have pursued careers worldwide in public service, journalism, advocacy, law, and education, to name a few.

Majoring in Political Science at Bryn Mawr: getting started.

There are a variety of ways to begin studying Political Science, and so we offer a wide variety of introductory courses. While it is not necessary to begin right away, by the end of the sophomore year prospective majors should have completed at least two of the following Political Science courses: 101, 121, 123 (at HC), 131, 141, 143 (at HC), 151 (at HC), 228, and 231. These courses may be taken in any order.

Students who wish to declare Political Science as a major should choose an advisor, who can be any member of the Political Science faculty. It is generally best to choose an advisor whose courses are in at least one substantive area in which the student intends to focus. Students should write a brief essay (~2 pages) on the kinds of questions or problems that they would like to pursue in the study of politics. The essay should be submitted and discussed with the advisor. Based on this discussion, the student and advisor will formulate a course plan for the major.

All Haverford Political Science courses count toward the Bryn Mawr major (the same is generally true for courses at Swarthmore and UPenn). Majors in the Bryn Mawr department must take at least three of their major courses here, in addition to the 398-399 sequence. We therefore strongly advise that at least one of your initial courses in Political Science be taken at Bryn Mawr.

Course requirements

The study of politics covers a wide ground, and the Political Science major is designed to give students an opportunity to focus their study while also attending to questions, issues, and problems that run through the study of politics more generally, and that connect the study of politics to other fields. We have organized the major along the lines of four general themes/categories. They are:

- Identity and Difference
- Policy Formation and Political Action
- Interdependence and Conflict
- Political Theory.

The Political Science major consists of a minimum of 10 courses:

- Two introductory-level courses (see list above)
- Two concentrations, at least one of which should be from among the four themes/categories. The second concentration is generally chosen as well from those themes/categories, but it can be based on a more substantive focus, to be determined in consultation with the student's advisor. Each concentration requires a total of three courses, at least one of which must be at the 300 level and all of which must be either at the 200 or 300 level.
- Senior Conference and Senior Essay

- At least three courses, in addition to 398 and 399, must be taken in the Bryn Mawr Political Science Department.

Major Credit for Courses Outside the Political Science Department

Up to three courses from departments other than Political Science may be accepted for major credit, if in the judgment of the department these courses are an integral part of a student's major plan. This may occur when courses taken in related departments or programs are closely linked with courses the student takes in Political Science. For example, a student with a focus in "Interdependence and Conflict" may count a relevant course in History, Psychology, etc. Decisions as to which outside courses count for Political Science major credit are made by the faculty on a case by case basis. When in doubt, consult your major advisor or the department chair. Ordinarily, 100-level courses (non-Political Science) taken in other departments may not be used for major credit in Political Science.

We encourage students to spend a semester abroad during their junior year. We generally count one course taken abroad for credit toward the major. Courses taken abroad count at the 200 level only.

Writing Intensive Courses

Students are required to take at least one writing intensive course or two writing attentive courses in their major. Political Science currently offers Pols 272 as a writing intensive course. In addition, a number of 300-level courses that count as writing attentive will be offered annually.

Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered for departmental honors.

Minor Requirements

A minor in political science consists of six courses distributed across at least two fields, at least four of which must be at the 200 or 300 level and at least two of which must be at the 300 level. At least three of the courses must be taken from the Bryn Mawr Department of Political Science course offerings.

The four fields are:

- Identity and Difference
- Policy Formation and Political Action
- Interdependence and Conflict
- Political Theory

Course Designations

Almost every course offered in the Political Science Department at Bryn Mawr and Haverford will count for at least one of the four fields, and some may count for more than one (no single course, however, may be counted as part of more than one field of concentration.) Many courses offered at Swarthmore and Penn will also count toward these. Students should consult their advisor or the Political Science Department chair for information on classifying any courses that do not appear on this list.

Identity and Difference

123 American Politics: Difference and Discrimination (H)

131 Introduction to Comparative Politics

206 Conflict and Conflict Management

220 Constitutional Law

226 Social Movement Theory (H)

228 Introduction to Political Philosophy: Ancient and Early Modern

229 Latino Politics in the U.S. (H)

231 Introduction to Political Philosophy: Modern

235 African Politics (H)

242 Women in War and Peace (H)

245 Philosophy of Law

248 Modern Middle East Cities

253 Feminist Theory

282 The Exotic Other

285 Religion and the Limits of Liberalism (H)

286 Religion and American Public Life (H)

287 Media and Politics: The Middle East Transformed

316 Ethnic Group Politics—Identity and conflict

320 Democracy in America (H)

336 Democracy and Democratization (H)

340 Postcolonialism and the Politics of Nation-building (H)

345 Islam, Democracy and Development (H)

348 Culture and Ethnic Conflict identity and conflict

354 Comparative Social Movements

358 Political Psychology and Ethnic Conflict

370 Becoming a People: Power, Justice, and the Political (H)

375 Perspectives on Work, and Family in the U.S.

379 Feminist Political Theory (H)

383 Islamic Reform and Radicalism

Policy Formation and Political Action

121 American Politics

121 American Politics and Its Dynamics (H)

131 Introduction to Comparative Politics

123 American Politics: Difference and Discrimination (H)

131 Comparative Government and Politics (H)

131 Introduction to Comparative Politics

205 European Politics

222 Introduction to Environmental Issues: Policy Making in Comparative Perspective

223 American Political Process: The Congress (H)

224 The American Presidency (H)

225 Mobilization Politics (H)

226 Social Movement Theory (H)

227 Urban Politics (H)

228 Urban Policy (H)

230 Topics in Comparative Politics (H)

235 African Politics (H)

237 Latin American Politics (H)

242 Women in War and Peace (H)

248 Modern Middle East Cities

249 The Soviet System and Its Demise (H)

254 Bureaucracy and Democracy

257 The State System (H)

259 Comparative Social Movements in Latin American

265 Politics, Markets and Theories of Capitalism (H)

274 Education Politics and Policy

278 Oil, Politics, Society, and Economy

279 State Transformation/Conflict

288 The Political Economy of the Middle East and North Africa

287 Media and Politics: The Middle East Transformed

308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors

310 Comparative Public Policy

314 Strategic Advocacy: Lobbying and Interest Group Politics in Washington, D.C. (H)

315 Public Policy Analysis (H)

320 Democracy in America (H)

321 Technology and Politics

325 Grassroots Politics in Philadelphia (H)

333 Transformations in American Politics: late 20th-early 21st century

334 Politics of Violence (H)

339 The Policymaking Process

345 Islam, Democracy and Development (H)

354 Comparative Social Movements: Power, Protest, and Mobilization

375 Perspectives on Work and Family in the U.S.

378 Origins of American Constitutionalism

385 Democracy and Development

393 US Welfare Politics: Theory and Practice

Interdependence and Conflict

151 International Politics (H)

205 European Politics

206 Conflict and Conflict Management

211 Politics of Humanitarianism

233 Perspectives on Civil War and Revolution: Southern Europe and Central America (H)

235 Transitional Justice in Post-Conflict Societies

239 The United States and Latin America (H)

240 Inter-American Dialogue (H)

242 Women in War and Peace (H)

247 Political Economy of Developing Countries (H)

248 Modern Middle East Cities

250 International Politics

252 International Politics of the Middle East (H)

253 Introduction to Terrorism Studies (H)

256 The Evolution of the Jihadi Movement (H)

258 The Politics of International Institutions (H)

259 American Foreign Policy (H)

261 Global Civil Society (H)

262 Human Rights and Global Politics (H)

264 Politics of Commodities

265 Politics, Markets and Theories of Capitalism (H)

278 Oil, Politics, Society, and Economy

279 State Transformation/Conflict

283 Modern Middle East/North Africa

288 The Political Economy of the Middle East and North Africa

287 Media and Politics: The Middle East Transformed

308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors

316 Ethnic Group Politics—Identity and conflict

339 Transitional Justice (H)

347 Advanced Issues in Peace and Conflict

340 Postcolonialism and the Politics of Nation-building (H)

348 Culture and Ethnic Conflict identity and conflict

350 Topics in International Politics (H)

357 International Relations Theory: Conflict and the Middle East (H)

358 The War on Terrorism (H)

358 Political Psychology and Ethnic Conflict

361 Democracy and Global Governance (H)

362 Global Justice (H)

365 Solidarity Economy Movements (H)

378 Origins of American Constitutionalism

379 The United Nations and World Order

383 Islamic Reform and Radicalism

385 Democracy and Development

392 State in Theory and History

Political Theory

171 Introduction to Political Theory: Democratic Authority (H)

228 Introduction to Political Philosophy: Ancient and Early Modern

231 Introduction to Political Philosophy: Modern

234 Legal Rights in the Administrative State

245 Philosophy of Law

253 Feminist Theory

266 Sovereignty (H)

272 Democratic Theory: Membership, Citizenship and Community (H)

276 American Political Thought from Founding to Civil War (H)

277 American Political Thought: Post Civil War (H)

284 Modernity and its Discontents

300 Nietzsche, Kant, Plato: Modes of Practical Philosophy

320 Greek Political Philosophy

327 Political Philosophy: 1950-Present

336 Democracy and Democratization (H)

365 Erotica: Love and Art in Plato and Shakespeare

370 Becoming a People: Power, Justice, and the Political (H)

371 Topics in Legal and Political Philosophy

378 Origins of American Constitutionalism

379 Feminist Political Theory (H)

380 Persons, Morality and Modernity

381 Nietzsche, Self, and Morality

392 State in Theory and History

COURSES

POLS B101 Introduction to Political Science

This course, which is required of all majors, is designed to introduce students to the study of politics in general and to the four thematic categories around which the major is structured: identity and difference, policy formation and political action, interdependence and conflict, and political theory. The course introduces different but related approaches to understanding political phenomena, and focuses in particular on some central questions and problems of democracy politics.
Units: 1.0
(Not Offered 2015-2016)

POLS B121 Introduction to American Politics

An introduction to the major features and characteristics of the American political system. Features examined include voting and elections; the institutions of government (Congress, the Presidency, the courts and the bureaucracy); the policy-making process; and the role of groups (interest groups, women, and ethnic and racial minorities) in the political process.
Units: 1.0
Instructor(s): Golden,M.
(Spring 2016)

POLS B131 Introduction to Comparative Politics

This course is designed to provide an introduction to the discipline of comparative politics. We will explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures, institutions, and behaviors of a number of countries around the world. Questions we will engage include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies? What factors affect the way countries behave in the international arena? By the end of this course, students will be equipped to answer these questions and prepared for further study in political science.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Oh,S.
(Fall 2015)

POLS B141 Introduction to International Politics

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history.
Counts towards: International Studies; Peace, Justice and Human Rights
Units: 1.0
Instructor(s): Allen,M.
(Fall 2015)

POLS B211 Politics of Humanitarianism

This course examines the international politics and history that underlie the ideas, social movement, and system of organizations designed to regulate the conduct of war and improve the welfare of those victimizes by war. It begins with ethical, legal and organizational foundations, and then examines to post-Cold War cases and beyond. Topics include just war theory, international humanitarian law, humanitarian action and intervention, and transitional justice. Prerequisites: one class in Political Science or comparable course by permission of the instructor.
Counts towards: Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

POLS B220 Topics in Constitutional Law

Through a reading of (mostly) Supreme Court cases and other materials, this course takes up some central theoretical questions concerning the role of constitutional principles and constitutional review in mediating the relationship between public and private power with respect to both difference and hierarchy.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Elkins,J.
(Fall 2015)

POLS B222 Environmental Issues: Movements and Policy Making in Comparative Perspective

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Crosslisting(s): CITY-B222
Units: 1.0
(Not Offered 2015-2016)

POLS B224 Comparative Political Phil: China, Greece, and the "West"

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): PHIL-B224
Units: 1.0
Instructor(s): Salkever,S.
(Fall 2015)

POLS B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): PHIL-B225
Units: 1.0
(Spring 2016)

POLS B228 Introduction to Political Philosophy: Ancient and Early Modern

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Aristotle, Hobbes, Machiavelli, Plato, and Rousseau.
Approach: Critical Interpretation (CI)
Crosslisting(s): PHIL-B228
Units: 1.0
Instructor(s): Schlosser,J.
(Fall 2015)

POLS B231 Introduction to Political Philosophy: Modern

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Hegel, Locke, Marx, J.S. Mill, and Nietzsche.
Approach: Critical Interpretation (CI)
Crosslisting(s): PHIL-B231
Units: 1.0
Instructor(s): Schlosser,J.
(Spring 2016)

POLS B232 American Foreign Policy

This course introduces basic elements of American foreign policy and examines the modern legacy and continuing impact of U.S. foreign policy on the world. We consider how different forces - domestic, international, institutional, cultural, or personal - shape policy goals and examine the nature and implications of American power in contemporary politics. Prerequisites: One course in political science or comparable course by permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

POLS B240 Environmental Ethics

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Environmental Studies
Crosslisting(s): PHIL-B240
Units: 1.0
(Not Offered 2015-2016)

POLS B241 The Politics of International Law and Institutions

An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: POLS B250.
Approach: Critical Interpretation (CI)
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B243 African and Caribbean Perspectives in World Politics

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: POLS 141 or 1 course in African or Latin American history.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B244 Great Empires of the Ancient Near East

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): ARCH-B244; HIST-B244; CITY-B244
Units: 1.0
(Not Offered 2015-2016)

POLS B245 Philosophy of Law

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include abstract philosophical arguments about the concept of law, as well as theoretical arguments about the nature of law as they arise within specific contexts, and judicial cases. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems.
Approach: Critical Interpretation (CI)
Crosslisting(s): PHIL-B245
Units: 1.0
Instructor(s): Elkins,J.
(Spring 2016)

POLS B249 Politics of Economic Development

How do we explain the variations of political and economic systems in the world? What is the relationship between the state and the market? To what extent does the timing of industrialization affect the viability of certain developmental strategies? This seminar introduces the intellectual history of comparative political economy and development studies with readings on both comparative political economy and international political economy. First, we will examine the debates on the dynamics of the state and the market in the development and globalization process. Second, we will explore specific case studies to discuss: 1) how the political and economic processes have changed in response to the interaction of the domestic and international arenas, 2) whether and how the late developers learned from the experiences of early developers, 3) how the international economy and international financial crisis shaped domestic development strategies. Lastly, we will analyze the developmental concerns at the sub-national level with financial liberalization.
Units: 1.0
Instructor(s): Oh,S.
(Spring 2016)

POLS B251 Politics and the Mass Media

A consideration of the mass media as a pervasive fact of U.S. political life and how they influence American politics. Topics include how the media have altered American political institutions and campaigns, how selective attention to particular issues and exclusion of others shape public concerns, and the conditions under which the media directly influence the content of political beliefs and the behavior of citizens. Prerequisite: one course in political science, preferably POLS 121.
Units: 1.0
Instructor(s): Chomsky,D.
(Fall 2015)

POLS B253 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and

oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): PHIL-B252
Units: 1.0
Instructor(s): Bell,M.
(Fall 2015)

POLS B256 Global Politics of Climate Change

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Environmental Studies
Units: 1.0
Instructor(s): Hager,C.
(Fall 2015)

POLS B259 Comparative Social Movements in Latin America

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.
Approach: Cross-Cultural Analysis (CC)
Crosslisting(s): SOCL-B259; CITY-B220
Units: 1.0
(Not Offered 2015-2016)

POLS B262 Who Believes What and Why: the Sociology of Public Opinion

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): SOCL-B262
Units: 1.0
(Not Offered 2015-2016)

POLS B264 Politics of Global Commodities

This class critically analyzes the international politics that underpin the production and distribution of global commodities. Marketization and privatization pressures that have produced economic arrangements are examined for their impact in altering governance systems, distorting markets and development, and fomenting conflicts. The course starts with concepts, theories, and history, and then investigates key case studies. Prerequisites: The prerequisites for the class are either International Politics (POLS B250) or International Political Economy (POLS B391), or permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

POLS B272 The Power of the People: Democratic Revolutions

We often invoke "democracy" as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law, and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what democracy might mean, what conditions it requires, and what "best practices" citizens committed to democracy might enlist to confront political challenges such as the structural divisions that persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential for democratic, grass-roots power as a vital ingredient to democratic flourishing.
Approach: Course does not meet an Approach
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Schlosser,J.
(Spring 2016)

POLS B273 Race and the Law in the American Context

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory.
Crosslisting(s): SOCL-B273
Units: 1.0
(Not Offered 2015-2016)

POLS B283 Introduction to the Politics of the Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces;

the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Middle Eastern Studies
Crosslisting(s): HIST-B283; HEBR-B283
Units: 1.0
Instructor(s): Foda,O.
(Spring 2016)

POLS B284 Modernity and Its Discontents

This course examines the nature, historical emergence, dilemmas, and prospects of modern society in the west, seeking to build up an integrated analysis of the processes by which this kind of society developed over the past two centuries and continues to transform itself. Its larger aim is to help students develop a coherent framework with which to understand what kind of society they live in, what makes it the way it is, and how it shapes their lives. Some central themes (and controversies) will include the growth and transformations of capitalism; the significance of the democratic and industrial revolutions; the social impact of a market economy; the culture of individualism and its dilemmas; the transformations of intimacy and the family; mass politics and mass society; and the different kinds of interplay between social structure and personal experience. No specific prerequisites, but some previous familiarity with modern European and American history and/or with social and political theory would be useful.
Approach: Inquiry into the Past (IP)
Crosslisting(s): SOCL-B284; HIST-B284
Units: 1.0
(Not Offered 2015-2016)

POLS B286 Topics in the British Empire

This is a topics course covering various "topics" in the study of the British Empire. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): HIST-B286; CITY-B286
Units: 1.0
(Not Offered 2015-2016)

POLS B290 Power and Resistance

What more is there to politics than power? What is the force of the "political" for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B291 Arts of Freedom

Observing political life in the early United States, Alexis de Tocqueville wrote: "It cannot be repeated too often: nothing is more fertile in wondrous effects than the art of being free, but nothing is harder than freedom's apprenticeship." What is this "art of freedom" and how can we take up "freedom's apprenticeship"? This course investigates questions of freedom in the contexts of democracy, oppression, and revolution. Together we will study not just the historical meanings of freedom but also who has experienced freedom and who struggles for freedom in concrete terms. Over the course of the semester, we will develop a theoretical vocabulary with which to analyze freedom in different social and political contexts; we will, moreover, learn these concepts through their use, analyzing how they function within theories of freedom and how different theorists and actors understand and actualize freedom. All of this work will culminate in taking the theoretical insights we develop to contemporary politics and society by writing an extended reflective letter integrating the analytical work we have done over the course of the semester (in short essays) and reflecting on the arts and apprenticeship of freedom in our own lives today.
Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Schlosser,J.
(Fall 2015)

POLS B300 Three Approaches to the Phiolosophy of Praxis: Nietzsche, Kant and Plato

A study of three important ways of thinking about theory and practice in Western political philosophy.
Prerequisites: POLS 228 and 231, or PHIL 101 and 201.
Crosslisting(s): PHIL-B300
Units: 1.0
(Not Offered 2015-2016)

POLS B310 Comparative Public Policy

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures on policy makers. Prerequisite: One course in Political Science or public policy.
Counts towards: Environmental Studies; Health Studies
Units: 1.0
Instructor(s): Hager,C.
(Spring 2016)

POLS B312 The Intelligence Community: Practice, Problems & Prospects

The events of 9/11 and ongoing "War on Terror" focused new attention on issues of national intelligence. We will examine the origins, structure and functions of the U.S. Intelligence Community, its relationship to national security policy, interactions with policymakers, and the challenges defining its future role. Prerequisites: One course in political science or comparable coursework with instructor permission.
Units: 1.0
(Not Offered 2015-2016)

POLS B313 Advanced Topics in Constitutional Law

This course will focus on cases that are on the Supreme Court's docket for decision in the current term. Through readings of cases and secondary material, students will examine the background of the current controversies, and the political and social issues that they raise. As a part of the course, each student will participate in mock hearings on the cases, acting sometimes as an advocate for one party and sometimes as a judge. In preparation for this, students will conduct research under supervision. Students will also participate in gathering materials on the broader political-social implications of the controversies which will be read and discussed by the class. Prerequisite: one course requiring the reading of legal cases (POLS B220, POLS/PHIL B245, POLS B273, POLS H215, H216) or consent of instructor.
Units: 1.0
Instructor(s): Elkins,J.
(Spring 2016)

POLS B316 The Politics of Ethnic, Racial, and National Groups

An analysis of ethnic and racial conflict and cooperation that will compare and contrast the experiences of racial minorities in the United States and Muslim minorities in Europe. Particular attention is paid to the processes of group identification and political organization; the politicization of racial and ethnic identity; patterns of conflict and cooperation between minorities and the majority population over time; and different paths to citizenship. The course will emphasize how the politics of differentiation has similarities across setting and historical periods as well as important differences
Counts towards: Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

POLS B320 Topics in Greek Political Philosophy

This is a topics course, course content varies. Past topics include: Aristotle's Nicomachean Ethics and Politics and Thucydides,Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.
Crosslisting(s): PHIL-B321
Units: 1.0
Instructor(s): Salkever,S.
(Spring 2016)

POLS B321 Technology and Politics

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B321
Units: 1.0
(Not Offered 2015-2016)

POLS B324 Politics of the Arab Uprisings

The recent uprisings in Arab countries have shocked the world. Long-entrenched authoritarian regimes have fallen. US allies have been ousted. This seminar is designed to introduce the politics of these recent uprisings. Their origins will be viewed through the lens of political and economic theories of authoritarianism and revolution. The outcomes will be assessed with an eye toward existing ideas about democracy. The course will aim to establish what political science can tell us about these events, and how political science must grow in reaction to them. Prerequisite: One course in political science or Middle East studies or consent of instructor.
Counts towards: International Studies
Units: 1.0
(Not Offered 2015-2016)

POLS B334 Three Faces of Chinese Power: Money, Might, and Minds

China's extraordinary growth for the past 30 years has confirmed the power of free markets, while simultaneously challenging our thoughts on the foundations and limits of the market economy. Moreover, China's ever-increasing economic freedom and prosperity have been accompanied by only limited steps toward greater political freedom and political liberalization, running counter to one of the most consistent patterns of political economic development in recent history. This course examines China's unique economic and political development path, and the opportunities and challenges it accompanies. This course has three aims: 1) to facilitate an in-depth understanding of the political and economic development with Chinese characteristics, 2) to conduct a comprehensive analysis of three dimensions of Chinese economic, political and cultural power, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary developmental path. Prerequisite: two courses either in Political Science or East Asian Languages and Culture. Junior or Senior Standing required.
Units: 1.0
Instructor(s): Oh,S.
(Spring 2016)

POLS B344 Development Ethics

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; International Studies
Crosslisting(s): PHIL-B344
Units: 1.0
(Not Offered 2015-2016)

POLS B348 Culture and Ethnic Conflict

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): CITY-B348
Units: 1.0
(Not Offered 2015-2016)

POLS B352 Feminism and Philosophy

It has been said that one of the most important feminist contributions to theory is its uncovering of the ways in which theory in the Western tradition, whether of science, knowledge, morality, or politics has a hidden male bias. This course will explore feminist criticisms of and alternatives to traditional Western theory by examining feminist challenges to traditional liberal moral and political theory. Specific questions may include how to understand the power relations at the root of women's oppression, how to theorize across differences, or how ordinary individuals are to take responsibility for pervasive and complex systems of oppression.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): PHIL-B352
Units: 1.0
(Not Offered 2015-2016)

POLS B354 Comparative Social Movements: Power and Mobilization

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions. Prerequisite: one course in POLS or SOCL or permission of instructor.
Counts towards: Environmental Studies
Crosslisting(s): SOCL-B354
Units: 1.0
(Not Offered 2015-2016)

POLS B358 Political Psychology of Ethnic Conflict

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. Each student will contribute a 200-300 word post in response to a reading or film assignment each week. Students will represent their posts in seminar discussion of readings and films. Each student will write a final paper analyzing the origins and trajectory of a case of violent ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC B208, or PSYC B120, or PSYC B125, or one 200 level course in political science, or instructor's permission.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): PSYC-B358
Units: 1.0
Instructor(s): McCauley,C.
(Fall 2015)

POLS B363 Islamism in Theory, Practice, and Comparison

This seminar examines whether Islam possesses "a politics." Does "Islam" explain protest, activism, economics, gender, nationalism, sectarianism, revolution, assimilation, the Arab uprisings, or even jihad in the Muslim world? We begin with theories of identification and Muslim affiliation, invoking materials from philosophy, anthropology, social science, history, and primary resources. The course is an "advanced introduction" and is thus eclectic – its objectives are both empirical and methodological: we examine social and political problems and the tools we need to approach them fruitfully. Together and in individual research, we will explore case studies of "Muslim politics" to apply, test, or stretch theories of religious identification, political action, and social power. Prerequisite: POLS B101.
Units: 1.0
(Not Offered 2015-2016)

POLS B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of

Plato's "Phaedus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."
Counts towards: Gender and Sexuality Studies
Crosslisting(s): ENGL-B365; PHIL-B365; COML-B365
Units: 1.0
(Not Offered 2015-2016)

POLS B367 China and the World: Implications of China's Rise

In the 20th Century, China's rise has been one of the most distinctive political affairs changing the landscape of regional and world politics. Especially, China's breathtaking growth has challenged the foundations and limits of the market economy and political liberalization theoretically and empirically. This course examines the Chinese economic and political development and its implications for other Asian countries and the world. This course has three aims: 1) to facilitate an in-depth understanding of the Chinese Economic development model in comparison to other development models, 2) to conduct a comprehensive analysis of political and socio-economic exchanges of China and its relations with other major countries in East Asia, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary economic growth.
Prerequisite: junior or senior.
Units: 1.0
Instructor(s): Oh,S.
(Fall 2015)

POLS B371 Topics in Political Philosophy

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. Prerequisite: At least one course in political theory or philosophy or consent of instructor.
Crosslisting(s): PHIL-B371
Units: 1.0
(Not Offered 2015-2016)

POLS B374 Education Politics & Policy

This course will examine education policy through the lens of federalism and federalism through a case study of education policy. The dual aims are to enhance our understanding of this specific policy area and our understanding of the impact that our federal system of government has on policy effectiveness.
Crosslisting(s): SOCL-B374; EDUC-B374
Units: 1.0
Instructor(s): Golden,M.
(Fall 2015)

POLS B375 Gender, Work and Family

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Crosslisting(s): SOCL-B375
Units: 1.0
(Not Offered 2015-2016)

POLS B378 Origins of American Constitutionalism

This course will explore some aspects of early American constitutional thought, particularly in the periods immediately preceding and following the American Revolution. The premise of the course is that many of the questions that arose during that period—concerning, for example, the nature of law, the idea of sovereignty, and the character of legitimate political authority—remain important questions for political, legal, and constitutional thought today, and that studying the debates of the revolutionary period can help sharpen our understanding of these issues. Prerequisites: sophomore standing and previous course work in American history, American government, political theory, or legal studies.
Crosslisting(s): HIST-B378
Units: 1.0
(Not Offered 2015-2016)

POLS B379 The United Nations and World Order

Initially founded in 1945 to address the challenges of international armed aggression, the United Nations has since evolved, and is now charged with confronting a wide range of threats, including atrocities, poverty, hunger, disease, and climate change. This class examines the organization's pre-eminent role in international peace and security, economic development, and human rights and humanitarian affairs. Prerequisites: Students are required to have completed at least a year of Political Science or Peace and Conflict Studies courses (one class must be International Politics (POLS B250) or have the permission of the instructor.
Counts towards: Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

POLS B381 Nietzsche

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth , irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.
Crosslisting(s): PHIL-B381
Units: 1.0
Instructor(s): Elkins,J.
(Fall 2015)

POLS B383 Two Hundred Years of Islamic Reform, Radicalism, and Revolution

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement; contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor.
Counts towards: Middle Eastern Studies
Crosslisting(s): HIST-B383
Units: 1.0
(Not Offered 2015-2016)

POLS B385 Democracy and Development

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics.
Counts towards: International Studies; Peace, Justice and Human Rights
Crosslisting(s): ECON-B385
Units: 1.0
Instructor(s): Rock,M.
(Spring 2016)

POLS B391 International Political Economy

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.
Counts towards: International Studies
Units: 1.0
Instructor(s): Allen,M.
(Fall 2015)

POLS B392 State in Theory and History

This class connects the fields of historical sociology and international relations to survey the roots of states as the predominant form of political authority, to assess its behavior in global affairs, and to consider its future. Concepts include: class coalitions, democracy, capitalism, socialism, authoritarianism, revolutions, international organizations, and empires. Prerequisites: two courses in Political Science, or Peace and Conflict Studies, or permission of the instructor. Enrollment is limited to 18 students.
Units: 1.0
(Not Offered 2015-2016)

POLS B393 U.S. Welfare Politics: Theory and Practice

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities. Prerequisite: POLS B121 or SOCL B102.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): SOCL-B393
Units: 1.0
(Not Offered 2015-2016)

POLS B398 Senior Conference

Required of senior majors. In weekly group meetings as well as individual tutorials, faculty work with students on research strategies, on refining research topics, and on supervising research progress for the senior thesis.
Units: 1.0
Instructor(s): Golden,M., Oh,S.
(Fall 2015)

POLS B399 Senior Essay

Units: 1.0
Instructor(s): Hager,C., Elkins,J., Schlosser,J.
(Spring 2016)

POLS B403 Supervised Work

Units: 1.0
(Fall 2015)

POLS B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

PSYCHOLOGY

Students may complete a major or minor in Psychology. Within the major, students also have the opportunity to pursue an area of further study such as a minor in Neuroscience, Child and Family Studies, or Computational Methods.

Faculty

Dustin Albert, Assistant Professor of Psychology

Kimberly Cassidy, President and Professor of Psychology

Heejung Park, Assistant Professor of Psychology

Laurel Peterson, Assistant Professor of Psychology

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child Study Institute

Marc Schulz, Chair and Professor of Psychology and Rachel C. Hale Professor in the Sciences and Mathematics (on leave semester II)

Anjali Thapar, Chair and Professor of Psychology

Earl Thomas, Professor of Psychology

Robert Wozniak, Professor of Psychology

The department offers the student a major program that allows a choice of courses from among a wide variety of fields in psychology: clinical, cognitive, developmental, health, physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars and through supervised research. Students have found that the major program provides a strong foundation for graduate work in clinical, cognitive, developmental, experimental, physiological, and social psychology, as well as for graduate study in law, medicine, and business.

Major Requirements

The major requirements in Psychology are PSYC 105 (or a one-semester introductory psychology course taken elsewhere); PSYC 205; two half-credit 200-level laboratory courses (courses designated as PSYC 28X), six courses at the 200 and 300 level (at least two 200-level and two 300-level), one semester of Junior Brown Bag, and one Senior Requirement. Majors may elect to fulfill their Senior Requirement with PSYC 399 (Senior Seminar in Psychology) or by completing two semesters of supervised research (PSYC 399 or PSYC 401).

Major Writing Requirement: Majors must complete the writing requirement prior to the start of the senior year. The writing requirement can be met by completing two half-credit 200-level writing intensive laboratory courses or a full credit writing intensive course.

Majors may substitute advance placement credit (score of 5 on the Psychology Advanced Placement exam) for PSYC 105. In general, courses at the 200 level survey major content areas of psychological research. With the exception of PSYC 205, all 200-level courses require PSYC 105 or the permission of the instructor. Courses at the 300 level typically have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across areas. PSYC 398, 399, and 401 are senior capstone courses and are intended to provide psychology majors with an intensive and integrative culminating experience in psychology.

Majors are also required to attend a one-hour, weekly brown bag in the junior year for one semester. This requirement is designed to sharpen students' analytical and critical thinking skills, to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, and to build a sense of community.

Advising

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. Any continuing faculty member can serve as a major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses and are approved by the student's major adviser. Students should contact their major adviser about major credit for a course outside the department before taking the course.

Honors

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for honors, students must have a grade point average in psychology of 3.6 or higher at the end of the fall semester of the senior year.

Haverford College Courses that Count toward the Major

Certain psychology courses offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major (the same is true for psychology courses offered at Swarthmore and the University of Pennsylvania). Specifically, PSYC 100 at Haverford may be substituted for PSYC 105. PSYC 200 at Haverford may be substituted for PSYC 205. Additionally, although the half-unit 300-level laboratory courses at Haverford

maybe substituted for the half-unit 200-level laboratory courses at Bryn Mawr, the Haverford laboratory courses will not count towards the new college-wide writing requirement in the major. For all other courses, a student should consult with her major advisor.

Minor Requirements

A student may minor in Psychology by taking PSYC 105 and PSYC 205 and any other four courses that meet the requirements of the major.

Minor in Neuroscience

Students majoring in psychology can minor in Neuroscience. The minor comprises six courses: one gateway course (Behavioral Neuroscience BMC PSYC 218, Biological Psychology HC PSYC 217, or Introduction to Neuroscience BMC BIO 202), plus five additional courses. The five courses must sample from three different disciplines and at least one course must be at the 300-level or higher. Additional information for the minor is listed on the Psychology Department's website.

Minor in Computational Methods

Students majoring in psychology can minor in computational methods.The minor consists of one gateway course (Introduction to Computer Science, CS 110 or CS 205), a course in data structures (CS 206) and discrete mathematics (CS 231), plus three additional courses. Additional information for the minor is listed on the Computer Science Department's website.

Minor in Child and Family Studies

Students majoring in psychology can minor in Child and Family Studies. The minor comprises six courses: one gateway course (Developmental Psychology PSYC 206, Educational Psychology PSYC 203, Critical Issues in Education EDUC 200, or Study of Gender in Society (SOCL 201), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Additional information for the minor is listed on the Child and Family Studies's website.

COURSES

PSYC B105 Introductory Psychology

How do biological predispositions, life experiences, culture, contribute to individual differences in human and animal behavior? This biopsychosocial theme will be examined by studying both "normal" and "abnormal" behaviors in domains such as perception, cognition, learning, motivation, emotion, and social interaction thereby providing an overview of psychology's many areas of inquiry.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Peterson,L., Rescorla,L.
(Fal 2015, Spring 2016)

PSYC B120 Focus: Psychology of Terrorism

Introduction to the psychology of terrorism. Each week will include reading and a film introducing a different case history: Mohammed Atta, Timothy McVeigh and Terry Nichols, Weather Underground, Baader-Meinhof Gang, Battle of Algiers, Shaheed, Al-Qaeda and bin Laden. Text is "Friction: How radicalization happens to them and us" (McCauley & Moskalenko, 2011). Each student posts each week on Moodle a max-300-word essay identifying mechanisms of radicalization in the case history, and a comment on one other student's post. Grading includes clicker quizzes, posts, comments, and an optional final paper. This is a half-semester "focus course," no prerequisites.
Units: 0.5
(Not Offered 2015-2016)

PSYC B125 Focus: Psychology of Genocide

This is a half-semester "focus course." Introduction to the psychology of genocide, including perpetrators, leaders, and mass sympathizers. Each week will include reading and a film introducing a difference case history: Cherokee Removal, Armenian Removal, Holocaust, Rwanda, Pol Pot, Khymer Rouge Killers, Darfur-Sudan. Text is "Why not kill them all? The logic and prevention of mass political murder" (Chirot & McCauley, 2010 paperback). Each student posts each week on Moodle a max-300-word essay identifying mechanisms of radicalization in the case history, and a comment on one other student's post. Grading includes clicker quizzes, posts, comments, and an optional final paper.
Units: 0.5
(Not Offered 2015-2016)

PSYC B160 Focus: Psychology of Negotiations

Explores the psychology, art, and science of negotiations. The core of the course is a series of seven simulations designed to allow students to experiment with negotiation techniques. Debriefings and discussions of negotiation theory and behavioral research complement the simulations. This is a half-semester, 0.5 unit course.
Approach: Course does not meet an Approach
Units: 0.5
(Not Offered 2015-2016)

PSYC B201 Learning/Behavior Analysis

This course covers the basic principles of behavior, and their application to the understanding of the human condition. Topics include the distinction between closed-loop (selection by consequences) and open-loop (elicitation and adjunctive behavior) relations, the distinction between contingency-shaped behavior and behavior under instructional control, discrimination

and concept formation, choice, functional analysis of verbal behavior and awareness and problem solving. Behavior Analysis is presented as a distinct research methodology with a distinct language, as well as a distinct theoretical approach within psychology.
Approach: Scientific Investigation (SI)
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

PSYC B203 Educational Psychology

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required.
Prerequisite: PSYC B105 (Introductory Psychology)
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies; Praxis Program
Units: 1.0
Instructor(s): Cassidy,K.
(Fall 2015)

PSYC B205 Research Methods and Statistics

An introduction to experimental design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, experimental design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week.
Approach: Quantitative Methods (QM); Scientific Investigation (SI)
Units: 1.0
Instructor(s): Albert,W., Thapar,A.
(Fall 2015, Spring 2016)

PSYC B206 Developmental Psychology

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. Prerequisite: PSYC B105 or PSYC H100
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies
Units: 1.0
Instructor(s): Albert,W.
(Fall 2015)

PSYC B208 Social Psychology

A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with humans. Topics include group dynamics (conformity, leadership, encounter groups, crowd behavior, intergroup conflict); attitude change (consistency theories, attitudes and behavior, mass media persuasion); and person perception (stereotyping, essentializing, moral judgment).
Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.
Approach: Scientific Investigation (SI)
Units: 1.0
Instructor(s): McCauley,C.
(Fall 2015)

PSYC B209 Abnormal Psychology

This course will cover the main psychological disorders manifested by individuals as they develop across the life span. The semester will begin with an historical overview of how psychopathology has been conceptualized and treated across many centuries of Western history. The course will then review the assumptions of the major models which have been formulated to explain psychopathology: the biological, the psychodynamic, the behavioral, and the cognitive. We will begin with childhood and adolescent disorders and then cover the main disorders of adults. Among the disorders covered will be: attention deficit disorder, anorexia/bulimia, conduct disorder/antisocial personality, borderline personality disorder, anxiety disorders, psychophysiological disorders, substance abuse, depression, and schizophrenia. For each disorder, we will explore issues of classification, theories of etiology, risk and prevention factors, research on prognosis, and studies of treatment. Prerequisite: Introductory Psychology (PSYC B105 or H100).
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies; Health Studies
Units: 1.0
Instructor(s): Schulz,M.
(Fall 2015)

PSYC B212 Human Cognition

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we acquire, store, process and communicate information. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental processes that are used every day in almost all human activities – from attention and memory to language and problem solving – and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.
Approach: Scientific Investigation (SI)
Counts towards: Neuroscience
Units: 1.0
Instructor(s): Thapar,A.
(Spring 2016)

PSYC B214 Applied Behavior Analysis

This course covers the basic principles of behavior and their relevance and application to clinical problems. Applied Behavior Analysis is an empirically-based treatment approach focusing less on treatment techniques and more on treatment evaluation. The course covers the techniques used (data gathering and analysis) to determine the effectiveness of treatments while in progress. To do this, examples of human problems may include eating disorders, anxiety disorders, addictive behavior, autistic behavior, attention deficit hyperactivity disorder and oppositional/conduct disorder.
Approach: Scientific Investigation (SI)
Units: 1.0
(Not Offered 2015-2016)

PSYC B218 Behavioral Neuroscience

An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC 105).
Approach: Course does not meet an Approach
Counts towards: Neuroscience
Units: 1.0
Instructor(s): Thomas,E.
(Spring 2016)

PSYC B224 Cross-Cultural Psychology

Explores human behavior as a product of cultural context. Why are some aspects of human behavior the same across cultures, while others differ? Topics include the relationships between culture and development, cognition, the self, and social behaviors. Discussions include implications of cross-cultural psychology for psychological theory and applications. Pre-requites: ANTH101, PSYCB105, PSYCH100, SOCL102 or permission of instructor
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2015-2016)

PSYC B230 Forensic Psychology

The major goal of this course is to provide students with a broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law. Throughout this course, students will develop an understanding of the nature, scope, and basic methods used in forensic psychology and how these methods can be applied to a variety of legal questions. We will begin with an introduction, which will encompass the definition of the area, the scope of the field, and an overview of the relevant methods used in the practice of forensic psychology. We will then consider a number of legal questions for which judges and attorneys can be informed by forensic psychological evaluation; these legal questions will include criminal, civil, and family law. Prerequisite: PSYC B105 or H100.
Units: 1.0
(Not Offered 2015-2016)

PSYC B231 Health Psychology

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100)
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Peterson,L.
(Fall 2015)

PSYC B240 Evolution of Human Nature

Explores human nature as a product of evolutionary processes. The course will begin by introducing the evolutionary perspective and the roles of sex and mating strategies within the context of the animal kingdom. Topics will include the evolutionary origins of altruism, social structures, language, domestic and intergroup violence, and religion. Prerequisite: ANTH101, BIOL110/B111, ECON105, PSYCB105, PSYCH100, SOCL102, or permission of instructor
Units: 1.0
(Not Offered 2015-2016)

PSYC B250 Autism Spectrum Disorders

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105).
Approach: Course does not meet an Approach
Counts towards: Child and Family Studies
Units: 1.0
Instructor(s): Wozniak,R.
(Spring 2016)

PSYC B257 Identity under Pressure

This course explores psychological understandings of identity formation and change, particularly in times of upheaval and migration. Examples of identity formation will be drawn from psychological studies, the family histories of class participants, oral history projects, and

the experiences of Jews in Hamburg, Germany before and during World War II.
Units: 1.0
(Not Offered 2015-2016)

PSYC B260 The Psychology of Mindfulness

This course focuses on psychological theory and research on mindfulness and meditative practices. Readings and discussion will introduce students to modern conceptualizations and implementation of mindfulness practices that have arisen in the West. Students will be encouraged to engage in mindfulness activities as part of their involvement in this 360.
Approach: Course does not meet an Approach
Counts towards: Health Studies
Units: 1.0
(Not Offered 2015-2016)

PSYC B282 Research Methods in Cognitive Psychology

This laboratory course will provide hands-on experience in designing and conducting research in cognitive psychology, with an emphasis on the study of memory and cognition. Over the semester, students will have the opportunity to develop specific research skills, such as understanding how to design a study appropriate to a research question, collecting data, conducting and interpreting statistical analyses, writing about research, etc. Other goals include practicing and further developing critical thinking skills and communicating research ideas and results both verbally and in writing. Students will be exposed to behavioral and electrophysiological (EEG, ERP) techniques to study memory and cognition. The course will culminate with a final project in which students design and conduct a novel experiment, analyze the data, and prepare an APA style research report. This class is a writing intensive class and, as a .5 unit class, is designed to meet half of the writing requirement in the major. Suggested Preparation: Past or concurrent enrollment in Statistics (PSYC B205 or equivalent).
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor(s): Thapar,A.
(Spring 2016)

PSYC B283 Laboratory in Developmental Psychology

This laboratory course is designed to provide students with hands-on exposure to the principles and practices that guide scientific research on human psychological development. We will examine the crucial steps in the scientific research process, including developing research questions and hypotheses, identifying an appropriate research design, insuring measurement reliability and validity, collecting and analyzing data, and communicating results. Special attention will be given to the research topics and methodological approaches important to the interdisciplinary field of developmental cognitive neuroscience, which aims to elucidate the neurological changes underlying psychological development. Through lab activities and group projects, students will gain specific exposure to the use of neuroimaging methods to examine developmental questions. Prerequisite: Introduction to Psychology (Psych 105). Suggested Preparation: Methods and Statistics (Psych 205) and Developmental Psychology (Psych 206) are recommended.
Approach: Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor(s): Albert,W.
(Spring 2016)

PSYC B284 Lab in Health Psychology

This laboratory/writing intensive/scientific inquiry quarter course will provide a hands-on experience conducting health psychology research and writing APA-style manuscripts. Students will be exposed to various aspects of the scientific process such as: literature reviews, hypothesis-generation, data collection, analysis, writing (drafting and polishing), peer-reviewing, and oral dissemination of scientific findings. The course will focus on biopsychosocial theory and challenge students to apply the theory to their own research project(s) and write papers on the results. Suggested Preparation: PSYC B205.
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor(s): Peterson,L.
(Fall 2015)

PSYC B288 Laboratory in Social Psychology

This laboratory course will offer experience in designing and conducting research in social psychology, statistical analysis of research results, and research reporting in the style of a journal article in psychology. Each student will participate in two research projects. This is a 0.5 unit course that meets for the full semester. Suggested Preparation: Statistics (PSYC 205 or equivalent).
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
(Not Offered 2015-2016)

PSYC B289 Laboratory in Clinical Psychology

At its core, this laboratory course is designed to explore how it is that psychologists come to know (or think they know) things and how they communicate what they think they know. The class focuses on the scientific principles and practices underlying research in psychology with an emphasis on techniques and topics important to the subfield of clinical psychology. This course is intended to provide hands-on training in how to conduct research. Through lab activities and class projects, students will learn about important methodological issues and steps in the research process including how to identify important questions, measurement issues such as

reliability and validity, different modes of data collection, and how to collect, analyze, and interpret data. Special attention will be given to method issues relevant to observation, to the study of emotion, to couple relationships and to the collection of data across time. This class is a writing intensive class and, as a .5 unit class, is designed to meet half of the writing requirement in the major. Suggested Preparation: PSYC B205 and PSYC B209.
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)
Major Writing Requirement: Writing Intensive
Units: 0.5
Instructor(s): Schulz,M.
(Fall 2015)

PSYC B301 Advanced Research Methods

This course focuses on psychology research and design methodology. An important purpose of the course is to help students with their undergraduate thesis research. Topics include: internal and external validity, reliability, strengths and weaknesses of various methods (survey, case, observational, and experimental), data coding, levels of measurement, research ethics, and data analysis.
Units: 1.0
(Not Offered 2015-2016)

PSYC B310 Advanced Developmental Psychology

This course details theory and research relating to the development of children and adolescents with family, school, and cultural contexts. We examine topics including (but not limited to): developmental theory, infant perception, language, attachment, self-awareness, social cognition, symbolic thought, memory, parent-child relations, peer relations, and gender issues. Prerequisite: PSYC 206 or permission of the instructor.
Units: 1.0
(Not Offered 2015-2016)

PSYC B312 History of Modern American Psychology

An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intellectual roots. Topics include physiological and philosophical origins of scientific psychology; growth of American developmental, comparative, social, and clinical psychology; and the cognitive revolution. Prerequisite: any 200-level survey course.
Units: 1.0
Instructor(s): Wozniak,R.
(Spring 2016)

PSYC B322 Culture and Development

This course focuses on development and enculturation within nested sets of interacting contexts (e.g. family, village, classroom/work group, peer group, culture). Topics include the nature of culture, human narrativity, acquisition of multiple literacies, and the way in which developing mind, multiple contexts, cultures, narrativity, and literacies help forge identities. Prerequisites: PSYC 105 and PSYC 206, or Permission of the Instructor
Counts towards: Child and Family Studies
Units: 1.0
(Not Offered 2015-2016)

PSYC B323 Advanced Topics in Cognitive Neuroscience

A seminar course dealing with state-of-the-art developments in the cognitive neuroscience of human memory. The goal of this course is to investigate the neuroanataomy of episodic memory and the cellular and molecular correlates of episodic memory. Topics include memory consolidation, working memory, recollection and familiarity, forgetting, cognitive and neural bases of false memories, emotion and memory, sleep and memory, anterograde amnesia, and implicit memory. Within each topic we will attempt to integrate the results from different neuropsychological approaches to memory, including various psychophysiological and functional imaging techniques, clinical studies, and research with animal models. Prerequisite: a course in cognition (PSYC B212, PSYC H213, PSYC H260) or behavioral neuroscience (either PSYC B218 or PSYC H217).
Counts towards: Neuroscience
Units: 1.0
(Not Offered 2015-2016)

PSYC B325 Judgment and Decision-Making

This course will explore the psychology of reasoning and decision-making processes in depth. We will examine affective, cognitive, and motivational processes, as well as recent research in neuroscience. Among other topics, we will discuss notions of rationality and irrationality, accuracy, heuristics, biases, metacognition, evaluation, risk perception, and moral judgment. Prerequisites: ECONB136, ECONH203, PSYCB205 or PSYCH200, and PSYCB212, PSYCH260 or permission of instructor.
Units: 1.0
(Not Offered 2015-2016)

PSYC B326 From Channels to Behavior

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.
Major Writing Requirement: Writing Attentive
Counts towards: Neuroscience
Crosslisting(s): BIOL-B326
Units: 1.0
Instructor(s): Brodfuehrer,P.
(Spring 2016)

PSYC B331 Health Psychology: Behavior and Context

This seminar will be devoted to a discussion of theory and research in health psychology. We will investigate both historical and contemporary perspectives on the psychology of wellness and illness. We will begin with a consideration of how psychosocial forces influence health cognitions, behaviors, and physiological processes. The second half of the course will focus on contextual factors, interventions, and emerging topics in research. We will debate the question of whether/how psychological forces influence health outcomes. Prerequisite: PSYC B105 and PSYC B231.
Units: 1.0
Instructor(s): Peterson,L.
(Spring 2016)

PSYC B340 Women's Mental Health

This course will provide an overview of current research and theory related to women's mental health. We will discuss psychological phenomena and disorders that are particularly salient to and prevalent among women, why these phenomena/disorders affect women disproportionately over men, and how they may impact women's psychological and physical well-being. Psychological disorders covered will include: depression, eating disorders, dissociative identity disorder, borderline personality disorder, and chronic pain disorders. Other topics discussed will include work-family conflict for working mothers, the role of sociocultural influences on women's mental health, and mental health issues particular to women of color and to lesbian women. Prerequisite: PSYC B209 or PSYC B351 (or equivalent 200-level course).
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

PSYC B346 Pediatric Psychology

This course uses a developmental-ecological perspective to understand the psychological challenges associated with physical health issues in children. The course explores how different environments support the development of children who sustain illness or injury and will cover topics including: prevention, coping, adherence to medical regimens, and pain management. The course will consider the ways in which cultural beliefs and values shape medical experiences. Suggested Preparations: PSYC B206 highly recommended.
Counts towards: Child and Family Studies; Health Studies
Units: 1.0
(Not Offered 2015-2016)

PSYC B350 Developmental Cognitive Disorders

This course uses a developmental and neuropsychological framework to study major development cognitive disorders manifested by children and adolescents, such as language delay/impairment, specific reading disability, math disability, nonverbal learning disability, intellectual disability, executive function disorder, autism, and traumatic brain injury. Cognitive disorders are viewed in the context of the normal development of language, memory, attention, reading, quantitative abilities, and executive functions. Students enrolled in the course will learn about the assessment, classification, outcome, remediation, and education of the major cognitive disorders manifested by children and adolescents. Students will participate in a course-related Praxis placement approximately 3 - 4 hours a week.
Counts towards: Child and Family Studies; Neuroscience; Praxis Program
Units: 1.0
(Not Offered 2015-2016)

PSYC B351 Developmental Psychopathology

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy .Prerequisite: PSYC 206 or 209.
Counts towards: Child and Family Studies; Health Studies; Neuroscience
Units: 1.0
Instructor(s): Rescorla,L.
(Spring 2016)

PSYC B353 Advanced Topics in Clinical Psychology

This course provides an in-depth examination of research and theory in a particular area of clinical psychology. Topics will vary from year to year.
Prerequisite: PSYC 209 or 351
Units: 1.0
(Not Offered 2015-2016)

PSYC B355 Neurobiology of Anxiety, Stress and Anxiety Disorders

A seminar course examining the neurobiological basis of fear and anxiety and the stress that is often associated with these emotions. We will also consider anxiety and stress disorders including generalized anxiety disorder, panic disorder, specific phobias, obsessive compulsive disorder, and post-traumatic stress disorder. Implications for various forms of therapy for anxiety disorders, including psychotherapy and pharmacotherapy, will be addressed. Prerequisite: PSYC B218, PSYC B209, BIOL B202 or permission of instructor.
Counts towards: Neuroscience
Units: 1.0
Instructor(s): Thomas,E.
(Fall 2015)

PSYC B358 Political Psychology of Ethnic Conflict

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. Each student will contribute a 200-300 word post in response to a reading or film assignment each week. Students will represent their posts in seminar discussion of readings and films. Each student will write a final paper analyzing the origins and trajectory of a case of violent ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC B208, or PSYC B120, or PSYC B125, or one 200 level course in political science, or instructor's permission.
Counts towards: Peace, Justice and Human Rights
Crosslisting(s): POLS-B358
Units: 1.0
Instructor(s): McCauley,C.
(Fall 2015)

PSYC B375 Movies and Madness: Abnormal Psychology Through Films

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209.
Major Writing Requirement: Writing Intensive
Counts towards: Film Studies; Health Studies
Units: 1.0
Instructor(s): Rescorla,L.
(Fall 2015)

PSYC B395 Psychopharmacology

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217 or permission of instructor.
Counts towards: Health Studies; Neuroscience
Units: 1.0
Instructor(s): Thomas,E.
(Spring 2016)

PSYC B398 Senior Thesis

Senior psychology majors who are doing a thesis should register for Senior Thesis (PSYC B398) with their adviser for both the Fall and Spring semester. Students will receive one unit per semester. Prerequisite: Psychology major.
Units: 1.0
Instructor(s): Thomas,E., Wozniak,R., Rescorla,L., Schulz,M., Thapar,A., Peterson,L., Albert,W.
(Fall 2015, Spring 2016)

PSYC B399 Senior Seminar

This seminar is intended to serve as a capstone experience for senior psychology majors who have opted not to do a senior thesis. The focus of the seminar will be on analyzing the nature of public discourse (coverage in newspapers, magazines, on the internet) on a variety of major issues, identifying material in the psychological research literature relating to these issues, and to the extent possible relating the public discourse to the research.
Units: 1.0
Instructor(s): Wozniak,R.
(Spring 2016)

PSYC B401 Supervised Research in Neural and Behavioral Sciences

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.
Counts towards: Neuroscience
Units: 1.0
(Fall 2015, Spring 2016)

PSYC B403 Supervised Research

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.
Units: 1.0
(Fall 2015, Spring 2016)

PSYC B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the

classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

PSYC B502 Multivariate Statistics

This course is designed to introduce students to advanced statistical techniques that are becoming increasingly important in developmental, clinical and school psychology research. We focus on understanding the advantages and limitations of common multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Emphasis is placed on helping students critically evaluate applications of these techniques in the literature and the utility of applying these techniques to their own work. Topics covered include path modeling, ways of analyzing data collected over multiple points in time (e.g., a growth curve capturing change in a developmental variable during childhood), confirmatory factor analysis, and measurement models. Students use existing data sets to gain experience with statistical software that can be used for multivariate analyses.
Units: 1.0
(Not Offered 2015-2016)

PSYC B508 Social Psychology

Provides an introduction to basic social psychological theories and research. Topics covered include: group dynamics, stereotypes and group conflict, attitude measurement, and attitudes and behavior. An emphasis is placed on research methods in the study of social psychology.
Units: 1.0
(Not Offered 2015-2016)

PSYC B595 Psychopharmacology

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC 218.
Units: 1.0
(Not Offered 2015-2016)

PSYC B612 Historical Issues in Clinical Developmental Psychology

Familiarizes students with 20th century developments in clinical psychology and with the 18th and 19th century social and intellectual trends from which they emerged. Topics include: Mesmerism and the rise of dynamic psychiatry in Europe and America; changing patterns in the institutionalization of the insane; the Bost Group (James, Prince, Sidis) and the development of abnormal psychology and psychotherapy; the American reception of psychoanalysis; the Mental Hygiene and Child Guidance movements; the growth of psychometrics; personality theories and theorists; and trends in the professionalization of clinical psychology after WWII.
Units: 1.0
(Not Offered 2015-2016)

PSYC B701 Supervised Work

Units: 1.0
Instructor(s): Rescorla,L., Neuman,P., Schulz,M., Thapar,A.
(Fall 2015, Spring 2016)

PSYC B702 Supervised Research

Units: 1.0
(Not Offered 2015-2016)

RELIGION

Students may complete a major in Religion at Haverford College.

Faculty

Naomi Koltun-Fromm, Chair and Associate Professor

Molly Farnath, Assistant Professor

Tracey Hucks (on leave for 2015–16), Professor

Kenneth Koltun-Fromm, Professor

Anne M. McGuire, Kies Family Associate Professor in the Humanities

Terrance Wiley, Assistant Professor

Travis Zadeh, Associate Professor

The Department of Religion at Haverford views religion as a central aspect of human culture and social life. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including art, architecture, music, literature, science, and philosophy—as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religion is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, psychology, political science, and sociology.

A central goal of the department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas and practices that have decisively shaped human experience. They are encouraged to engage in the breadth of scholarship in the study of religion as well as to develop skills in the critical analysis of the texts, images, beliefs, and performances of various religious traditions, including Judaism, Christianity, Islam and Buddhism. Students especially interested in Asian religions may work out a program of study in conjunction with the East Asian Studies department at Haverford and Bryn Mawr and with the Religion department at Swarthmore. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in law, public service (including both religious and secular organizations), medicine, business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

For more information, see the department Web site at haverford.edu/relg/index.html.

Major Requirements

- Six courses within one of the department's three areas of concentration:

  Religious Traditions in Cultural Context. The study of religious traditions and the textual, historical, sociological, and cultural contexts in which they develop. Critical analysis of formative texts and issues that dvance our notions of religious identities, origins, and ideas.

  Religion, Literature, and Representation. The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.

  Religion, Ethics, and Society. The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.

  These six courses within the area of concentration must include the department seminar in the major's area of concentration: Religion 301 for Area A; Religion 303 for Area B; Religion 305 for Area C. Where appropriate and relevant to the major's program, up to three courses for the major may be drawn from outside the field of religion, subject to departmental approval.
- Junior Colloquium: An informal required gathering of the Junior majors once each semester. Students should complete a worksheet in advance in consultation with their major adviser and bring copies of the completed worksheet to the meeting.
- Senior Seminar and Thesis, Religion 399b.
- At least four additional half-year courses drawn from outside the major's area of concentration.
- At least six of each major's 11 courses must be taken in the Haverford religion department. Students planning to study abroad should construct their programs in advance with the department. Students seeking religion credit for abroad courses should write a formal petition to the department upon their return and submit all relevant course materials. Petitioned courses should be included within the student's designated area of concentration.

In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.

Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar, Religion 399b.

Requirements for Honors

Honors and High Honors in religion are awarded on the basis of the quality of work in the major and in the Senior Thesis (399b).

COURSES

RELG H104A Religion and Social Ethics

Introduces students to debates in Judaism and Christianity about the ethical significance of race, class, and gender in contemporary society. Topics will include racism, incarceration, poverty, gender-based domination, and same-sex marriagage.
Farneth,Molly

RELG H107A Vocabularies of Islam

Provides students with an introduction to the foundational concepts of Islam, its religious institutions, and the diverse ways in which Muslims understand and practice their religion. We explore the vocabularies surrounding core issues of scripture, prophethood, law, ritual, theology, mysticism, literature, and art from the early period to the present.
Zadeh,Travis

RELG H111A Introduction to Hinduism

An introduction to the diverse and fluid tradition known as Hinduism, which we will examine through the many streams that feed into it: theological and philosophical beliefs, ritual and devotional practices, literature, visual art, music and drama.
Martinez,Chloe

RELG H118B Hebrew Bible: Literary Text and Historical Context

The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when, and why? What was its significance then and now? How does one study the Bible from an academic point of view? Using literary, historical, theological, and archeological interpretive tools, this course will address these questions and introduce students to academic biblical studies.
Koltun-Fromm,Naomi

RELG H122B Introduction to the New Testament

An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include non-canonical writings, in addition to the writings of the New Testament canon.
McGuire,Anne

RELG H124A Introduction to Christian Thought

An examination of some central concepts of the Christian faith, approached within the context of contemporary theological discussion. Basic Christian ideas will be considered in relation to one another and with attention to their classic formulations, major historical transformations, and recent reformulations under the pressures of modernity and postmodernity.|Beretz,Elaine Marie

RELG H128A Reading Sacred Texts

An introduction to reading sacred texts in an academic setting. In this course we will apply a variety of methodological approaches--literary, historical, sociological, anthropological or philosophical--to the reading of religious texts, documents and materials.
Koltun-Fromm,Kenneth

RELG H130B Material Religion in America

Koltun-Fromm,Kenneth

RELG H132A Varieties of African American Religious Experience

This course will examine the history of religion in America as it spans several countries. Each week lectures, readings, and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the united States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester.
Settles,Shani Salama

RELG H132B Varieties of the African American Religious Experience

As an introduction to the study of African American religious expression and engagement in the US, this class will critically examine the historical and contemporary construction of the “Black Sacred Cosmos.” Focusing specifically on West African faith systems and their dissemination, reconstruction, and re-emergence within the Diaspora we will explore how life is the altar and living is prayer. Attending primarily to the three most visible religious systems in the US -Yoruba/ Orisa/Ifa, Santeria, and Vodou- students will gain a holistic understanding of traditions by: (1) engaging multiple theoretical discourses surrounding the study and practice of African Diaspora Religions (2) applying intersectional analyses to traditions to uncover the ways in which they address/contextualize the constructions of race, class, gender, sexuality (3) identifying and describing unique and common key elements/ dimensions that constitute belief and praxis of each religious system (4) contextualizing dynamic processes of continuity and change, past and present, and (5) charting chronologies of major historical developments and periods of transmission for each belief system. In

so doing, students will be equipped with a foundational knowledge base to further examine the worldviews and ethos of religious traditions of the Diaspora in upper division classes, their own lives, and the world around them.
Settles,Shani Salama

RELG H140A Introduction to Islamic Philosophy and Theology

This course is a survey of major thinkers and debates in Islamic intellectual history. We will discuss how these thinkers addressed theological concerns such as God's attributes in light of divine unity; freewill versus predestination; and mysticism and philosophy as legitimate means of divine worship.
Velji,Jamel A

RELG H144B Reading Comics and Religion

The exploration of how notions of the religious arise in comics and graphic novels that visually depict narratives of and about the sacred. Reading comics is a visual practice, but it is also a study in religious expression, creative imagination, and critical interpretation. The course will engage the multi-textured layers of religious traditions through a reading of comics, and thereby integrate comics within the study of religion even as the very reading of comics challenges our notions of what counts as religion. This is a TriCo course and requires travel to Swarthmore.
Koltun-Fromm,Kenneth

RELG H150B South Asian Religious Cultures

An introductory course covering the variegated expressions of Hinduism, Buddhism, Jainism, Islam, and Sikhism in South Asia.
Martinez,Chloe

RELG H202B The End of the World as We Know it

Why are people always predicting the coming endtime? This course will explore the genre of apocalypse, looking for common themes that characterize this form of literature. Our primary source readings will be drawn from the Bible and non-canonical documents from the early Jewish and Christian traditions. We will use an analytical perspective to explore the social functions of apocalyptic, and ask why this form has been so persistent and influential.
Velji,Jamel A

RELG H203A The Hebrew Bible and its Interpretations

This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian Biblical commentaries in order to better understand how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them.
Koltun-Fromm,Naomi

RELG H206B History and Literature of Early Christianity

The history, literature and theology of Christianity from the end of the New Testament period to the time of Constantine.
McGuire,Anne

RELG H208A Poetics of Religious Experience in South Asia

An examination of religious poetry from three South Asian traditions: Hinduism, Islam, and Sikhism. Topics may include poetry and religious experience, poetry as locus of inter-religious dialogue, and poetry as religious critique.
Martinez,Chloe

RELG H221A Women and Gender in Early Christianity

An examination of the representations of women and gender in early Christian texts and their significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities.
McGuire,Anne

RELG H222B Gnosticism

The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish, and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology and other issues in the interpretation of Gnostic texts.
McGuire,Anne

RELG H229B Black Religion and Womanist Thought

This course invites students to attend to the intersections of black, feminist, and liberation thought and praxis by engaging womanist theology. Through a broad and critical examination of essays, scholarly texts, novels, and documentaries, we will explore discourses around themes of epistemology, spirituality, representation, and activism. We will particularly attend to: (1) assumptions and claims about knowledge production and methods; (2) spiritual, religious and ethical motifs; (3) identity formation, social location, and identity politics; and (4) feminist/womanist activism addressing issues of race/heritage, culture, class, gender, and sexuality. Through daily discussion and written assignments, students will develop critical analytic skills and be equipped with a foundational knowledge base to further examine womanist worldviews and ethos in multiple religious traditions and in the world around them.
Settles,Shani Salama

RELG H230A Religion and Black Freedom Struggle

This course will examine the background for and the key events, figures, philosophies, tactics, and consequences of the modern black freedom struggle in United States. The period from 1955-1965 will receive special attention, but the roots of the freedom struggle and the effect on recent American political, social, and cultural history will also be considered.
Wiley,Terrance

RELG H248B The Quran

Overview of the Qur'an, the scripture of Islam. Major themes include: orality, textuality, sanctity and material culture; revelation, translation, and inimitability; calligraphy, bookmaking and architecture; along with modes of scriptural exegesis as practiced over time by both Muslims and non-Muslims alike.
Zadeh,Travis

RELG H254B RAP and Religion: Rhymes about God and the Good

We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas, Jay-Z, The Roots, and Lauryn Hill, Kanye West, we will analyze their work with an interest in understanding a) the conceptions of God and the good reflected in them, b) how these conceptions connect to and reflect African American social and cultural practices, and c) how the conceptions under consideration change over time.
Wiley,Terrance

RELG H260A Getting Medieval

Explores literary and philosophical exchanges, alongside religious violence and persecution, amongst Jews, Christians, and Muslims in the late Antiquity and the Middle Ages.
Zadeh,Travis

RELG H267B Religion and Poetry

An exploration of the relationship between religion and poetry, using both sacred and secular poetic texts. How is poetic language used to express religious ideas? How do sacred texts inform secular poetry? Assignments will include both critical and creative writing.
Martinez,Chloe

RELG H286B Religion and American Public Life

This course examines the role of Christianity in shaping America s religious identity(ies) and democratic imagination(s). The course will also examine whether, if at all, citizens are justified in retrieving their religious commitments in public debates.
Farneth,Molly

RELG H299A Theoretical Perspectives in the Study of Religion

Description: An introduction to theories of the nature and function of religion from theological, philosophical, psychological, anthropological, and sociological perspectives. Readings may include: Schleiermacher, Marx, Nietzche, Freud, Tylor, Durkheim, Weber, James, Otto, Benjamin, Eliade, Geertz, Foucault, Douglas, Smith, Berger, Haraway.
Koltun-Fromm,Kenneth

RELG H301A Seminar in Religious Traditions in Cultural Context: Myths of Creation and Redemption

This seminar will focus on the interpretation of myths of creation and redemption within Graeco-Roman, Jewish, and Christian religious traditions. In addition to considering myths and their reinterpretation within each tradition, we will also consider contemporary theories of myth and myth interpretation.
McGuire,Anne

RELG H301B Seminar in Religious Traditions in Cultural Context

This seminar examines the foundation mythologies of a variety of religious traditions, particularly those narratives that revolve around the founding of sacred cities. We will explore the relationship between political founding (cities, nations) and religious origins narratives.
Koltun-Fromm,Naomi

RELG H303A Religion, Literature and Representation

This seminar will consider autobiography as both a literary genre and a mode of speech that has often been used to talk about religion. What does the autobiographical voice allow authors to say about religious experience and belief? How are religious selves constructed and presented in this most self-reflexive of forms? Our discussion will draw upon the methodologies of both literary theory and religious studies, and autobiographical examples will range across time, space and religious tradition.
Martinez,Chloe

RELG H305A Seminar in Religion, Ethics, and Society

This seminar invites students to attend to lived religious experience through ethnography. Taking an explicitly feminist/womanist approach, students will examine themes of epistemology, hermeneutics, narration, representation, embodiment, and empowerment. Reading and viewing contemporary ethnographic essays, texts and documentaries highlights mixed method approaches to research formation and the writing process. Through daily exercises and a final research project, students will directly participate in reflexive ethnography with a religious community of their choice.
Velji,Jamel A

RELG H305B Seminar in Religion, Ethics, and Society: Religion and Ethnography

The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies. Topics and instructors change from year to year.; This seminar invites students to attend to lived religious experience through ethnography. Taking an explicitly feminist/womanist approach, students will examine themes of epistemology, hermeneutics, narration, representation, embodiment, and empowerment. Reading and viewing contemporary ethnographic essays, texts and documentaries highlights mixed method approaches to research formation and the writing process. Through daily exercises and a final research project, students will directly participate in reflexive ethnography with a religious community of their choice.
Settles,Shani Salama

RELG H306B Of Monsters and Marvels

From contemplating the cosmos to encountering the monstrous, this course explores the place of wonder in Islamic traditions through readings from the Qur'an, exegesis, prophetic traditions, popular literature, travel narratives, descriptive geography, philosophy and theology.
Zadeh,Travis

RELG H312A Ritual and the Body

An exploration of the meaning and function of ritual, and of the ways that rituals shape bodies, habits, and identities. Special attention will be given to the relationship between ritual and gender. Readings include Durkheim, Mauss, Bourdieu, Butler, and Mahmood.
Farneth,Molly

RELG H330A Seminar in the Writings of Women of African Descent

This seminar will examine the writings of women of African descent from Africa, North America, and the Caribbean. Using primary and secondary texts from the nineteenth to the twentieth centuries, this course will explore the various religious traditions, denominations, sects, and religious and cultural movements in which women of African descent have historically participated. The course will also analyze the ways in which specific social conditions and cultural practices have historically influenced the lives of these women within their specific geographical contexts.
Settles,Shani Salama

RELG H398A Senior Thesis Seminar Part 1

A practical methodology course which prepares senior Religion majors to write their senior theses.
Koltun-Fromm,Naomi

RELG H399B Senior Seminar and Thesis

Koltun-Fromm,Naomi; Koltun-Fromm, Kenneth; McGuire,Anne

ROMANCE LANGUAGES

Students may complete a major in Romance Languages.

Faculty

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Maria Cristina Quintero, Chair and Professor of Spanish, Co-Director of Comparative Literature, and Director of Romance Languages

Roberta Ricci, Chair and Associate Professor of Italian

The Departments of French and Francophone Studies, Italian, and Spanish cooperate in offering a major in Romance Languages that requires advanced work in at least two Romance languages and literatures. Additional work in a third language and literature is suggested.

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

Major Requirements

The requirements for the major are a minimum of nine courses, including the Senior Conference and/or Senior Essay, described below, in the first language and literature and six courses in the second language and literature, including the Senior Conference in French, if French is selected as second. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Haverford students intending to major in Romance Languages must have their major work plan approved by a Bryn Mawr College adviser.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

Writing Requirement

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

COURSES

First Language and Literature

French

FREN 101-102 or 101-105; or 005-102 or 005-105. Four literature courses at the 200 level, including FREN 213. Advanced language course: FREN 260 (BMC) or 212 (HC). Two courses at the 300 level.

Italian

ITAL 101, 102. Four courses at the 200 level. Three courses at the 300 level.

Spanish

SPAN 110. SPAN 120. Four courses at the 200 level. Two courses at the 300 level.

Second Language and Literature

French

FREN 101-102 or 101-105; or 005-102 or 005-105. Two literature courses at the 200 level. FREN 260 (BMC) or 212 (HC). One course at the 300 level.

Italian

ITAL 101, 102. Two literature courses at the 200 level. Two literature courses at the 300 level.

Spanish

SPAN 200 SPAN 202. Two courses at the 200 level. Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).* When French is chosen as either the first or second language, students must take the first semester Senior Conference in French (FREN 398) in addition to the coursework described above.** When Italian is chosen, students must take ITAL 398 and ITAL 399, offered in consultation with the department, in addition to the coursework described above in order to receive honors.*** An oral examination (following the current model in the various departments) may be given in one or both of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis. Please note that 398 does not count as one of the two required 300-level courses.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism, or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

* In order to receive honors, students whose first language is Spanish should have a minimum 3.7 GPA in Spanish and are required to write a senior essay (SPAN 399).

** For students whose first language is French, honors are awarded on the basis of performance in Senior Conference and on a successfully completed thesis (FREN 403) or senior essay, the latter completed in a third 300-l. course in semester II of senior year.

*** In order to receive honors, students whose first language is Italian are required to write a senior essay (ITAL 398 and ITAL 399)

RUSSIAN

Students may complete a major or minor in Russian.

Faculty

Elizabeth Allen, Professor of Russian and Comparative Literature on the Myra T. Cooley Lectureship in Russian

Mark Baugher, Lecturer in Russian

Dan Davidson, Professor of Russian on the Myra T. Cooley Lectureship in Russian and Director of the Russian Language Institute

Timothy Harte, Chair and Associate Professor of Russian (on leave semester II)

Olga Riabova, Lecturer in Russian

Irina Walsh, Lecturer in Russian

The Russian major is a multidisciplinary program designed to provide students with a broad understanding of Russian culture and the Russophone world. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics, or area studies.

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

Major Requirements

A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either RUSS 398, Senior Essay, or RUSS 399, Senior Conference.

Russian majors have the option of fulfilling the College's writing requirement through Writing Attentive (WA) courses either through upper-level Russian language courses, where the focus is on writing in Russian, or through 200-level courses on Russian literature (in translation), culture or film, where the focus is on writing in English. Majors also have the option of completing one WA course in Russian and one WA course in English.

Majors are encouraged to pursue advanced language study in Russia in summer, semester, or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. As part of the requirement for RUSS 398/399, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence.

Honors

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

Minor Requirements

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in the Russian language.

COURSES

RUSS B001 Elementary Russian Intensive

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.
Approach: Course does not meet an Approach
Units: 1.5
Instructor(s): Davidson,D., Walsh,I.
(Fall 2015)

RUSS B002 Elementary Russian Intensive

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.
Approach: Course does not meet an Approach
Units: 1.5
Instructor(s): Davidson,D., Walsh,I.
(Spring 2016)

RUSS B101 Intermediate Russian

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Walsh,I.
(Fall 2015)

RUSS B102 Intermediate Russian

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Walsh,I.
(Spring 2016)

RUSS B120 Focus: Russian Memoirs: Seeking Freedom Within Boundaries

This course examines memoirs by Russian women who either have spent time as political or wartime prisoners or have challenged socially-constructed boundaries through their choice of profession. Students will explore the socio-historical contexts in which these women lived and the ways in which they created new norms in extraordinary circumstances. No knowledge of Russian is required.
Units: 0.5
(Not Offered 2015-2016)

RUSS B130 Focus: Russian Dissidents and the Culture of 'Vnye'

This is a half semester focus course. This course explores Russian dissident memoirs and considers these works as a form of testimonial writing by those who were exiled - physically or socially - during times of heavy media and literary censorship. Class discussions will also examine the ways this body of work served to bear witness on behalf of those who operated outside ('vnye') of society and acted as an alternative justice system, condemning or justifying 'criminal' behavior. Half semester Focus course.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Units: 0.5
(Not Offered 2015-2016)

RUSS B201 Advanced Russian

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Walsh,I.
(Fall 2015)

RUSS B202 Advanced Russian

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Walsh,I.
(Spring 2016)

RUSS B215 Russian Avant-Garde Art, Literature and Film

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Crosslisting(s): HART-B215
Units: 1.0
(Not Offered 2015-2016)

RUSS B217 The Cinema of Andrei Tarkovsky

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema.
Approach: Critical Interpretation (CI)
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

RUSS B221 The Serious Play of Pushkin and Gogol

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin's and Gogol's shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive filter of humor and playfulness. No knowledge of Russian is required.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2015-2016)

RUSS B223 Russian and East European Folklore

This interdisciplinary course introduces students to major issues in Russian and East European folklore including epic tales, fairy tales, calendar and life-cycle rituals, and folk beliefs. The course also presents different theoretical approaches to the interpretation of folk texts as well as emphasizes the influence of folklore on literature, music, and art. No knowledge of Russian is required.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Units: 1.0
Instructor(s): Bain,S.
(Spring 2016)

RUSS B235 The Social Dynamics of Russian

An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television, and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisite: RUSS B201, RUSS 102 also required if taken concurrently with RUSS 201.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Davidson,D., Walsh,I.
(Fall 2015)

RUSS B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Course content varies.
Approach: Inquiry into the Past (IP)
Counts towards: Film Studies
Crosslisting(s): ENGL-B238; HART-B238; COML-B238
Units: 1.0
(Not Offered 2015-2016)

RUSS B243 The Art of Exile: Emigration in Fiction, Film, and Painting

This course explores a diverse range of films (Akin, Fassbinder), paintings (Chagall, Rothko), and fictional prose works (Nabokov, Sebald) that probe the experience of exile and emigration. We will focus primarily on Russian émigré culture, 20th-century Jews, American immigrants, and the Turkish community in Hamburg, Germany.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

RUSS B253 Theory in Practice: Critical Discourses in the Humanities

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B213; FREN-B213; GERM-B213; ITAL-B213; HART-B213; COML-B213; PHIL-B253
Units: 1.0
Instructor(s): Higginson,P.

Fall 2015: **Critical Theories**. Structuralism, Poststructuralism, Feminism, Postcolonialism.

RUSS B254 Russian Culture and Civilization

A history of Russian culture—its ideas, its value and belief systems—from the origins to the present that integrates the examination of works of literature, art, and music.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Walsh,I.
(Fall 2015)

RUSS B258 Soviet and Eastern European Cinema of the 1960s

This course examines 1960s Soviet and Eastern European “New Wave” cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Major Writing Requirement: Writing Attentive
Counts towards: Film Studies
Units: 1.0
(Not Offered 2015-2016)

RUSS B271 Chekhov: His Short Stories and Plays in Translation

A study of the themes, structure and style of Chekhov’s major short stories and plays. The course will also explore the significance of Chekhov’s prose and drama in the English-speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Major Writing Requirement: Writing Attentive
Units: 1.0
(Not Offered 2015-2016)

RUSS B277 Nabokov in Translation

A study of Vladimir Nabokov’s writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov’s Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English.
Approach: Critical Interpretation (CI)
Crosslisting(s): ENGL-B277
Units: 1.0
Instructor(s): Harte,T.
(Fall 2015)

RUSS B321 The Serious Play of Pushkin and Gogol

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin’s and Gogol’s shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive filter of humor and playfulness. The course is taught jointly with Russian 221; students enrolled in 321 will meet with the instructor for an additional hour to study texts in the original Russian.
Units: 1.0
(Not Offered 2015-2016)

RUSS B365 Russian and Soviet Film Culture

This seminar explores the cultural and theoretical trends that have shaped Russian and Soviet cinema from the silent era to the present day. The focus will be on Russia's films and film theory, with discussion of the aesthetic, ideological, and historical issues underscoring Russia's cinematic culture. Taught in Russian. No previous study of cinema required, although RUSS 201 or the equivalent is required.
Units: 1.0
Instructor(s): Rojavin,M.
(Spring 2016)

RUSS B375 Language and Identity Politics of Language in Europe and Eurasia

A brief general introduction to the study of language policy and planning with special emphasis on the Russophone world, the newly independent states of the former Soviet Union. Surveys current theoretical approaches to bilingualism and language shift. Analyzes Soviet language and nationality policy using published census data for the Soviet period through 1989. Focus on the current "language situation" and policy challenges for the renewal of functioning native languages and cultures and maintenance of essential language competencies, lingua franca, both within the Russian Federation and in the "Near Abroad."
Units: 1.0
(Not Offered 2015-2016)

RUSS B380 Seminar in Russian Studies

An examination of a focused topic in Russian literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 201 and one 200-level Russian literature course.
Units: 1.0
Instructor(s): Davidson,D., Walsh,I.
(Spring 2016)

RUSS B390 Russian for Pre-Professionals I

This capstone to the overall language course sequence is designed to develop linguistic and cultural proficiency in Russian to the advanced level or higher, preparing students to carry out academic study or research in Russian in a professional field. Suggested Preparation: study abroad in Russia for at least one summer, preferably one semester; and/or certified proficiency levels of 'advanced-low' or 'advanced-mid' in two skills, one of which must be oral proficiency.
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Rojavin,M.
(Fall 2015)

RUSS B391 Russian for Pre-Professionals II

Second part of year long capstone language sequence designed to develop linguistic and cultural proficiency to the "advanced level," preparing students to carry out advanced academic study or research in Russian in a professional field. Prerequisite: RUSS 390 or equivalent.
Major Writing Requirement: Writing Attentive
Units: 1.0
Instructor(s): Rojavin,M.
(Spring 2016)

RUSS B398 Senior Essay

Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year.
Units: 1.0
Instructor(s): Davidson,D., Walsh,I.
(Spring 2016)

RUSS B399 Senior Conference

Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations, and examinations.
Units: 1.0
(Not Offered 2015-2016)

RUSS B403 Supervised Work

Units: 1.0
(Fall 2015, Spring 2016)

RUSS B701 Supervised Work

Units: 1.0
Instructor(s): Davidson,D.
(Fall 2015, Spring 2016)

SOCIOLOGY

Students may complete a major or minor in Sociology.

Faculty

David Karen, Chair and Professor of Sociology (on leave semesters I and II)

Veronica Montes, Assistant Professor of Sociology

Bridget Nolan, Lecturer in Sociology

Mary Osirim, Provost and Professor of Sociology

Robert Washington, Professor of Sociology

Nathan Wright, Chair and Associate Professor of Sociology

The major in Sociology aims to provide understanding of the organization and functioning of modern society by analyzing its major institutions, social groups, and values, and their connections to culture and power. To facilitate these analytical objectives, the department offers rigorous preparation in social theory and problem-focused training in quantitative as well as qualitative methodologies.

Major Requirements

Requirements for the major are SOCL 102, 265, 302, 303 (Junior Seminar), which fulfills the College writing intensive requirement, 398 (Senior Seminar), five additional courses in sociology (one of which may be at the 100 level and at least one of which must be at the 300 level). In addition, the student must take two additional courses in sociology or an allied subject; the allied courses are to be chosen in consultation with the faculty adviser. The department strongly recommends that majors take a history course focused on late 19th and 20th century American history. Students with an interest in quantitative sociology are encouraged to elect as allied work further training in mathematics, statistics and computer science. Those with an interest in historical or theoretical sociology are encouraged to elect complementary courses in history, philosophy, and anthropology. In general, these allied courses should be chosen from the social sciences.

Senior Experience

The Senior Seminar is required of all senior sociology majors regardless of whether or not they wish to do a thesis. Depending on the number of students, in some years the Senior Seminar will have two sections. The content of the two sections may differ, but the structure of the seminars will be the same. Students will focus on their writing in a series of assignments, emphasizing, as the new college-wide writing requirement suggests, the process and elements of good writing.

Senior Thesis

During senior year, seniors will have the option of doing a one-semester thesis in the fall, a one-semester thesis in the spring, or a two-semester thesis (one grade for the year). To become eligible to write a senior thesis, a student must have a minimum 3.0 GPA in sociology (this will also be the minimum GPA for a student to do an independent study in sociology). Junior sociology majors will need to approach a faculty member as early as possible about the possibility of advising their thesis and will need to indicate in their thesis proposal their “preferred adviser.” The department will attempt to follow these preferences but will take responsibility for assigning an adviser.

Rising seniors who wish to write a senior thesis will need to submit by June 30 to the Chair of sociology a 1-2 page thesis proposal that includes the following information:

- Proposed term of thesis-writing: fall semester; spring semester; both semesters
- Timeline: brief indication of when the data will be collected, when/how it will be analyzed, when the write-up will take place, etc.
- Preferred adviser
- Thesis proposal (should include the research question, its sociological significance, the proposed method, plan of analysis, and anticipated value)

  The thesis proposal should also state clearly whether the research will require IRB approval, if approval has already been secured, or when it will be secured

  Please indicate if you have any previous preparation/work in the thesis topic area.

The chair will distribute the proposals to department members, collect their comments, and inform the student of a yes/no decision by July 15. Please note that students who are not selected to do a senior thesis may still pursue independent work with a faculty member (if their GPA in the major is 3.0 or above). If you are unsure of whether your topic is really “THESIS,” you should discuss this with a faculty member. The following broad categories of work have been considered in the past to be theses: students conduct an analysis of empirical data (this can be qualitative or quantitative; collected by the student or by someone else; contemporary or historical; etc.) or students undertake to research a question using already published evidence (so the thesis could be a very focused, extensive literature review). Students would be welcome to propose developing further a research paper that they wrote in a course. This kind of proposal needs to be very specific as to what the new/additional goals are.

The Department of Sociology offers concentrations in gender and society and African American studies. In pursuing these concentrations, majors should inquire about the possibility of coursework at Haverford

and Swarthmore Colleges and the University of Pennsylvania.

Minor Requirements

Requirements for the minor are SOCL 102, 265, 302, and three additional courses within the department. Students may choose electives from courses offered at Haverford College. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

Honors

Honors in Sociology are available to those students who have a grade point average in the major of 3.5 or higher and who write a senior thesis that is judged outstanding by the department. The thesis would be written under the direction of a Sociology faculty member.

Concentrations Within the Sociology Major

Gender and Society

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in sociology or an allied social science field. Students who pursue this concentration are required to take at least one of the core courses in this area offered by the department: The Study of Gender in Society (SOCL 201) or Women in Contemporary Society: The Southern Hemisphere (SOCL 225). The department encourages students in this concentration to take courses that focus on the study of gender in both the Global North and the Global South. In addition to taking courses in this field at Bryn Mawr, students may also take courses towards this concentration in their study abroad programs or at Haverford, Swarthmore, and the University of Pennsylvania. Any course taken outside of the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors are urged to consult Mary Osirim about this concentration.

African American Studies

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in either sociology or an allied field. Students who pursue this concentration are required to take the core course offered by the Bryn Mawr Department of Sociology: Black America In Sociological Perspective (SOCL 229). Students are encouraged to take courses on Black America listed under the Bryn Mawr and Haverford Africana Studies Programs. Courses taken outside the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors interested in this concentration should consult Robert Washington for further information.

COURSES

SOCL B102 Society, Culture, and the Individual

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies; International Studies
Units: 1.0
Instructor(s): Nolan,B.
(Fall 2015, Spring 2016)

SOCL B130 Sociology of Harry Potter

J.K. Rowling's Harry Potter series is a worldwide phenomenon that has sold hundreds of millions of books and been translated into dozens of languages. Over the last decade, academic studies of Harry Potter have taken root in English and Theology departments, but very few sociologists have taken a scholarly look at the rich society Rowling has created. This course will introduce students to the fundamental concepts of sociology using the lens of the Harry Potter series. We will explore questions of hierarchy, inequality, terrorism, consumption, race, class, and gender, and we will discuss the ways in which stratification in the wizarding world compares and contrasts to similar issues in the Muggle world. Class discussions and exercises will assume that students have read all seven Harry Potter books.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Spring 2016)

SOCL B201 The Study of Gender in Society

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s): Nolan,B.
(Fall 2015)

SOCL B205 Social Inequality

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): CITY-B205
Units: 1.0
Instructor(s): Nolan,B.
(Fall 2015)

SOCL B217 The Family in Social Context

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
(Not Offered 2015-2016)

SOCL B218 Sociology of International Development

This course examines the persistent gap between the Global North and Global South around problems such as poverty, food insecurity, and access to health and education. We will examine theories and perspectives that address this disparity and explore alternatives to Western models of social organization, as put forth by social movements in the Global South. Throughout the course, we will read key primary texts (manifestos, communiqués, oral histories, and world financial institution reports) to understand the role of different players in the international development field, including global economic and governance institutions, non-governmental organizations, and—most importantly—feminist, afro-descendant, indigenous, and other voices emerging in the Global South.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
Instructor(s): Montes,V.
(Spring 2016)

SOCL B219 Field Work / Qualitative Methods

Students will learn how to design and conduct a qualitative research study. The course will introduce several types of research approaches (e.g. case study, grounded theory) and provide in-depth instruction in various research methods, especially participant observation, ethnography, and interviewing. Students will read published works that use field work, examining the connections between theories and methods. In addition, each student will design and carry out a field-based study on a topic of her/his own choosing. Students will learn how to collect and analyze qualitative data and write up research findings. Issues of positionality, subjectivity, and representativeness in qualitative research will also be discussed.
Units: 1.0
(Not Offered 2015-2016)

SOCL B225 Women in Society

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies
Units: 1.0
Instructor(s): Montes,V.
(Spring 2016)

SOCL B227 Sports in Society

Using a sociological, historical, and comparative approach, this course examines such issues as the role of the mass media in the transformation of sports; the roles played in sports by race, ethnicity, class, and gender; sports as a means of social mobility; sports and socialization; the political economy of sports; and sports and the educational system.
Approach: Cross-Cultural Analysis (CC)
Units: 1.0
(Not Offered 2015-2016)

SOCL B229 Black America in Sociological Perspective

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Africana Studies
Crosslisting(s): CITY-B269
Units: 1.0
Instructor(s): Washington,R.
(Spring 2016)

SOCL B230 Topics in Comparative Urbanism

This is a topics course. Course content varies.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): CITY-B229; ANTH-B230; HART-B229
Units: 1.0
Instructor(s): McDonogh,G.

Spring 2016: **Global Suburbia.** This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods

and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing.

SOCL B231 Punishment and Social Order

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened "penal net" in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): CITY-B231
Units: 1.0
(Not Offered 2015-2016)

SOCL B235 Mexican-American Communities

This course is an introduction to the study of Mexican-American communities that provides comparative analysis of major social issues confronting Mexican-Americans. Encompassing the varied experiences of Mexican-Americans, the course examines a broad range of topics- community, migration, race and ethnicity, and identities - as well as what it means to be Mexican-American and what that teaches us about American society.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Montes,V.
(Fall 2015)

SOCL B238 Perspectives on Urban Poverty

This course provides an interdisciplinary introduction to 20th century urban poverty knowledge. The course is primarily concerned with the ways in which historical, cultural, political, racial, social, spatial/geographical, and economic forces have either shaped or been left out of contemporary debates on urban poverty. Of great importance, the course will evaluate competing knowledge systems and their respective implications in terms of the question of "what can be known" about urban poverty in the contexts of social policy and practice, academic research, and the broader social imaginary. We will critically analyze a wide body of literature that theorizes and explains urban poverty. Course readings span the disciplines of sociology, anthropology, critical geography, urban studies, history, and social welfare. Primacy will be granted to critical analysis and deconstruction of course texts, particularly with regard to the ways in which poverty knowledge creates, sustains, and constricts channels of action in urban poverty policy and practice interventions.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

SOCL B242 Urban Field Research Methods

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues.
Counts towards: Praxis Program
Crosslisting(s): CITY-B242; ANTH-B242
Units: 1.0
(Not Offered 2015-2016)

SOCL B249 Asian American Communities

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Crosslisting(s): CITY-B249; ANTH-B249
Units: 1.0
(Not Offered 2015-2016)

SOCL B253 Fixing Inequality: History/Philosophy of Social Intervention

This course engages seminar participants in critical and historical analysis of state attempts to fix inequality in capitalistic, liberal democratic society. Focusing primarily on the US and secondarily in international contexts, we will trace the evolution of philosophical, moral, ideological, and political-economic forces that have shaped the welfare state-building projects of the 19th and 20th centuries. We will analyze how concepts such as labor regulation, federalism, veterans' benefits, geopolitics, professionalism, civil society, private benefits, path dependencies, race, class, gender, and modern governance intersect with the formation and reformation of policy and practice interventions designed to fix social inequality.
Approach: Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

SOCL B257 Marginals and Outsiders: The Sociology of Deviance

An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include alcoholism, drug addiction,

homicide, homosexuality, mental illness, prostitution, robbery, and white-collar crime.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Gender and Sexuality Studies
Units: 1.0
Instructor(s): Washington,R.
(Spring 2016)

SOCL B259 Comparative Social Movements in Latin America

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): POLS-B259; CITY-B220
Units: 1.0
(Not Offered 2015-2016)

SOCL B262 Who Believes What and Why: The Sociology of Public Opinion

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B262
Units: 1.0
(Not Offered 2015-2016)

SOCL B265 Research Design and Statistical Analysis

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, ANOVA, and multiple regression. Required of Bryn Mawr Sociology majors and minors. Non-sociology majors and minors with permission of instructor.
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)
Units: 1.0
Instructor(s): Wright,N.
(Fall 2015)

SOCL B266 Schools in American Cities

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Africana Studies; Child and Family Studies; Praxis Program
Crosslisting(s): EDUC-B266; CITY-B266
Units: 1.0
(Not Offered 2015-2016)

SOCL B267 The Development of the Modern Japanese Nation

An introduction to the main social dimensions central to an understanding of contemporary Japanese society and nationhood in comparison to other societies. The course also aims to provide students with training in comparative analysis in sociology.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Crosslisting(s): ANTH-B267
Units: 1.0
(Not Offered 2015-2016)

SOCL B273 Race and the Law in American Context

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory.
Crosslisting(s): POLS-B273
Units: 1.0
(Not Offered 2015-2016)

SOCL B275 Introduction to Survey Research Methods

The purpose of this course is to give the students the tools necessary to critically evaluate survey collection processes and the resulting data, as well as equip them with the skills to develop, execute, and analyze their own surveys to produce meaningful results. Topics include: proposal development, instrument design, question design, measurement, sampling techniques, survey pretesting, survey collection media, interviewing, index and scale construction, data analysis, interpretation and report writing. The course also examines the effects of demographic and socioeconomic factors in contemporary survey data collection.
Approach: Quantitative Readiness Required (QR)
Units: 1.0
(Not Offered 2015-2016)

SOCL B284 Modernity and Its Discontents

This course examines the nature, historical emergence, dilemmas, and prospects of modern society in the west, seeking to build up an integrated analysis of the processes by which this kind of society developed over the past two centuries and continues to transform itself. Its larger aim is to help students develop a coherent framework with which to understand what kind of society they live in, what makes it the way it is, and how it shapes their lives. Some central themes (and controversies) will include the growth and transformations of capitalism; the significance of the democratic and industrial revolutions; the social impact of a market economy; the culture of individualism and its dilemmas; the transformations of intimacy and the family; mass politics and mass society; and the different kinds of interplay between social structure and personal experience. No specific prerequisites, but some previous familiarity with modern European and American history and/or with social and political theory would be useful.
Approach: Inquiry into the Past (IP)
Crosslisting(s): POLS-B284; HIST-B284
Units: 1.0
(Not Offered 2015-2016)

SOCL B302 Social Theory

Analysis of classical and modern theorists selected because of their continuing influence on sociological thought. Among the theoretical conceptions examined are: alienation, bureaucracy, culture, deviance, modernization, power, religion and the sacred, social change, social class, social conflict, social psychology of self, and status. Theorists include: Durkheim, Firestone, Gramsci, Marx, Mead, Mills, and Weber. Prerequisite: Required of and limited to Bryn Mawr Sociology majors and minors.
Units: 1.0
Instructor(s): Washington,R.
(Fall 2015)

SOCL B303 Junior Conference: Discipline-Based Intensive Writing

This course will introduce students to a range of qualitative methods in the discipline and will require students to engage, through reading and writing, a wide range of sociological issues. The emphasis of the course will be to develop a clear, concise writing style, while maintaining a sociological focus. Substantive areas of the course will vary depending on the instructor. Prerequisite: Required of and limited to Bryn Mawr Sociology Major, Junior Standing
Major Writing Requirement: Writing Intensive
Units: 1.0
Instructor(s): Wright,N.
(Fall 2015, Spring 2016)

SOCL B309 Sociology of Religion

This course will investigate what sociology offers to an historical and contemporary understanding of religion. Most broadly, the course explores how religion has fared under the conditions of modernity given widespread predictions of secularization yet remarkably resilient and resurgent religious movements the world over. The course is structured to alternate theoretical approaches to religion with specific empirical cases that illustrate, test, or contradict the particular theories at hand. It focuses primarily on the West, but situated within a global context.
Units: 1.0
Instructor(s): Wright,N.
(Spring 2016)

SOCL B313 Sociology of Terrorism and Counterterrorism

Terrorism -- the use or threat of violence to achieve political, religious, or social goals -- is a centuries-old phenomenon, but terrorism has become a distressing feature of social life during the last three decades in particular. Since the early 1980s, the world has seen over 10,000 separate acts of terror that have caused thousands of deaths and billions of dollars in damage. This seminar, taught by a former CIA counterterrorism officer, will give students a sociological perspective on terrorism, including the ways in which the threat of terrorism has changed over time, the motivations of different terrorist groups, and the circumstances under which terrorism succeeds and fails. We will also explore America's counterterrorism efforts and grapple with some of the most challenging questions facing the U.S. intelligence community today: what are the best ways to combat terrorism? How do we define and recognize success and failure in the War on Terror? Prerequisite: Introductory level social science course.
Units: 1.0
Instructor(s): Nolan,B.
(Spring 2016)

SOCL B314 Immigrant Experiences

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

SOCL B319 Global Cuisine in Sociological Perspective

This course examines the historical and cross-cultural changes in national cuisines. By exploring how foods cross national boundaries and change, the course

aims to explore not only the ritual functions of food, but also its relationship to national, cultural, and political identities within the context of increasing human immigration and globalization. Prerequisites: At least one course previously taken in Sociology or Anthropology.
Units: 1.0
(Not Offered 2015-2016)

SOCL B331 Global Sociology: Capital, Power, and Protest in World-Historical Perspective

This course examines the social, economic and political dynamics underlying globalization. Through an analysis of global capitalism, the inter-state system, and transnational social movements, we will trace the local-global connections at the basis of contemporary issues like natural resource extraction, human rights violations, and labor insecurity. Prerequisite: Previous course in social science; permission of instructor.
Units: 1.0
Instructor(s): Montes,V.
(Fall 2015)

SOCL B340 Race and Ethnic Relations in Comparative Perspective

This seminar addresses one of the most complex and pervasive problems in the modern world --- the problem of strained racial--ethnic relations within national societies. It begins by examining major theoretical perspectives on racial ethnic relations. Comparing the United States, Brazil, Great Britain, Malaysia, South Africa, and Rwanda, it focuses on the historical backgrounds, current developments (including levels of poverty, education, political representation, social integration, and intermarriage), and government policies, with the objective of identifying the social conditions that have conduced to the worst and the most successful ethnic- racial relations --- in terms of social equality and human rights. Prerequisites: Open to juniors and seniors who have completed at least two courses in Sociology, Political Science, or Anthropology.
Units: 1.0
(Not Offered 2015-2016)

SOCL B346 Advanced Topics in Environment and Society

This is a topics course. Topics vary.
Counts towards: Environmental Studies
Crosslisting(s): CITY-B345; HIST-B345
Units: 1.0
Instructor(s):Stroud,E.

Fall 2015: **Environmental Justice**. In this course, we will be delving into the complex issues of environmental justice and environmental racism. We will investigate the ways in which environmentalism can and has led to environmental inequalities, and we will study how resource allocation, legal frameworks and access to social and economic power affect experiences of environmental amenities and risks.

SOCL B350 Movements for Social Justice in the US

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series. Prerequisite: At least one prior social science course or permission of the instructor.
Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights
Units: 1.0
(Not Offered 2015-2016)

SOCL B354 Comparative Social Movements

A consideration of the conceptualizations of power and “legitimate” and “illegitimate” participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions.
Counts towards: Environmental Studies
Crosslisting(s): POLS-B354
Units: 1.0
(Not Offered 2015-2016)

SOCL B358 Higher Education: Structure, Dynamics, Policy

This course examines the structure and dynamics of the “non-system” of higher education in the US in historical and comparative perspective. Focusing on patterns of access, graduation, and allocation into the labor market, the course examines changes over time and how these vary at different types of institutions and cross-nationally. Issues of culture, diversity (especially with respect to class, race/ethnic, and gender), and programming will be examined. The main theoretical debates revolve around the relationship between higher education and the society (does it reproduce or transform social structure) in which it is embedded.
Units: 1.0
(Not Offered 2015-2016)

SOCL B360 Topics in Urban Culture and Society

This is a topics course. Course content varies.
Crosslisting(s): CITY-B360; ANTH-B359; HART-B359
Units: 1.0
Instructor(s): Morton,T.

Fall 2015: **Architecture of the Eternal City.** How is architecture used to shape our understanding of

past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Rome's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism.

Spring 2016: **Mobility and Territory**. In the early twenty-first century, the problematics of mobility and territory are the water in which we swim. This course uses these concepts as categories for theoretical and historical study of the spatial, material, and aesthetic, examining issues in architecture, urbanism, geography, visual arts, design, and technology.

SOCL B363 Sociology of Sex and Gender Seminar

We examine the concepts of sex and gender from from a sociological perspective. In the first part of the course, we examine different perspectives on gender, with a particular focus on the social constructionist view. We also explore concepts of feminist epistemology, femininity and masculinity, herernormativity, and intersectionality. In the second part of the course, we focus on gender and inequality within the institutions of family, work, and politics. Prerequisite: one social science course.
Units: 1.0
(Not Offered 2015-2016)

SOCL B374 Education Politics & Policy in the U.S.

This course will examine education policy through the lens of federalism and federalism through a case study of education policy. The dual aims are to enhance our understanding of this specific policy area and our understanding of the impact that our federal system of government has on policy effectiveness.
Crosslisting(s): POLS-B374; EDUC-B374
Units: 1.0
Instructor(s): Golden,M.
(Fall 2015)

SOCL B375 Gender, Work and Family

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.
Counts towards: Gender and Sexuality Studies
Crosslisting(s): POLS-B375
Units: 1.0
(Not Offered 2015-2016)

SOCL B393 U.S. Welfare Politics: Theory and Practice

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities. Prerequisite: POLS B121 or SOCL B102.
Crosslisting(s): POLS-B393
Units: 1.0
(Not Offered 2015-2016)

SOCL B398 Senior Conference

This course introduces the fascinating terrain of cultural sociology by focusing on major theoretical perspectives and studies in the field. Ranging from functionalist and materialist to reception, symbolic action and hegemonic perspectives, this seminar explores the dimension of sociology that is most closely related to the humanities. That is the exploration of the origins and impact of socially constructed meanings and images in such spheres as advertising, cartoons, music, movies, television, politics, art, and literature. Through studying the interactions between social structure and cultural constructions, students learn the ways in which cultural products influence and shape human social consciousness by conditioning perceptions of gender, race, and class as well as the broader social reality. Each student will required to write several short analytical essays and a medium length research paper. Prerequisite: Required of and limited to Bryn Mawr Sociology majors.
Units: 1.0
Instructor(s): Washington,R.
(Fall 2015)

SOCL B403 Supervised Work

Students have the opportunity to do individual research projects under the supervision of a faculty member.
Units: 1.0
(Fall 2015)

SOCL B425 Praxis III: Independent Study

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.
Counts towards: Praxis Program
Units: 1.0
(Not Offered 2015-2016)

SPANISH

Students may complete a major or minor in Spanish. Majors may pursue state certification to teach at the secondary level.

Faculty

Ines Arribas, Senior Lecturer in Spanish

Kaylea Berard, Lecturer in Spanish

Stephen Bishop, Instructor in Spanish

Martin Gaspar, Assistant Professor of Spanish and Coordinator of the Latin American, Latino and Iberian Peoples and Cultures Program

Maria Cristina Quintero, Chair and Professor of Spanish, Co-Director of Comparative Literature, and Director of Romance Languages

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

Rosi Song, Associate Professor of Spanish (on leave semeser I)

The major in Spanish offers a program of study in the language, literature, and culture of Spain, Latin America, and U.S. Latino communities. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

Our graduates have gone on to pursue successful careers in law, business, medicine, and translation, among others. This major program prepares students appropriately for graduate study in Spanish.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary contextualized by cultural readings and activities. SPAN 110 and SPAN 120 prepare students for advanced work in literature and cultural studies while improving competence in the language. The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish-American, and U.S. Latino literature in various periods and genres. Three hundred-level courses deal intensively with individual authors, topics, or periods of special significance.

Students in all courses are encouraged to supplement their coursework with study in Spain or Spanish America either in the summer or during their junior year. All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is offered online by the department and is available on our website: brynmawr.edu/spanish/placement.html.

The Department of Spanish works in cooperation with the Departments of French and Italian in the Romance Languages major. It also collaborates with the Latin American, Latino, and Iberian Peoples and Cultures Concentration (LALIPC).

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

Major Requirements

Requirements for the Spanish major are:

- SPAN 110 (formerly 200, Introducción al análisis cultural),
- SPAN 120 (formerly 202, Introducción al análisis literario),
- four 200-level courses
- three 300-level courses
- SPAN 398 (Senior Seminar)

Enrollment in a 200-level Spanish course at Bryn Mawr requires completion of SPAN 110 and/or SPAN 120, and enrollment in a 300-level course requires completion of a 200-level course in Spanish. Two courses must be in Peninsular literature, and one should focus on pre-1700 literature. Two courses must be writing intensive (WI). Students can satisfy this requirement by taking SPAN 120, SPAN 243, and other 200-level courses designated as WI for the semester. Students whose training includes advanced work may, with the permission of the department, be exempted from taking SPAN 110 and/or SPAN 120. SPAN 399 (Senior Essay) is for majors with a grade point average of 3.7 who seek to graduate with honors. It is optional and may not be counted as one of the 300-level requirements.

Please note: the department offers some courses taught in English. In order to receive major and minor credit, students must do substantial reading and written work in Spanish. No more than two courses taught in English may be applied toward a major, and only one toward a minor.

Independent research (SPAN 403) is offered to students recommended by the department. The work consists of independent reading, conferences, and a long paper.

Honors

Departmental honors are awarded on the basis of a minimum grade point average of 3.7 in the major, the recommendation of the department, and the senior essay (SPAN 399).

Minor Requirements

Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one of which must be at the 300 level. At least one course should be in Peninsular literature.

Concentration in Latin American, Latino, and Iberian Peoples and Cultures

The Department of Spanish participates with other departments in offering a concentration in Latin American, Latino, and Iberian Peoples and Cultures (LALIPC).

Teacher Certification

The department also participates in a teacher-certification program. For more information see the description of the Education Program.

COURSES

SPAN B001 Beginning Spanish I

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Assumes no previous study of Spanish. Practice sessions with a language assistant.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Arribas,I.
(Fall 2015)

SPAN B002 Beginning Spanish II

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Practice sessions with a language assistant.
Prerequisite: SPAN B001 or placement.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Berard,K.
(Fall 2015, Spring 2016)

SPAN B101 Intermediate Spanish I

A thorough review of grammar with special emphasis on speaking, listening, reading, and writing (group activities and individual presentations). Readings from the Hispanic world. Additional practice and conversation sessions with a language assistant on Monday evenings. Prerequisite: SPAN 002 or placement.
Approach: Course does not meet an Approach
Units: 1.0
(Fall 2015, Spring 2016)

SPAN B102 Intermediate Spanish II

Continuation of a thorough review of grammar with special emphasis on reading and writing. Selected readings from the Hispanic world. Additional practice and conversation sessions with a language assistant on Monday evenings. Prerequisite: SPAN 101 or placement.
Approach: Course does not meet an Approach
Units: 1.0
Instructor(s): Arribas,I., Berard,K.
(Fall 2015, Spring 2016)

SPAN B110 Introducción al análisis cultural

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.
Approach: Cross-Cultural Analysis (CC)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Song,R., Gaspar,M.
(Fall 2015, Spring 2016)

SPAN B115 Focus: Taller del español escrito

This class will encompass a detailed review of Spanish grammar and writing techniques. We will examine the most challenging grammar topics for non-native speakers. A selection of readings will be the point of departure for acquiring a greater control of grammar and expanding vocabulary through a diverse range of writing exercises. This is a half-semester Focus course.
Prerequisite: SPAN B102 or Placement exam.
Units: 0.5
Instructor(s): Arribas,I.
(Spring 2016)

SPAN B117 Focus: Spanish Conversation and Performance

This is a half-semester focus course. Conducted in Spanish, this focus course further develops the audio-lingual skills that the students have acquired in their early Spanish language training. This course, designed to enhance students' fluency and pronunciation in Spanish, combines a content-based language instruction with an interactive task-based approach. Students increase their aural/oral fluency through the use of theater exercises and short theatrical works, and through their participation in a variety of communicative activities such as poetry readings, dialogues, debates, group discussions, and presentations on a wide range of topics. Diverse readings, audio recordings and video screenings constitute the course materials.
Units: 0.5
Instructor(s): Arribas,I.
(Spring 2016)

SPAN B120 Introducción al análisis literario

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. Prerequisite: SPAN 102, or placement.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Sacerio-Garí,E., Gaspar,M.
(Fall 2015, Spring 2016)

SPAN B208 Drama y sociedad en España

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B209 Lo que hemos comido: Identidades en España

This course considers the relationship between the food we eat and our sense of identity in the context of regional identity politics in Spain. We will review the historical tension as they surface in diverse linguistic and cultural communities and currently challenged by the new wave of immigration to the peninsula. Amid this intersection of different cultures and practices, we will study how each region as turned to its traditional cuisine and local culinary products to strengthen their sense of regional identity while strategizing to communicate this uniqueness beyond the brand of “Spain” to the world. We will examine how this new trend compares to the tourism industry endorsed by the dictatorship in the 1960s. This discussion will serve as a case study to explore how communities remember and narrate their own histories to themselves and to others, using concepts such as taste, terroir, memory, and identity. Students in the course will view films and read fiction, essays, and culinary essays from around Spain. Course can be taught in English or Spanish depending on semester. Students taking it for Spanish credit when course is taught in English will write essays in Spanish.
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Song,R.
(Spring 2016)

SPAN B211 Borges y sus lectores

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B212
Units: 1.0
Instructor(s): Sacerio-Garí,E.
(Fall 2015)

SPAN B216 Introducción a la lingüística hispánica

A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B102 or permission of the instructor.
Approach: Critical Interpretation (CI)
Units: 1.0
Instructor(s): Berard,K.
(Spring 2016)

SPAN B217 Narratives of Latinidad

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinadad in the Americas.
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B217
Units: 1.0
Instructor(s): Harford Vargas,J.
(Fall 2015)

SPAN B223 Género y modernidad en la narrativa del siglo XIX

A reading of 19th-century Spanish narrative by both men and women writers, to assess how they come together in configuring new ideas of female identity and its social domains, as the country is facing new challenges in its quest for modernity. Prerequisites: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.

Approach: Inquiry into the Past (IP)
Major Writing Requirement: Writing Intensive
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B231 El cuento y novela corta en España

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, María de Zayas, and a number of contemporary writers such as Julián Marías and Soledad Puértolas. Our approach will include formal and thematic considerations, and attention will be given to social and historical contexts. Prerequiste: SPAN B110 and/or B120; or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Quintero,M.
(Spring 2016)

SPAN B232 Encuentros culturales en América Latina

This course introduces canonical Latin American texts through translation scenes represented in them. Arranged chronologically since the first encounters during the conquest until contemporary times, the readings trace different modulations of a constant linguistic and cultural preoccupation with translation in Latin America. Translation scenes are analyzed through close reading, and then considered as barometers for understanding the broader cultural climate. Special emphasis is placed on key notions for literary analysis and translation studies, as well as for linking the literary text with cultural, social, political, and historical processes. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)
Units: 1.0
(Not Offered 2015-2016)

SPAN B237 Latino Dictator Novel in Americas

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B237; COML-B237
Units: 1.0
(Not Offered 2015-2016)

SPAN B242 José Martí y el equilibrio mundial

An introductory course on José Martí: the writer, the thinker, the revolutionary. Texts include selections from La Edad de Oro (a magazine for children), essays on the arts, the United States, Nuestra América, political struggle and interdependence ("world equilibrium"), a selection of his poetic works and a novella. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Units: 1.0
(Not Offered 2015-2016)

SPAN B243 Temas de la literatura hispana

This is a topic course. Topics vary. SPAN B110 and/or B120 (previously SPAN B200/B202); or another 200-level.
Approach: Critical Interpretation (CI)
Major Writing Requirement: Writing Intensive
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film

Stereotypically, Latin Americans are viewed as "emotional people"—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.)
Approach: Cross-Cultural Analysis (CC)
Counts towards: Film Studies
Units: 1.0
Instructor(s): Gaspar,M.
(Fall 2015)

SPAN B260 Ariel/Calibán y el discurso americano

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B260
Units: 1.0
(Not Offered 2015-2016)

SPAN B265 Escritoras españolas: entre tradición, renovación y migración

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco's dictatorship, the authors explore through their creative writing changing sociopolitical and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Approach: Critical Interpretation (CI)
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B270 Literatura y delincuencia: explorando la novela picaresca

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class. Prerequiste: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B271
Units: 1.0
(Not Offered 2015-2016)

SPAN B307 Cervantes

A study of themes, structure, and style of Cervantes' masterpiece Don Quijote and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of Don Quijote on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Quintero,M.
(Fall 2015)

SPAN B308 Teatro del Siglo de Oro: negociaciones de clase, género y poder

A study of the dramatic theory and practice of 16th- and 17th-century Spain. Topics include the treatment of honor, historical self-fashioning and the politics of the corrales, and palace theater. Prerequisite: at least one SPAN 200-level course.
Crosslisting(s): COML-B308
Units: 1.0
(Not Offered 2015-2016)

SPAN B309 La mujer en la literatura española del Siglo de Oro

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B311 Crimen y detectives en la narrativa hispánica contemporánea

An analysis of the rise of the hard-boiled genre in contemporary Hispanic narrative and its contrast to classic detective fiction, as a context for understanding contemporary Spanish and Latin American culture. Discussion of pertinent theoretical implications and the social and political factors that contributed to the genre's evolution and popularity. This course will be given in conjunction with Cities 229. Prerequisite: at least one SPAN 200-level course.
Crosslisting(s): COML-B312
Units: 1.0
(Not Offered 2015-2016)

SPAN B315 El futuro ya llegó: relatos del presente en América Latina

Taught in Spanish. In the 21st Century, "Here and now" is not what it used to be. There is no single "here" but instead multiple, coexisting realities (that of the cellphone, the street, the world.) There's no clear present when the "now" is multiple. In this course we will explore the works of 21st Century Latin American authors that have attempted to synchronize their writing with our contemporary circumstances, producing works of fiction where realities alternate, identities flow, and the world appears oddly out of scale. As we read their short-stories and novels, we will ask how their aesthetic projects make us revisit notions of setting, verisimilitude, and realism. Throughout, we will keep two fundamental questions in mind: What is reality (here)? What is the contemporary (now)?
Units: 1.0
Instructor(s): Gaspar,M.
(Spring 2016)

SPAN B321 Del surrealismo al afrorealismo

Examines artistic texts that trace the development and relationships of surrealism, lo real maravilloso americano, realismo mágico and afrorealismo. Manifestos and literary works by Latin American authors

will be emphasized: Miguel Angel Asturias, Alejo Carpentier, Gabriel García Márquez, Isabel Allende, Laura Esquivel, Quince Duncan. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
Instructor(s): Sacerio-Garí,E.
(Spring 2016)

SPAN B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 110 and/or 120 and at least one other Spanish course at a 200-level, or received permission from instructor.
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): COML-B322
Units: 1.0
(Not Offered 2015-2016)

SPAN B323 Memoria y Guerra Civil

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): HIST-B323
Units: 1.0
(Not Offered 2015-2016)

SPAN B326 Voces trasplantadas: teoría y práctica de la traducción

Taught in Spanish. Translation has been argued to be both impossible and inevitable. Theoretically impossible, because no two languages are perfectly equivalent; practically inevitable, because cultures, and human beings, are constantly interpreting one another—and understanding themselves in the process. This course is an introduction to translation as a practice with linguistic, literary, and cultural implications. It is organized in three steps. We will begin by exploring the linguistic aspect of translation: the theories (and myths) about language difference and equivalence, and how they can be put into practice. Then we will focus on translating literary texts of different genres (from canonical epics to film, from poems to short stories and proverbs), and we will simultaneously examine how the various types of texts have spurred very different opinions about what is a good or bad translation, what is desirable, and what is not. Finally, we will trace the role of translation in cultural exchanges, as well as its defining presence in contemporary debates on “world literature.” Prerequisite: At least one 200 level Spanish course.
Units: 1.0
Instructor(s): Gaspar,M.
(Fall 2015)

SPAN B332 Novelas de las Américas

What do we gain by reading a Latin American or a US novel as “American” in the continental sense? What do we learn by comparing novels from “this” America to classics of the “other” Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Crosslisting(s): ENGL-B332; COML-B332
Units: 1.0
(Not Offered 2015-2016)

SPAN B350 Lo fantástico y el cuento hispanoamericano

Special attention to the double, the fantastic and the sociopolitical thematics of short fiction in Spanish America. Authors include Quiroga, Borges, Carpentier, Rulfo, Cortázar and Valenzuela. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B351 Tradición y revolución: Cuba y su literatura

An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba’s struggles for freedom; the literature and film of the Revolution; and literature in exile. Prerequisite: at least one SPAN 200-level course.
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures
Units: 1.0
(Not Offered 2015-2016)

SPAN B398 Senior Seminar

The study of special topics, critical theory and approaches with primary emphasis on Hispanic literatures. A requirement for Spanish Majors. Topics will

be prepared jointly with the students.
Units: 1.0
Instructor(s): Quintero,M.
(Fall 2015)

SPAN B399 Senior Essay

Available to Spanish majors whose proposals are approved by the department.
Units: 1.0
(Not Offered 2015-2016)

SPAN B403 Supervised Work

Independent reading, conferences, and a long paper; offered to senior students recommended by the department.
Units: 1.0
(Fall 2015, Spring 2016)

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Bernie Chung-Templeton, Director, Bi-College Dining Services

David Consiglio, Head of Research Support and Educational Technology, Information Services

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Kay Kerr, Medical Director, Health Center

Tom King, Executive Director, Bi-College Campus Safety

Katie Krimmel, Associate Dean, Leadership, Innovation and the Liberal Arts center

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Nona Smith, Director, Sponsored Research, Grants Administration

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Judith Weinstein Balthazar, Ph.D. (University of Pennsylvania), Dean of Studies & Interim Dean of the Undergraduate College

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Theresa Cann, M.Ed. (Widener University), Assistant Dean and Director of International Education

Vanessa Christman, M.F.A. (Brooklyn College of the City University of New York), Assistant Dean and Director of Leadership and Community.

Raima Evan, Ph.D. (University of Pennsylvania), Assistant Dean

Rachel Heiser, M.Ed. (Temple University), Academic Support and Learning Resources Specialist

Charles Heyduk, Ph.D. (Bryn Mawr College), Associate Dean

Michelle Mancini, Ph.D. (University of California, Berkeley), Associate Dean

Stephanie Nixon, M.Ed. (University of Virginia), Assistant Dean

Christina Rose, Ed.D. (University of Pennsylvania), Assistant Dean

Lauren Ward, M.Ed. (Temple University), Program Coordinator

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