

# MOUNT HOLYOKE

## Bulletin & Course Catalog 2015-16

## Contents

4	2015-2016 Academic Calendar
5	About Mount Holyoke College
7	The Bachelor of Arts Degree and College Requirements
11	Other Degree and Certificate Programs
11	Dual-Degree Programs
11	The Second Bachelor's Degree
12	Graduate Degree Programs
12	Certificate and Licensure Programs
13	Special Programs and Resources
13	The Harriet L. and Paul M. Weissman Center for Leadership
14	The Dorothy R. and Norman E. McCulloch Center for Global Initiatives
15	Foreign Languages at Mount Holyoke College
15	The Leslie Miller and Richard Worley Center for the Environment
16	Library, Information, and Technology Services
16	Internships
17	Exchanges and Semester Programs
17	Intersession
17	Independent Study
18	Honors Thesis
18	Access and Inclusion
19	The Five College Consortium
21	Academic Regulations
28	Academic and Career Advising
30	Admission
30	Undergraduate Admission
31	The Frances Perkins Program
32	Graduate Admission
32	Other Undergraduate Degree and Certificate Programs
34	Fellowships for Mount Holyoke Alumnae and Graduating Seniors
36	Tuition and Fees
40	Financial Aid
47	Key to Course Descriptions/Special Courses

## Areas of Study

48	Departmental and Interdisciplinary Majors
49	Minors, Nexus, and Five College Certificates
51	African Studies
52	Africana Studies
56	Ancient Studies
57	Anthropology

61	Arabic
62	Architectural Studies
64	Art History
70	Art Studio
74	Asian/Pacific/American Studies
75	Asian Studies
82	Astronomy
85	Biochemistry
87	Biological Sciences
94	Buddhist Studies
95	Chemistry
100	Chinese
102	Classics
104	Coastal and Marine Sciences
105	Cognitive Neuroscience
106	College Courses
107	Complex Organizations
109	Computer Science
113	Conceptual Foundations of Science
114	Critical Social Thought
118	Culture, Health, and Science
119	Curricular Support Courses
120	Dance
127	Development Studies
128	East Asian Studies
130	Economics
134	Educational Policy and Practice
135	Educational Studies
137	Engineering
138	English
151	Environmental Studies
157	Ethnomusicology
158	Film Studies
165	First-Year Seminars
171	French
176	Gender Studies
184	Geography
187	Geology
190	German Studies
197	Global Business
198	Greek
200	History

- 213 International Relations
- 218 Italian
- 221 Japanese
- 222 Jewish Studies
- 225 Journalism, Media, and Public Discourse
- 226 Latin
- 229 Latin American, Caribbean, and Latino Studies
- 230 Latin American Studies
- 233 Latina/o Studies
- 236 Law, Public Policy, and Human Rights
- 237 Logic
- 238 Mathematics
- 242 Medieval Studies
- 243 Middle Eastern Studies
- 245 Music
- 260 Native American and Indigenous Studies
- 261 Neuroscience and Behavior
- 263 Nonprofit Organizations
- 264 Philosophy
- 269 Physical Education and Athletics
- 279 Physics
- 284 Politics
- 293 Psychology
- 300 Psychology and Education
- 305 Public History, Archives, and Museums
- 306 Queer and Sexuality Studies
- 307 Religion
- 313 Reproductive Health, Rights and Justice
- 314 Romance Languages and Cultures
- 316 Russian, East European, and Eurasian Studies
- 317 Russian and Eurasian Studies
- 322 Sociology
- 325 South Asian Studies
- 327 Spanish - Hispanophone Studies
- 331 Statistics
- 333 Sustainability Studies
- 334 Theatre Arts
- 341 Professional and Graduate Education
- 357 Appendix

# 2015–2016 Academic Calendar

International Student Orientation	Begins Monday, August 31
Online registration opens	Wednesday, September 2
New Student Orientation	Wednesday, September 2
Returning students arrive	Sunday, September 6
Convocation	Tuesday, September 8
Fall-semester classes begin	Wednesday, September 9
Last day to add classes	Tuesday, September 22
Last day to withdraw from a class without “W” grade recorded	Tuesday, September 29
Midsemester break	Saturday, October 10–Tuesday, October 13
Family and Friends Weekend	Friday, October 23–Sunday, October 25
Academic advising period	Monday, November 2–Friday, November 6
Founder’s Day	November 8, 1837
Online MHC and Five College spring registration	Monday, November 9–Friday, November 20
Last day to withdraw from a class with “W” grade recorded	Thursday, November 19
Last day to declare ungraded option	Thursday, November 19
Thanksgiving recess	Wednesday, November 25–Sunday, November 29
Last day of classes	Tuesday, December 15
Reading days	Wednesday, December 16–Friday December 18, 7 pm
Examinations	Friday, December 18, 7 pm–Tuesday, December 22, noon
December recess	Tuesday, December 22, noon–Sunday, January 3
Intersession	Monday, January 4–Friday, January 15
Online registration opens	Wednesday, January 13
January recess	Saturday, January 16–Monday, January 18
Martin Luther King Jr. Day	Monday, January 18 (no classes)
Spring-semester classes begin	Tuesday, January 19
Last day to add classes	Monday, February 1
Last day to withdraw from a class without “W” grade recorded	Monday, February 8
Midsemester break	Saturday, March 12–Sunday, March 20
Academic advising period	Monday, March 28–Friday, April 1
Online Five College fall registration	Monday, April 4–Friday, April 15
Online MHC fall registration	Monday, April 4–Friday, April 22
Last day to withdraw from a class with “W” grade recorded	Monday, April 4
Last day to declare ungraded option	Monday, April 4
Last day of classes	Monday, April 25
Reading days	Tuesday, April 26–Thursday, April 28, 7 pm
Examinations	Thursday, April 28, 7 pm–Monday, May 2, noon
Reunion I	Friday, May 13–Sunday, May 15
Baccalaureate service	Saturday, May 14
Commencement	Sunday, May 15
Reunion II	Friday, May 20–Sunday, May 22

# About Mount Holyoke College

Chemist and educator Mary Lyon founded Mount Holyoke College (then called Mount Holyoke Female Seminary) in 1837, nearly a century before women gained the right to vote. The first of the Seven Sisters—the female equivalent of the once predominantly male Ivy League—Mount Holyoke offered a rigorous program of study at a time when higher education for women was a revolutionary idea. The school quickly became synonymous with academic excellence and brilliant teaching and became a model for many other women’s colleges. In 1893, the seminary curriculum was phased out and the institution’s name was changed to Mount Holyoke College.

Today, Mount Holyoke is a highly selective, nondenominational, residential, research liberal arts college for women located in the Connecticut River Valley of western Massachusetts. The College’s 2,250 students hail from 48 states and 74 countries. Its 234 full-time and part-time instructional faculty are devoted to undergraduate teaching and cutting-edge research. A little over half of the faculty are women; a fifth are individuals of color; and over 30 percent were born abroad. With a student-faculty ratio of 10 to 1 and with most classes averaging 10–19 students, faculty and students collaborate closely on academic course work and research.

The College operates on a semester calendar, with an optional January Intersession offering opportunities for research, independent study, projects of students’ own choice, travel, internships, and study. The College’s Professional and Graduate Education program offers graduate programs and optional additional opportunities to undergraduates during January and summer sessions. The College’s accreditation was approved for continuation by the New England Association of Schools and Colleges, Inc., through its commission on Institutions of Higher Education, in 2008.

Mary Lyon’s famous words—“Go where no one else will go, do what no one else will do”—continue to inspire the College’s students and its 36,000 alumnae. By offering a distinctive combination of a rigorous liberal arts education, an unusually diverse and international community, a lifelong global network, and a legacy of educating leaders, Mount Holyoke is powerfully positioned to graduate women who will be successful and contribute to a better world.

## Mission of the College

Mount Holyoke’s mission is to provide an intellectually adventurous education in the liberal arts and sciences through academic programs recognized internationally for their excellence and range; to draw students from all backgrounds into an exceptionally diverse and inclusive learning community with a highly accomplished, committed, and responsive faculty and staff; to continue building on the College’s historic legacy of leadership in the education of women; and to prepare students, through a liberal education integrating curriculum and careers, for lives of thoughtful, effective, and purposeful engagement in the world.



## Seal of Mount Holyoke College

On August 23, 1838, Mount Holyoke awarded certificates to its first three graduates. A seal attached by a ribbon to the diploma bore a design that had been the subject of long and careful consideration by the Board of Trustees. Created by Orra White Hitchcock (wife of Edward Hitchcock, an original trustee of the College), the seal design depicted a centering cluster of palms, a palace in the background, and a block of stone in the foreground. It cited the text of Psalms 144.12: “That our daughters may be as corner stones, polished after the similitude of a palace.”

## Facilities

Mount Holyoke College’s 800-acre campus is widely considered to be one of the most beautiful in the nation with its neo-Gothic buildings, spacious greens, two small lakes, and a magnificent tree canopy. It is home to more than 40 academic buildings and residence halls. The main campus is an arboretum with a diverse collection of trees and shrubs, while a nature preserve spans more than 300 acres and serves as an environmental classroom.

A massive, \$36-million expansion and renovation of Mount Holyoke’s science facilities was completed in 2003. The resulting Science Center was designed to foster interdepartmental interaction, collaborative research, pedagogical innovation, and curricular planning. Students benefit from hands-on work with sophisticated instrumentation often reserved for graduate students at other institutions. The equipment inventory includes a solar greenhouse, a state-of-the-art microscopy facility, two nuclear magnetic resonance spectrometers, a mass spectrometer, extensive molecular biology and genomics instruments, solar cell fabrication technology, a high-speed video system, and instrumentation for fabrication and characterization of nanomaterials.

Other facilities include a center for foreign language study, two theatres for theatre performances, a 400-seat auditorium for music performance, specialized computer labs, a lively campus center, the 900-seat Abbey Chapel with its Interfaith Sanctuary, a meditation garden and teahouse, a facility offering child care and child study opportunities, and the Talcott Greenhouse, a 6,500-square-foot complex used for teaching, research, ornamental display, and plant propagation. A new environmentally sustainable residence hall housing 175 students opened in 2008; it was awarded a Gold LEED (Leadership in Energy and Environmental Design) certification from the U.S. Green Building Council.

Mount Holyoke’s library has a collection that currently totals more than 750,000 print volumes, including 1,600 periodical subscriptions. The library also licenses access to more than 200 scholarly research databases as well as thousands of ebooks and ejournals. In addition, it shares a catalog with other members of the Five College Consortium; the combined collections provide students and faculty with direct access to more than eight million volumes. The library also features several innovative multipurpose venues for collaboration, research, and technology support.

The Mount Holyoke College Art Museum is among the nation's leading collegiate art museums, with a comprehensive permanent collection encompassing more than 24,000 works from antiquity to the present. The museum offers students work/study and internship opportunities, functions as a "cultural laboratory" for the campus and is actively used in teaching by faculty and students, and brings to the community imaginative and diverse exhibitions that often attract significant national media attention.

Kendall Sports and Dance Complex houses a swimming pool and a diving well, a gymnasium with basketball, volleyball, and badminton courts, a weight room and cardiovascular area, as well as a one-acre field house with indoor track and tennis courts, squash courts, racquetball courts, and studios for dance, aerobics, yoga, and other activities. In 2007, the College completed construction of a new track and field facility, featuring a multipurpose synthetic turf field with lights, surrounded by an eight-lane track with a nine-lane straightaway. In 2009, two new dance studios, a renovated dance performance theater and a renovated and expanded fitness center opened. In 2010, the College opened a new 4,750 square foot boathouse situated on the nearby Connecticut River. The equestrian center, one of the nation's largest collegiate facilities, features a 69-stall barn, two indoor arenas, an outdoor show ring, a full cross country course, and a regulation-size dressage ring. Outdoor cross-country courses for riders cut through 120 acres of woods, fields, and streams. The Orchards, Mount Holyoke's 18-hole championship golf course, was designed by the legendary Donald Ross and was the site of the 2004 U.S. Women's Open.

## Accreditation

Mount Holyoke College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803, email: [cihe@neasc.org](mailto:cihe@neasc.org).

## Statement of Nondiscrimination

Mount Holyoke is an independent, liberal arts college for women, founded in 1837 by Mary Lyon.

Mount Holyoke is committed both to its historic mission as a women's college and to providing access to talented students from all backgrounds. The diversity within our students, staff, faculty, and curricula is a point of pride and a hallmark of the institution. The framework for our commitment to diversity sits within our active prohibition of discrimination in our educational policies, employment, campus services and activities on the basis of age, color, creed, disability, gender identity, national/ethnic origin, race, religion, sex, sexual orientation, veteran/uniform status, and all other classifications protected by law. This same principle applies to admission to our graduate and extension programs.

With respect to admission to our undergraduate degree program, Mount Holyoke admits qualified women without regard to age, color, creed, disability, national/ethnic origin, race, religion, sexual orientation, or veteran/uniform status.

## Catalog Updates

Degree requirements, academic policies and course listings as stated in this catalogue are subject to change by official action of the faculty. Administrative policies are subject to change by College officials. Revisions and additions to the curriculum are published each fall and spring through the online registration system.

# The Bachelor of Arts Degree and College Requirements

The primary degree Mount Holyoke confers is the bachelor of arts (A.B.) degree. The requirements for this degree are listed below.

The College also offers master of arts in teaching degrees and several dual-degree and certificate options. Their requirements are detailed elsewhere in the catalog.

## Learning Goals of the Mount Holyoke Curriculum

By combining the proven strengths of a liberal arts education with the transformative power of experiential learning, the Mount Holyoke College liberal arts experience provides the best foundation for citizenship and career in a global world. Audacity, creativity, determination, excellence, leadership, and commitment to the common good are the hallmarks of a Mount Holyoke education. As the oldest continuing women's college in the world and one of the most diverse liberal arts colleges in the nation, Mount Holyoke produces analytical, confident, creative, and independent thinkers who make a difference in the world. Mount Holyoke offers its students a compelling invitation to embrace complexity, cultivate curiosity, and nourish habits of lifelong learning. Our students learn the diverse practices of social, ethical, personal, and environmental stewardship and responsibility. The Mount Holyoke curriculum is designed to encourage students to:

1. Think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments.
2. Acquire depth, methodological expertise, and historical understanding in a discipline.
3. Develop intellectual breadth through study across disciplines and different modes of inquiry.
4. Develop the ability to write and speak confidently and effectively.
5. Engage in artistic forms of expression.
6. Acquire quantitative and technological capabilities.
7. Develop skills in more than one language and engage with cultural communities other than their own.
8. Conduct independent or collaborative research incorporating diverse perspectives and skill sets.
9. Apply the liberal arts through experiential learning in work and community environments.
10. Learn practices of self-assessment and reflection for academic, personal, and career growth.

## College Requirements

Students seeking a Mount Holyoke College A.B. pursue a rigorous, well-rounded course of study that includes work in the humanities, science and mathematics, and social sciences. The College's distribution requirement encourages students to explore new areas of interest. Students must also demonstrate fundamental skills in a foreign language, as well as awareness of multicultural perspectives.

The College's graduation requirements for the A.B., as listed below, were revised by the faculty in 2014. They apply to all students graduating after May 2014 as long as they either entered the College after Fall 2011 or were active students in Spring 2014. Alumnae and other students who entered prior to Fall 2011 should consult the catalog applicable to their entrance year for requirement information.

## Credit Requirements: Cumulative, Residency, and Outside the Major

**Cumulative.** Every student must complete 128 semester credits. A normal schedule is four 4-credit courses per semester, each course meeting from one to four times a week. Toward the 128 credits required for graduation, a student may apply a maximum of:

- 16 credits of independent study and honors work.
- 12 credits earned from any combination of Mount Holyoke curricular support courses (CUSP) and Mount Holyoke, Five College, or transferred non-liberal arts courses, whether taken before or after the student's matriculation at the College.

Transfer credit limits are detailed with other transfer information in the Academic Regulations chapter of the catalog.

**Residency.** Sixty-four of the 128 credits must be taken while at Mount Holyoke during the sophomore, junior, and senior years. During those years, students must be registered at Mount Holyoke for a minimum of four semesters. Courses taken through the Five-College Interchange during Fall and Spring semesters while at Mount Holyoke count towards the residency requirement.

**Outside the major.** At least 68 credits of the 128 required for the degree must be in courses outside the student's major field of study unless she elects and completes a second major, a Special (interdisciplinary individually-designed) major, or a designated interdisciplinary major.

## Minimum G.P.A.

Students must have a minimum cumulative grade point average of 2.00.

## A First-Year Seminar

Every student must complete a designated First-Year Seminar course, except those who enter the College with sophomore or junior standing as transfer students or Frances Perkins scholars. Students complete this requirement in their first semester at the College.

In their First-Year Seminar, students are welcomed to Mount Holyoke College and invited to join in the pleasure of an intellectually adventurous education in the liberal arts. In these small, discussion-based seminars, new students work with faculty to develop values and habits of mind that will form the foundation for their education at Mount Holyoke: making meaning in a complex world, intellectual confidence and resilience, academic integrity, and community on campus. These are the first steps to achieving the College's Learning Goals. Each seminar connects to the Learning Goals in discipline-specific ways.

## Foreign Language, Ancient or Modern

Each student must complete one designated course in a language other than English.

In the case of a student whose first language is not English, an exemption may be granted by the Dean of Studies to those with at least one of the following:

- documented attendance at a secondary school for at least one year at which instruction was conducted in a language other than English.
- documented attendance at a secondary school outside of the U.S. where the language of instruction was English, but she elected a language or literature course taught in her native language.
- an O-level, A-level, or GSCE language result (for students from India, this would be a Grade X or Grade XII) or an official record of satisfactory completion of a college-level language or literature course in her native language.

A course used to fulfill the language requirement may not also be used to fulfill a distribution requirement (e.g. Humanities), though it may be applied to any other requirement.

## Multicultural Perspectives

Each student must complete one 4-credit course designated as meeting the Multicultural Perspectives requirement. Mount Holyoke's Multicultural Perspectives Requirement encourages students to engage intellectually with the complexities of the world and its peoples. Multicultural Perspectives courses are devoted primarily to the study of some aspect of:

- a) the peoples of Africa, Asia, Latin America, and the Middle East; or
- b) peoples of color in Australia, Europe, or North America; or
- c) peoples in North America whose primary language is other than English.

The course must incorporate a diversity of perspectives.

With the approval of the dean of studies, a course taken off-campus may be used to fulfill this requirement.

## The Distribution Requirements

Every student must complete one designated course in each of these three curricular divisions:

- Division I: Humanities
- Division II: Science and Mathematics
- Division III: Social Sciences

These courses must carry at least 4 credits within one semester and be designated as fulfilling the distribution requirement.

A course used by a student to fulfill any distribution requirement may not also be used to fulfill the language requirement, though it may be applied to any other requirement.

Independent study (295 and 395 courses) will not satisfy any distribution requirement.

Students seeking to fulfill distribution requirements with courses taken at another institution must obtain approval from the appropriate department chair at Mount Holyoke on a permissions form. This form is available on the registrar's website: <https://www.mtholyoke.edu/sites/default/files/registrar/docs/permission.pdf>.

## Physical Education

Students must earn 4 physical education units. These are expected to be completed within the student's first four semesters at the College. Students admitted as transfer students or as Frances Perkins Scholars need only complete 2 physical education units at Mount Holyoke. Physical education units are not academic credits and do not count toward the 128 academic credits required to graduate.

## Major

Every student must complete a major. Each student must declare her major in her sophomore year no later than the end of the eighth week of classes of the second semester. At that time, with the help of a faculty advisor, she will create a careful academic plan for the next two years. Students declaring Special (self-designed majors) have one additional year beyond the usual deadline to finalize their written plan, as noted below. A student may file a change of major request with the Registrar at any time, provided there is time to complete the program before graduation.



The major may be of any of these three types:

- Departmental major. Departmental majors require at least 32 credits in the major field, including a minimum of 8 credits in advanced work at the 300 level. Students with single departmental majors must also complete the “outside the major” requirement, so must complete at least 68 credits in course work outside their major field of study.

Interdisciplinary major. Interdisciplinary majors can be declared in the following areas of study: Africana studies, Asian studies, biochemistry, critical social thought, environmental studies, East Asian studies, international relations, Latin American studies, medieval studies, Middle Eastern studies, neuroscience and behavior, psychology and education, Romance languages and cultures, and South Asian studies. Interdisciplinary majors are structured enough to emphasize the central theme of a topic of study, but flexible enough to allow for a range of interest within a given topic. Their requirements include a minimum of 40 credits in the approved program. At least 12 credits must be at the 300 level, divided between two or more departments or programs. Students who declare one of these interdisciplinary majors or a special major automatically fulfill the “outside the major” requirement. Note: the ancient studies and gender studies majors are interdisciplinary in nature, but students in these majors do not automatically fulfill the “outside the major” requirement.

- Special major. Students whose interests cross department lines in an area for which no interdisciplinary major exists may plan a special major incorporating work in two or more departments. Students must work closely with faculty advisors to create a plan that is academically and educationally rigorous. A written plan must be submitted to and endorsed by two members of the faculty and the dean of studies. The plan must be submitted no later than the end of the eighth week of classes of the second semester of the student’s junior year. Students must earn a minimum of 40 credits in the approved program. At least 20 credits must be at the 300 level, divided between two or more departments. Students who declare a special major automatically fulfill the “outside the major” requirement.

## Additional Options

Students may also elect – but are not required – to complete any number (or none) of the following:

- a second major or a minor (but not both a second major and a minor),
- a Five College certificate,
- a Nexus program.

No course used to fulfill a requirement in a student’s major may also be used to fulfill a requirement of her minor, though a course may be applied to a minor and a certificate and/or a Nexus.

The specific requirements of each minor, Nexus program, and certificate are detailed in this catalog.

A student’s minor or certificate must be approved by a designated member or members of that department or program if any of the courses to be applied to it are done elsewhere, if it differs from requirements outlined in the catalog, or if the proposed minor department or program so specifies.

## Applying a Single Course to Multiple Requirements

A frequently asked question is whether a student may use a particular course to satisfy more than one degree requirement – that is, to “double-count” a course towards two or more requirements. The following information summarizes answers to the question: Can a single course be used to fulfill the requirements of both:

- The First-Year Seminar requirement and any other requirement: Yes
- Any major and any second major: No
- Any major and any minor: No
- Any major or minor and any Nexus or Five College certificate: Yes
- The Multicultural Perspectives requirement and any other requirement: Yes
- Any distribution requirement (Humanities, Science & Mathematics, Social Sciences) and any requirement other than the language requirement: Yes
- The language requirement and a distribution requirement (e.g. the Humanities requirement): No
- The language requirement and any major, minor, certificate, Nexus, or First Year Seminar requirements: Yes

## Requirement Completion

To receive a Mount Holyoke College degree, students must fulfill the requirements described above. Requests for individual variations from this curriculum must be made to the Academic Administrative Board. The petition is available online at <http://www.mtholyoke.edu/registrar/petition.html>.

## Academic Deficiencies

To enter the sophomore class, a student must pass at least 24 credits within two semesters; to enter the junior class, at least 56 credits within four semesters; and to enter the senior class, at least 92 credits within six semesters. Students with fewer than the required credits will ordinarily receive a warning on credits and may be reclassified. At the end of each semester, the Academic Administrative Board reviews the records of all undergraduate degree-seeking, postbaccalaureate, or certificate students who do not meet these standards: those who complete substantially fewer than normal credits in one or more semesters, those whose cumulative or semester grade averages fall below 2.00, or those who are already on academic probation. The board may warn the student about her academic standing, place her on academic probation, suspend her for a semester or year, or require her to withdraw. See the Academic Regulations chapter for more information.

## Honors

The degree is awarded cum laude on the basis of a 3.50 cumulative average, magna cum laude on the basis of a 3.75 cumulative average, and summa cum laude on the basis of a 3.75 cumulative average and the completion of an exceptional honors thesis or project. Students who complete a satisfactory honors thesis or project will receive the degree with honor in the department in which the thesis was completed. Students who complete an excellent honors thesis or project will receive their degree with high honor in the department in which the thesis was completed. Those who graduate summa cum laude or with high honor in their major department are called Mary Lyon Scholars. Students in approximately the top 15 percent of the class at the end of sophomore year (with two years of work at Mount Holyoke) are designated Sarah Williston Scholars. Last year, 55 percent of the senior class graduated with some form of academic honor.

Recognition of academic excellence may include election to the following honorary societies: Phi Beta Kappa for excellence in the liberal arts and sciences (the Mount Holyoke chapter was established in 1905); Sigma Xi for noteworthy achievement as original investigators in science; Sigma Iota Rho for scholarship and service in international relations; Sigma Pi Sigma for outstanding scholarship in Physics; and Delta Phi Alpha for excellence in the study of German.

## Awarding of Degrees

Mount Holyoke College confers degrees once a year during Commencement exercises in May. Each candidate for graduation is personally responsible for obtaining clearance for graduation from the registrar. A senior who is short no more than one physical education unit and/or one 4-credit course may participate in Commencement exercises but will not receive her diploma. In this instance, a student's degree will not be conferred until the May after she has completed all requirements. A student may only participate in one Commencement ceremony during her time at Mount Holyoke College. Students should contact Student Financial Services (413-538-2291) to check financial requirements.

## Graduation Rate

As per Public Law 101-542, The Student Right to Know and Campus Security Act, graduation rate information is available from the Office of Institutional Research.

# Other Degree and Certificate Programs

## Other Undergraduate Degree Programs

### Dual-Degree Programs

Mount Holyoke offers several dual-degree opportunities. For information about credit received at other institutions, see the Academic Regulations chapter.

#### Engineering

Mount Holyoke participates in the following dual-degree engineering programs, allowing students to earn two bachelors degrees in five years. For each of them, it is important to begin planning in the first year.

The Nexus in Engineering program is also offered, preparing science or math majors for future graduate work in engineering or employment in engineering-related fields.

For more information about the dual-degree engineering programs, contact Maria Gomez (chemistry), Martha Hoopes (biological sciences), Audrey Lee St. John (computer science), Alexi Arango (physics), or visit [https://www.mtholyoke.edu/acad/engineering/dual\\_degree](https://www.mtholyoke.edu/acad/engineering/dual_degree).

#### *Thayer School of Engineering at Dartmouth College*

Students who choose the Dartmouth program spend their junior year at Dartmouth College taking engineering courses. They return to Mount Holyoke for their senior year and earn their A.B. from Mount Holyoke. Following graduation, students spend an additional year at the Thayer School to be eligible to earn a bachelor's of engineering (B.E.). Admission to the program is through both an internal Mount Holyoke application for the dual degree and a direct application to Thayer.

#### *California Institute of Technology (Caltech)*

Admission to Caltech is through its admission committee. Accepted students will spend their fourth and fifth years at Caltech and, after successful completion of that program, will receive both a bachelor of science degree from Caltech and the bachelor of arts from Mount Holyoke.

#### *School of Engineering at UMass Amherst*

This program allows a Mount Holyoke student to earn a second bachelor's degree, in engineering, to be awarded by the University of Massachusetts, in the year following her graduation from Mount Holyoke. Students may major in chemical, civil and environmental, electrical, industrial, mechanical, or computer systems engineering.

Ordinarily, the student will spend her junior year at UMass, registered in the appropriate engineering courses through Five College cross-registration. After her fourth year at Mount Holyoke, she will attend UMass for her fifth year. The programs in computer and electrical engineering require three years at Mount Holyoke followed by two years at UMass. The program is administered by an advisory committee consisting of one member from each participating MHC science department, including mathematics/statistics, as well as a similar committee at UMass, consisting of one member from each participating engineering department.

A student pursuing the dual-degree program must have an MHC advisor from the committee and a UMass advisor no later than the fall of her sophomore year. In consultation with her advisors, the student maps out a plan of study for her sophomore, junior, senior, and postsenior years. The plan must satisfy all graduation requirements at both schools and be approved by both advisors.

### **Latin American Studies Program, Five-Year Cooperative Degree Program, Edmund A. Walsh School of Foreign Service at Georgetown University**

This five-year cooperative degree program offers exceptional undergraduate students at selected institutions the opportunity to complete the requirements of both the bachelor's degree and the master of arts degree in Latin American Studies at Georgetown within a five-year period. Qualified students should declare their interest in the cooperative degree program during their junior year and apply by May 1 of their senior year. Applicants should have demonstrated academic strength in Latin American content. For more information, contact Lowell Gudmundson at 413-538-2378. The contact person at Georgetown University is Julie Walsh, [walshje@georgetown.edu](mailto:walshje@georgetown.edu).

### **The Second Bachelor's Degree**

Mount Holyoke welcomes students interested in earning a second bachelor's degree. Candidates must submit an official college transcript with conferred degree verification, an autobiographical essay, a proposed plan of study, and two letters of recommendation.

Candidates for a second bachelor's degree are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans.

Candidates seeking to earn a second bachelor's degree must spend a minimum of four semesters at Mount Holyoke. They must earn a minimum of 64 Mount Holyoke academic credits (beyond their first undergraduate degree), and complete College and distribution requirements, as well as requirements of their declared major.

Applicants should contact the Office of Admission for details about the application process.

Applications are accepted throughout the academic year. Two entrance dates are available: September and late January, with a preferred deadline of March 1 for fall entrance and November 15 for spring.

## Graduate Degree Programs

Mount Holyoke offers a Master of Arts degree in the field of psychology and, through its Professional and Graduate Education division, three different programs issuing a Master of Arts in Teaching degree: the Master of Arts in Teaching (M.A.T.) program, the Master of Arts in Mathematics Teaching (M.A.M.T) program, and the Master of Arts in Teacher Leadership (M.A.T.L.) program.

See the Professional and Graduate Education chapter for information about the Master of Arts in Teaching programs.

### The Master of Arts Degree

Mount Holyoke offers a Master of Arts degree in selected fields. Currently only the Department of Psychology and Education has admitted graduate students to study for the master of arts degree. Information about admission to graduate study and assistantships is available in the Admission chapter.

#### Course Planning and Advising

Graduate student advising and the details of graduate life are administered by each department offering graduate work. The Committee on Graduate Work, consisting of the dean of studies, chair, and representatives from each department offering graduate work, approves thesis proposals and theses; adjudicates petitions for exceptions and waivers to the requirements; and reviews graduate requirements and procedures, forms, fees, and stipends. In addition to a student's individual advisor, each department has a graduate advisor, appointed by the department. The academic dean for advising graduate students is the dean of studies.

The master of arts can usually be completed in two years, but it must be completed in no more than five years.

Each graduate student must prepare a proposed plan of study and submit the plan— signed by the student and the student's advisor—to the department and to the Committee on Graduate Work before the last day to add a class in the beginning of the semester, usually the fall semester. Changes in that plan must be submitted to the department and to the Committee on Graduate Work as soon as possible.

#### The Master of Arts Thesis

After one year of course work, or 16 credits, the student decides on the subject and scope of the master of arts thesis in consultation with the advisor and the department. The thesis is undertaken for a minimum of 8 and a maximum of 12 credits. The student must submit a thesis topic, signed both by the student and by the thesis director (usually the advisor), to the Committee on Graduate Work within eight weeks of the opening of the first semester of the year in which the degree is taken, usually the fall semester of the second year. The student defends the thesis before a committee comprising her advisor, the chair of the department, and one outside reader. The Committee on Graduate Work reviews the thesis, accepting it as one of the requirements for the master of arts degree.

## Certificate and Licensure Programs

### The Postbaccalaureate Pre-Medical Program

See the Professional and Graduate Education chapter for information about this program.

### Teacher Licensure Programs

The teacher licensure programs at Mount Holyoke enable students to apply for a Massachusetts (and NASDTEC Interstate Contract) "initial" license in the following areas: early childhood education (PreK–2), elementary education (1–6), biology (5–8) and (8–12), chemistry (8–12), earth science (5–8) and (8–12), physics (8–12), English (5–8) and (8–12), history (5–8) and (8–12), mathematics (5–8) and (8–12), political science (5–8) and (8–12), French (5–12), German (5–12), Italian (5–12), Latin and classical humanities (5–12), Russian (5–12), Spanish (5–12), dance (all levels), music (all levels), theater (all levels), visual art (PreK–8) and (5–12).

For additional information about Mount Holyoke College Teacher Licensure Programs, please see the Psychology and Education chapter.

### International Guest Student Program

International students who wish to study in the United States for a period of one semester or one year may apply to the International Guest Student Program. This program provides an excellent opportunity to explore a particular field of study in depth; to explore a wide range of disciplines; and to become familiar with the United States and its educational system.

International guest students pay a partially discounted rate for tuition and room and board. For more information, contact the Office of Admission at 413-538-2023.

### Certificate for International Students

Exchange students and international guest students who are enrolled in nondegree programs may select courses that will enable them to qualify for the Certificate for International Students. The program requires a minimum of one year in residence and a cumulative average of 2.0 for 20 credits of work.

Students may earn a certificate in general studies or in a particular field, such as international relations or English. Students may choose a field from any of the majors or minors offered at the College and may want to consult with their academic advisor or with the dean of international students about their course selections.

Students choosing to earn a certificate in a specific field must complete at least 12 of 20 credits of graded course work in that field with satisfactory academic standing. Students who complete their program of study with a cumulative average of 3.5 or better receive the certificate with distinction. For more information about international student programs, contact the McCulloch Center for Global Initiatives at 413-538-2072.

# Special Programs and Resources

## The Harriet L. and Paul M. Weissman Center for Leadership

The Weissman Center for Leadership, established in 1999, supports student, faculty and staff in the development of leadership skills inside and outside the classroom. The Center's work is guided by four over-arching themes: Inspiration, sparked by public events with renowned speakers; Capacity-building, to develop skills and confidence through leadership courses, experiential learning, conferences, and trainings; Mentoring and Networking on campus and across nonprofit, public service, and business realms to promote opportunities for professional success; and Reflection and Discovery, the foundation for perpetual leadership growth. The Center is home to three affiliated programs—1) Community-Based Learning, 2) Speaking, Arguing, and Writing, which includes English Speakers of Other Languages, and 3) Teaching and Learning Initiatives—which enrich both the academic and co-curricular aspects of college life, and prepare students for leadership in the 21st century. See the center's website at <https://www.mtholyoke.edu/wcl>.

### More about the Weissman Center

The Passport to Leadership is an initiative that is coordinated by the Weissman Center. Any student, regardless of background or experience, can participate in challenging and transformative activities and experiences. Students with a Passport to Leadership are equipped to be effective communicators, wise decision makers, and reflective, flexible, and creative leaders. See the Passport website at <https://www.mtholyoke.edu/wcl/passport>.

The Weissman Center sponsors the Leadership and Public Service (LAPS) program for students interested in being part of the solution to problems in the world, their countries, or their communities, by running for public office, working for government at any level, or advocating for public policy. Inspired by the Women in Public Service Project, a collaboration of the U.S. State Department and the Sister Colleges, LAPS offers students experiential learning opportunities including internships in government offices and at national and state-based advocacy organizations; professional networking, site visits, and seminars on public policy in Washington, D.C. and other cities; a course in Leadership and Public Service that exposes students to a range of topics, skills, and accomplished professionals in the public service realm; and an opportunity for non-partisan training to run for public office or work on political campaigns. See the LAPS website at <https://www.mtholyoke.edu/wcl/leadership-and-public-service>.

### Community-Based Learning

The Community-Based Learning Program (CBL) enables Mount Holyoke students to engage with and learn from local communities in courses, fellowships, and independent study projects that combine analysis and action. CBL enhances understanding of public concerns and fosters leadership, citizenship, organizing, and advocacy skills while advancing positive social change. CBL courses and independent studies bring together students, faculty, and area community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits for community partners. Working as interns with area organizations, CBL fellows work 8–10 hours/week to apply academic knowledge to concrete community challenges and offer creative solutions. CBL mentors support faculty teaching CBL courses by facilitating their community partnerships, monitoring field sites and providing in-class support to students. Students also pursue CBL research projects as independent studies for credit, in partnership with organizations and individuals in area communities. CBL fellows, mentors, and independent study/volunteer students enroll in concurrent CUSP 202/203 courses that facilitate reflective practice, collaboration, and networking, and build skills for community impact.

The CBL Program also manages the College's "Off-Campus Work-Study" program, in which students may choose to work in a community service position in one of the College's partner organizations in Holyoke, South Hadley, and the region. Eligible students must receive federal work-study funds as part of their financial aid packages, and must have completed a semester of work-study in an on-campus position.

See the CBL website at [www.mtholyoke.edu/cbl](http://www.mtholyoke.edu/cbl).

### Speaking, Arguing, and Writing

The Speaking, Arguing, and Writing Program (SAW) strives to empower students to be leaders who can think critically and creatively as well as to speak and write persuasively and effectively. SAW peer mentors partner with faculty in designated courses. SAW peer mentors also staff the SAW Center where they are available to students from across the disciplines for individual sessions. The SAW program offers campuswide workshops; collaborates with other college offices to support writing, speaking, and leadership-related activities; offers a library of print resources and materials for students and faculty; and provides pedagogy resources for faculty.

In cooperation with the Department of English and embedded within SAW, the English Speakers of Other Languages program offers courses to support students who are multilingual or whose native language is not English, as well as individual or group-level support opportunities, and consultation for faculty. The SAW and ESOL program administrative offices are in the Weissman Center for Leadership in Dwight Hall. The SAW Center is located in the Williston Library. For more information, call 413-538-3428 or visit [www.mtholyoke.edu/go/saw](http://www.mtholyoke.edu/go/saw). To schedule an appointment at the SAW Center, call 413-538-2651 or visit [www.mtholyoke.mywconline.com](http://www.mtholyoke.mywconline.com). The ESOL website is <https://www.mtholyoke.edu/esol>.

## Teaching and Learning Initiatives

The Teaching and Learning Initiatives Program (TLI) invests in the development of our faculty and teaching staff, in their many roles as teachers, scholars, artists, and scientists. We are guided by research-based best practices in the field, our institutional mission and priorities, the interests of our faculty, and the desire to invest in our students' learning. Particular areas of emphasis include: inclusive teaching and advising practices with diverse students, technology-supported teaching innovations, and experiential learning. Our vision is to become a hub that brings the campus together around excellence in teaching, advising, and learning. A new faculty mentoring program is also supported in collaboration with the Dean of Faculty's Office. The TLI program administrative office is in the Weissman Center for Leadership in Dwight Hall. See the TLI website at <https://www.mtholyoke.edu/teachingfacultydevelopment>.

## The Dorothy R. and Norman E. McCulloch Center for Global Initiatives

We live in a world where capital and information cross national borders at growing speed, where unprecedented human development and technological achievements exist hand-in-hand with abject poverty, deprivation, and inequality within and among countries, where unchecked economic growth is posing a growing threat to the environmental balance sustaining human livelihood, and where homogenizing global forces draw into sharper relief cross-national and cultural differences in understanding the world and its challenges.

A liberal arts education has to prepare students for these challenges of the twenty-first century. Building on Mount Holyoke College's long tradition of international engagement, the McCulloch Center for Global Initiatives was founded in 2004 to unite Mount Holyoke's wealth of international programs and people and advance a coherent vision for education for global competence and citizenship. Through its far-reaching initiatives, the center aims to weave engagement with a global world into the very fabric of a Mount Holyoke education. Some of the main initiatives are described below; more information is available at [www.mtholyoke.edu/go/global](http://www.mtholyoke.edu/go/global).

### Engagement with Global Issues on Campus

Many departments and programs are already offering courses which investigate— from their own disciplinary vantage points—different dimensions of globalization and ask questions whose scope reaches beyond national boundaries. The center complements these offerings with initiatives that explore global issues, their origins, and their legacies from cross-disciplinary, cross-cultural, and cross-national perspectives.

#### Global Scholar-in-Residence Program

The Carol Hoffmann Collins '63 Global Scholar-in-Residence program brings to campus renowned international experts who engage the community in dialogue on important issues through public lectures, classes, and informal gatherings. The Global Scholar-in-Residence in 2015-16 is Gita Sen, founder and member of Development Alternatives for Women for a New Era, a Professor Emeritus from the Indian Institute of Management Bangalore, and an Adjunct Professor of Global Health and Population, Harvard School of Public Health. Her residency will focus on the role of women in a globalized world.

#### Biennial Conference on Global Challenges

Each conference focuses on a specific global challenge, bringing together scholars and practitioners from around the world to analyze global challenges from cross-disciplinary and cross-national perspectives. The McCulloch Center also offers a team-taught 2-credit interdisciplinary course on the topic, leading up to the conference.

The course and conference in February 2016 will focus on *The Future of Jobs: The Dual Challenge of Globalization and Robotization*.

## Learning Experiences Abroad

Learning abroad proves to be a transformative experience for many students. Immersion in another country and culture encourages students to understand the world through a different lens and to question their own assumptions and beliefs. The McCulloch Center aggressively expands learning opportunities abroad for all Mount Holyoke students, through traditional study abroad as well as summer internships and research.

### Study Abroad

Each year more than 200 Mount Holyoke students, representing approximately 35 to

40 percent of the junior class, study for a semester or academic year at universities and programs around the world. Students may choose to study with a Mount Holyoke-sponsored or affiliated program or exchange, or with one of the many other programs that we approve, covering more than 50 countries. MHC currently offers programs and exchanges for full year or semester study in China, France, Costa Rica, Hong Kong, Japan, Korea, Germany, Spain, and the UK, along with a summer program in China.

We expect each student to work closely with her faculty advisor in choosing the country and program that best fit into her plan of study. The McCulloch Center for Global Initiatives facilitates the application and approval process so that students are assured of receiving credit upon the successful completion of their program of study abroad. Though most students study abroad as juniors, study abroad in the sophomore year, or even the fall of senior year, is possible and sometimes fits better into a student's overall program.

Mount Holyoke does not charge home school fees. Except for Mount Holyoke's own programs and exchanges, students pay program costs directly to their host university or program sponsor. Mount Holyoke charges an administrative fee of \$900 per semester of study abroad. Eligible students may use federal and state loans and grants toward the cost of study abroad. Because many programs abroad cost less than a semester or year at Mount Holyoke, many students will find that those resources, in addition to their family contribution, will be sufficient to cover their costs. For students in need of financial assistance, Mount Holyoke offers the Laurel

Fellowships for Off-Campus Study. While Laurel Fellowships are given for study abroad on Laurel Preferred programs. Eligible students who are selected for most of Mount Holyoke's own programs and exchanges are guaranteed Laurel Fellowships, provided they apply by the deadline and meet all financial and academic criteria.

### **International Internships**

The McCulloch Center for Global Initiatives promotes opportunities for students to participate in international internships. The center maintains resources on experiential learning opportunities abroad and advises students on strategies for designing their own international internship. Additionally, the center sponsors the Mount Holyoke College International Internship Program (MHC-IIP), a network of funded internship opportunities available exclusively for Mount Holyoke College sophomores and juniors. Established through contacts of the Mount Holyoke community (alumnae, faculty, parents and friends of the College), these competitive internships provide students with unique connections and the opportunity to apply their analytical skills in a cross-cultural context. In the summer of 2015, 34 students were placed in internships in 19 countries.

### **Student Research Abroad**

The center encourages students to pursue summer research on global themes. Through the competitive Global Research Support Program (GRSP), the center provides research related workshops and networking opportunities to support funded, collaborative student-mentor research projects.

### **The Clinton Global Initiative University**

Mount Holyoke College is a member of the Clinton Global Initiative University (CGI U) Network -- a consortium of colleges and universities that support, mentor, and provide seed funding to student innovators who are seeking solutions to some of the world's most vexing challenges. Students are supported to create Commitments to Action in the fields of Education, Environment and Climate Change, Peace and Human Rights, Poverty Alleviation, and Public Health. In 2015, 12 students developed plans targeting action from the local community to countries around the globe.

### **International Diversity on Campus**

Mount Holyoke College boasts a uniquely diverse international faculty and student body, which provides a powerful setting for education for global citizenship, in and out of the classroom, on a personal and intellectual level. For more than 175 years, Mount Holyoke College has attracted students from many backgrounds and cultures. Currently, nearly 600 international students from over 70 countries attend Mount Holyoke. Most are studying toward a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as international exchange students or international guest students.

### **Foreign Languages at Mount Holyoke College**

"The limits of my language mean the limits of my world." —Wittgenstein

Encouraging Mount Holyoke students to become proficient in languages and cultures other than their own is an essential part of the College's goal of fostering engaged, global citizenship, both abroad and in the U.S. As one professor explains, "By laying down your native language and picking up one that is 'foreign' to you, you learn how linguistic and cultural differences affect everything having to do with human encounters." Consequently, although students can learn about a different culture in many courses across the curriculum, in language courses they actively participate in it.

Mount Holyoke has responded to the realities of today's world by maintaining its strong commitment to the study of languages. This commitment is reflected in the variety of opportunities we offer for study abroad (see above), our long-standing language requirement. In addition, departments offer a broad range of courses emphasizing cultures and literatures of communities in which languages other than English are central.

On the Mount Holyoke campus, we teach a dozen languages (modern and ancient) representing all the continents of the globe: Arabic, Chinese, French, German, ancient Greek, Hebrew, Italian, Japanese, Latin, Russian, Sanskrit, and Spanish. Through the Five College Supervised Independent Language Program at the Five College Center for the Study of World Languages, students can also learn less commonly taught languages (for example, Czech, modern Greek, Swahili, Turkish, Urdu, and Wolof). For more information, see the Five College Consortium chapter.

### **The Leslie Miller and Richard Worley Center for the Environment**

The Miller Worley Center for the Environment (formerly the Center for Environmental Literacy) was established in 1998. Its goal was to make environmental literacy a central part of students' education at Mount Holyoke by using our campus as a natural laboratory for the study of landscape ecology and ecological processes. The center's current mission is to enable our students and community to work toward environmentally responsible, just, and equitable societies by bridging diverse interests and backgrounds, and by deepening the connections between people, community, and the Earth.

We imagine "environment" broadly—not just as surroundings, not just as the air, water, and land on which we depend, or that we pollute—but as sets of circumstances, conditions, and contexts in which we live, work, and develop. We seek common ground where edges have separated us—by discipline, by lifeways, by points of view, by structures that may have kept us from engaging in dialogue about "environment" in our work and lives.

The center's programs seek to offer frames for interdisciplinary and cross-cultural dialogue and partnerships, which recognize shared responsibility and interdependence. Our programs seek to increase awareness of local, national, and global realities and to encourage leadership within all of us to reflect, communicate, and act as responsible citizens of the Earth.

A guiding principle of the Miller Worley Center for the Environment is the integration of teaching, research, and community service such that activities and programs positively reinforce each other. The center serves as a forum that brings together people from diverse backgrounds—faculty, students, staff, and members of the wider community—to discuss and collaborate on issues of mutual concern. The center is also a resource for students interested in ecology and environmental studies, faculty developing new courses, facilities planners managing the campus, and thoughtful individuals who want to learn how to live in more environmentally responsible ways.

More than 300 acres of Mount Holyoke's 800-acre campus are an undeveloped nature preserve—of lakes, streams, forests, marsh, shrub wetlands, forested wetlands, and vernal pools—that is home to hundreds of animal species, including beavers, otters, American eel, and coyotes. This remarkable diversity of environments and life forms exists in close proximity to areas of rapid development, providing Mount Holyoke students with opportunities to study a variety of ecological processes and their responses to human activities. The center collects data on the rich array of environmental phenomena that occur in the College's undeveloped and built environments. Various science courses use the data sets to study subjects ranging from weather and water quality to biodiversity and community structure. Students can also use the center's data for independent research.

Outside the classroom, the Miller Worley Center for the Environment works to heighten environmental awareness within the community at large. Each semester, the center presents lectures on important environmental issues. Recent guest speakers have included Barbara Block, one of the world's leading marine biologists; Anna Lappé, best-selling author and cofounder of the Small Planet Institute; and Bill McKibben, environmental activist and author. The center has organized discussion series on local natural history and faith and the environment; panels on careers in the environment; and environmental workshops, nature walks, and hands-on experiences for children.

The Miller Worley Center for the Environment is located in Dwight Hall. For more information, call 413-538-3091, email [center-environment@mholyoke.edu](mailto:center-environment@mholyoke.edu), or visit [www.mholyoke.edu/mwce](http://www.mholyoke.edu/mwce).

## Library, Information, and Technology Services (LITS)

LITS offers the MHC community a premier research library and an award-winning teaching and learning facility with a dedicated team to assist students, faculty, and staff in their academic pursuits.

Housed in the Williston-Miles-Smith-Dwight complex, LITS is both a physical place and virtual gateway to information and technology resources, services, and spaces critical to student success. The physical library collection of more than 700,000 volumes, including an internationally known collection of archival records, manuscripts, and rare books, is enormously enriched through a shared Five College library catalog and delivery system. Mount Holyoke students have direct access to the eight million volumes in the Five College library system, as well as a global library network at their fingertips.

Complementing the physical library collection is a rich selection of digital information sources, such as art images, electronic books and journals, digital music recordings, and more.

Teaching and learning happen in the classroom and lab but are increasingly complemented and enriched through virtual connections to other Five College classrooms, and to practitioners, experts around the world. Most classes utilize Moodle (the campus learning management system) to facilitate sharing of course materials and to foster connections and discussions between students and faculty members outside of class meetings.

Computer labs across campus offer students high-end software and computer hardware. Students may also borrow a wealth of computer and media equipment, such as digital cameras, projectors, and laptops.

Student research and technology skill development is supported through a robust array of course-integrated instruction; peer mentoring; in-person, phone, email, and chat services; noncredit workshops; and individual in-depth appointments.

Wireless and wired networks blanket the campus. Underlying the campus network is the shared Five College optical fiber network that connects the schools to each other and the world. This nationally recognized initiative enables the Five Colleges to more effectively meet ever-increasing bandwidth needs.

To protect student computers and the campus network, the College provides antivirus software free to all students. Specially trained LITS student peer consultants and staff are available to assist students with loading and running it, connecting to the campus network, and resolving computer operating system issues.

The LITS buildings include many great places to study and work, outfitted with a wide range of instructional technologies and comfy furniture: quiet nooks, places to meet with small groups, and the Library Courtyard coffeeshop to grab a snack and meet with a faculty member or friends.

Please visit the LITS website for more information: <http://www.mholyoke.edu/lits/>. LITS is also on Facebook: [www.facebook.com/MountHolyokeLITS](http://www.facebook.com/MountHolyokeLITS).

## Internships

A central goal of Mount Holyoke's The Link initiative is to ensure that each MHC student has the opportunity to explore her career interests, gain practical experience and begin to develop a professional network through a summer internship.

Students can find internships through Mount Holyoke College internship programs, existing job postings with external employers, or develop their own internship opportunity by contacting an organization and offering to work as an intern.

The Career Development Center and other Academic Centers like the Miller Worley Center for the Environment and the McCulloch Center for Global Initiatives supports preparation for internships in the United States and abroad through individual advising, workshops, networking and other opportunities.



Mount Holyoke supports qualified, substantive, supervised opportunities and emphasizes the connection between the liberal arts and career and personal development.

Credit for internships is granted if a student enrolls in independent study as a practicum associated with the internship (295P or 395P. See the Independent Study later in this chapter). A student can also receive credit in a department capstone or in the post-internship class College 211. Many students also present publicly on their internship at Mount Holyoke's LEAP (Learning through Application) Symposium or present research done in their internship in department poster sessions, at Five College conferences, or at the Senior Research Symposium.

Mount Holyoke provides funding for sophomores and juniors to pursue unpaid or low paid internship and research opportunities through The Lynk Universal Application Funding (UAF) program.

## **Exchanges and Semester Programs**

### **Twelve College Exchange Program**

Mount Holyoke College maintains a residential exchange program with Amherst, Bowdoin, Connecticut, Dartmouth, Smith, Trinity, Vassar, Wellesley, and Wheaton Colleges, and Wesleyan University. The exchange also includes the Williams/Mystic Program in Maritime Studies and the O'Neill National Theater Institute Program (NTI). For more information, see [www.mtholyoke.edu/academicdeans/twelve\\_college.html](http://www.mtholyoke.edu/academicdeans/twelve_college.html) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

### **Women's College Exchange Programs**

#### **Mills-Mount Holyoke Exchange**

Students may apply to study for a semester on exchange at Mills College, a distinguished college for women in Oakland, California. For more information, see [www.mtholyoke.edu/academicdeans/women\\_exchange.html](http://www.mtholyoke.edu/academicdeans/women_exchange.html) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

#### **Spelman-Mount Holyoke Exchange**

Students may apply to study for a semester on exchange at Spelman College, the premiere historically black women's college in Atlanta, Georgia. For more information, see [www.mtholyoke.edu/academicdeans/women\\_exchange.html](http://www.mtholyoke.edu/academicdeans/women_exchange.html) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

### **American University Washington Semester Program**

American University's Washington Semester Program offers more than a dozen distinct programs that cover such topics as American politics, justice, journalism, public law, and peace and conflict studies. Students participate in an intensive internship and seminar related to the program focus while living in Washington, D.C. Students apply directly to American University for admission to the program. For more information, see [www.mtholyoke.edu/academicdeans/washington\\_semester.html](http://www.mtholyoke.edu/academicdeans/washington_semester.html) or contact Kat Eldred in the Office of Academic Deans at 413-538-2855.

### **Semester in Environmental Science Program**

The Semester in Environmental Science (SES) is an intensive, 15-week program that immerses students in rigorous field and laboratory work, lectures, and independent research in environmental and ecosystems sciences at one of the world's leading marine laboratories. SES is primarily for juniors, and is offered only in the fall semester. For more information about the program, see [www.mtholyoke.edu/academicdeans/ses\\_program.html](http://www.mtholyoke.edu/academicdeans/ses_program.html) or contact Thomas Millette, professor of geography, or Jill Bubier, professor of environmental studies.

## **Intersession**

Intersession, formerly known as January Term or J-Term, is an optional period in the first half of January during which students may pursue independent research with a faculty member, take a credit-bearing course through Mount Holyoke's Professional and Graduate Education program, or explore new interests through nonacademic courses and workshops. Many students use this period as an opportunity to travel, participate in an extensive two- to three-week internship off campus, work, take a short-term course for transfer credits, or relax at home.

Housing and meals for Intersession are only available to eligible students who apply in advance to the Office of Residential Life and are approved. Qualification criteria include participating in an approved activity such as undertaking a PaGE course, a five-college course, independent study with a faculty member, required athletic commitment, or off-campus or on-campus employment, or being an international student. Applications due to hardship are also considered.

Students graduating in December and students going on a Spring semester leave or returning from a fall semester leave are not eligible for Intersession housing or meals.

## **Independent Study**

Mount Holyoke values independent-minded students who seek to develop and pursue a course of study that satisfies a particular intellectual curiosity. Projects may range from independent research in areas as diverse as protein folding, copyright law, rural development, literary analysis, and second language acquisition to original compositions in music, sculpture, and fiction.

All requests to undertake independent study are rigorously assessed and must be approved by the student's independent study faculty advisor.

A maximum of 16 credits of independent study and honors work may be used toward the 128 credits required for graduation. A maximum total of 8 credits of independent study may be elected in the sophomore and junior years.

Independent work with a practicum component in a professional or volunteer setting, and a substantial academic component supervised by a Mount Holyoke faculty member, may be designated 295P (Practicum) or 395P (Practicum). When the practicum takes place during the summer or January, the bulk of the credit-bearing work will normally take place during the following semester. Practicum designation ordinarily requires consultation with a faculty member prior to commencement of the practicum. Independent work with a practicum component is governed by the same policies as all other independent work.

Courses with practicum components bearing the word Practicum in their title may qualify international students with an F-1 visa for Curricular Practical Training (CPT). Students seeking CPT should contact the McCulloch Center for Global Initiatives.

## Honors Thesis

During the senior year, qualified students can elect to write an honors thesis based on research and in-depth study of a particular subject. Ordinarily, a student writes an honors thesis in her major department. She may write an honors thesis in another field with the approval of that department and the dean of the College. To qualify to write an honors thesis, a student must have maintained a cumulative average of 3.00 in her College work or a 3.00 average in her major field prior to the senior year. The thesis must be approved by the department concerned. Students who write an honors thesis must earn 8 credits in independent study (or an alternative course sequence pre-approved by both the department and the Academic Administrative Board) over two semesters.

An honors thesis or project that does not culminate in a recommendation for a degree with honor is recorded on the transcript as independent study.

## Access and Inclusion

The College does not discriminate in its educational policies on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, handicap or disability, or veteran/uniformed services status. The College does not discriminate in its employment policies on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, handicap or disability, or veteran/uniformed services status.

The College complies fully with Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and amendments.

Compliance with the law is the responsibility of all members of the Mount Holyoke community. The College has named the following individuals as coordinators to oversee the College's compliance:

- Equal Opportunity in Employment: Director of Human Resources and Dean of Faculty
- Section 504 Coordinator and Title IX Coordinator: Associate Dean of the College
- Deputy Title IX Coordinator: Director of Human Resources

For more information, please consult <https://www.mtholyoke.edu/risk/title-ix-compliance-mount-holyoke-college> and <https://www.mtholyoke.edu/deanofstudents/access-and-inclusion>.

# The Five College Consortium

## About the Consortium

The 2015-16 academic year marks the 50th anniversary of campus collaboration within the Five College consortium, one of the country's most successful academic consortia. Through Mount Holyoke's membership in the consortium, Mount Holyoke students can take advantage of opportunities at three other outstanding colleges (Amherst, Smith, and Hampshire) and a major research university (the University of Massachusetts at Amherst).

Students in good academic standing may take courses for credit at any of the other four institutions during the fall and spring semesters at no additional cost, through the Five College Interchange. Normally, students can start taking Five College courses after the first semester of their first year. Courses need to be beneficial to an overall academic plan and must be approved by an advisor.

To explore the courses offered through the Five Colleges, visit [www.fivecolleges.edu/sites/courses/](http://www.fivecolleges.edu/sites/courses/).

To enroll in a course at one of the other campuses, students complete registration procedures through the Mount Holyoke College registrar. More information about policies governing Five College Interchange enrollments is included in the Academic Regulations chapter.

A daily bus service that is fare-free during the academic year links the five campuses. More information is available here: <https://www.fivecolleges.edu/bus>

Students enrolled in the Mount Holyoke meal plan can arrange to have meals at the other campuses; for more information, see [https://www.mtholyoke.edu/dining/guests\\_five\\_college](https://www.mtholyoke.edu/dining/guests_five_college).

## Other Five College Opportunities

- Mount Holyoke students can borrow books from all of the Five Colleges. A user-friendly, online system enables book requests from just about any computer.
- Distinguished guest artists, filmmakers, and scholars regularly visit the Five Colleges to lecture and meet with students, give performances, or read from their work.
- Dance and astronomy—the two Five College majors—both rank among the largest and most distinguished undergraduate programs in their respective fields nationally. (See the dance and astronomy chapters for more information.)
- The music departments jointly host in alternate years an outstanding composer and musicologist-in-residence for a week. In alternate years, a Five College choral festival brings together all the choral groups for a roof-raising concert.
- The theatre departments hold open auditions for all productions and sponsor a Five College Multicultural Theater Committee.
- Undergraduates interested in geology or coastal and marine sciences can gain research experience through Five College field trips to areas in the Bahamas, Death Valley, California, and coastal regions of the Northeast United States.
- Five College programs include the Five College Early Music Program (hosted at Mount Holyoke) and the Five College Women's Studies Research Center (also hosted at Mount Holyoke), which brings together faculty from many disciplines, as well as professionals from local communities who are working on issues of women's health and welfare.

## Five College Certificate Programs

A rich array of interdisciplinary certificate programs allows students to draw on the combined faculty, resources, and courses at the five campuses. Each five-college certificate open to Mount Holyoke students is listed among the academic offerings in this catalog. They include:

- African Studies
- Asian/Pacific/American Studies
- Buddhist Studies
- Coastal and Marine Sciences
- Cognitive Neuroscience
- Culture, Health, and Science
- Ethnomusicology
- International Relations
- Latin American, Caribbean, and Latino Studies
- Logic
- Middle Eastern Studies
- Native American and Indigenous Studies
- Queer and Sexuality Studies
- Reproductive Health, Rights, and Justice
- Russian, East European, and Eurasian Studies
- Sustainability Studies

Each Mount Holyoke student may complete one Five College certificate in addition to her major and any second major, a minor and/or a Nexus she elects.

## Languages through the Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The center offers three distinct programs with varying pacing options for students who are interested in independent language study. Students interested in either of the following language programs should read the informational websites thoroughly and follow the application directions. While the application process is handled by the Five College Center for the Study of World Languages, the tutorial and conversation sessions are held on all five campuses.

Each language offered in the program is divided into four levels of study, each constituting a half-course (2 credits). It takes four half-courses (levels I, II, III, and IV) to complete the equivalent of a year-long elementary course sequence emphasizing: all four skills through the Mentored program, speaking, listening and basic literacy skills through the Independent Plus program, or speaking and listening proficiency through the Supervised Independent program.

For program information and application forms, see <https://www.fivecolleges.edu/fclang> To make an appointment at the center, consult [https://www.fivecolleges.edu/fclang/info\\_sessions](https://www.fivecolleges.edu/fclang/info_sessions) or call 413-542-5264.

### Five College Supervised Independent Language Program (FCSILP)

The Five College Supervised Independent Language Program (FCSILP) offers students with excellent language skills an opportunity to study languages not currently offered in classroom courses at any of the Five Colleges. This selective program admits highly motivated students with a record of past success in language learning. Students admitted into the program normally have done very well in previous language courses; have completed the language requirement of their college; and demonstrate readiness to undertake independent work.

An FCSILP course consists of three components: 1) one hour a day of independent study using a combination of textbooks, workbooks, audio and video materials, software, and online materials (course components vary by language); 2) a weekly conversation practice session led by a native speaking conversation partner; and 3) a final oral evaluation given by a professor accredited in the target language.

Languages currently offered include:

- African languages—Afrikaans (South Africa), Amharic (Ethiopia), Shona (Zimbabwe), Twi (Ghana), Wolof (Senegal), Zulu (South Africa)
- European languages—Bulgarian, Czech, Danish, Dutch, Finnish, Georgian, Modern Greek, Hungarian, Icelandic, Modern Irish, Norwegian, Romanian, Ukrainian
- Asian languages— Bangla/Bengali, Burmese, Dari (Afghanistan), Filipino, Malay, Mongolian, Nepali, Pashto (Afghanistan and Pakistan), Sinhala, Tamil, Thai, Tibetan, Vietnamese
- Languages of the Americas—Haitian Creole

See the program website for the most current information about languages offered, as offerings do vary.

### Five College Independent-Plus Language Program

Independent Plus courses combine independent study with small group conversation sessions and one-on-one peer-tutoring. This format emphasizes speaking, listening, and basic literacy skills in the language; reading and writing practice reinforces developing oral skills. Students enrolled in Independent Plus courses need to be comfortable with self-directed language learning and with working in collaboration with a peer-tutor.

An Independent Plus course consists of three components: 1) one hour a day of independent study using structured study guides; 2) a weekly conversation practice session led by a native speaking conversation partner; and 3) a weekly one-on-one tutorial with a peer-tutor. The conversation partners and peer tutors are typically international students from the Five Colleges.

### Five College Mentored Language Program (FCMLP)

Mentored courses focus on all four skills (speaking, listening, reading, and writing) using one-on-one tutorials with a language mentor, small group conversation sessions, and guided individual study. Students follow a series of detailed study guides outlining homework assignments and preparation steps for tutorials and conversation sessions. Languages offered include Bosnian-Croatian-Serbian, Hindi, Persian, Swahili, and Turkish. Mentored courses offer elementary, some intermediate, and some advanced courses depending on the language. Courses at the second-semester level (levels III and IV) of American Sign Language will also be piloted in 2015-16. See the program website for current information about languages and courses offered.

# Academic Regulations

Mount Holyoke students are expected to be fully acquainted with the policies affecting their academic and nonacademic lives on campus. Policies are published in this Bulletin, the Student Handbook, and in Faculty Legislation. New policies are published on the registrar's website.

## Registration and Class Attendance

Students register for the next semester following academic advising periods. Courses may be added only during the first ten days of classes.

Students may withdraw from courses through the first ten weeks of classes. Through the fifteenth day of classes, courses from which the student has withdrawn will not appear on the student's academic record. After the fifteenth day of classes, withdrawals from courses require the approval of the instructor and will appear on the student's record, with the notation "W." After the fiftieth day of classes, students may withdraw from courses only with the authorization of the director of health services, the director of the counseling service, or the dean of the College and with the approval of the instructor. Courses recorded with the notation "W" will not affect a student's grade average.

Regular class attendance is expected of all students unless an individual instructor suspends this expectation.

Deadlines for adding and withdrawing from courses that begin midsemester, such as half-semester physical education courses, fall midway through the term and are listed on the academic calendar on the registrar's website.

## Course Load and Credits

The normal program for undergraduates is 16 academic credits per semester. Students carrying fewer than 12 credits are considered part-time. Students are expected to accumulate 128 credits in eight semesters of work. Physical education units are not counted in this total. Credit is not awarded for a course in which a student is not formally registered or in which she is an auditor, even if she has completed the full work of the course.

Students wishing to carry more than 20 credits in a semester must obtain approval from an academic dean. A reduced course load may be authorized by the director of AccessAbility Services when that is determined to be an appropriate accommodation for a student with a disability. Non-resident Frances Perkins Scholars may elect a part-time course load of no fewer than 8 credits in a semester. Other undergraduate students who wish to carry fewer than 12 credits must obtain advance approval from the dean of studies; eligibility in these cases is restricted to those who have exceeded the College's eight-semester funding limitation, who will take no fewer than 8 credits (or 1-2 physical education units, if required) and who receive the dean's approval.

## Course Repeats

A student who has received credit for a course may not elect the course for a second time, unless the course is fundamentally different in subject matter or method.

## Graduate Student Course Load

The normal program for graduate students is 8 academic credits each semester. With approval of the department, a student working on a graduate thesis is not required to enroll in courses. The 28 graduate credits required for the Master of Arts degree must be completed within five years.

## Nonmatriculated Students and Auditors

Qualified nonmatriculated students may register for undergraduate courses, with the approval of the registrar and the instructors of those courses. Nonmatriculated students are subject to the academic regulations governing undergraduate students. An official transcript of their course work is maintained. They participate fully in the courses they were approved to take and qualify for student privileges related to their course enrollment. However, they do not share all campus privileges. For example, they are not eligible for on-campus housing or for advising services.

A degree student at Mount Holyoke or at one of our partner institutions in the Five College Consortium may audit a Mount Holyoke course (outside of Mount Holyoke's PaGE program), if space is available and the student has the instructor's verbal permission to audit. The student and faculty member should agree on what level of participation is expected and allowed. In any case, no record will be kept of the audit and it will not appear on the student's transcript. Because no record will be kept, degree students don't need to complete any registration procedures for audits at Mount Holyoke. Students may not switch between audit and for-credit participation in a class after the usual deadline for Adding courses.

Qualifying employees of the College, their qualifying dependents, and Mount Holyoke retirees and emeriti are eligible to audit one course per semester. They must qualify by submitting an employee course registration form to the Human Resources Office. The form is available from the HR Office and requires the signature of the course instructor to confirm his/her approval of the audit and that space is available.

Mount Holyoke Alumnae and residents of South Hadley who have earned a high school diploma may be approved by the registrar to audit one or more courses at the College. They must submit a completed Application for Auditing to the Registrar's Office by the end of the second week of classes. Any course(s), other than those offered by Mount Holyoke Professional and Graduate Education, may be approved for audit but only if there is space available and the auditor has the instructor's signed permission.

Auditors may be assessed fees for beginning language courses, dance courses, physical education courses, and studio art courses. These fees are due at the time of registration. (See also the Tuition and Fees chapter.)

### **Auditing Privileges:**

- There is no record kept of audited courses at Mount Holyoke, no grade given, and no credits earned. Auditors will not be counted in the official enrollment of the course.
- Attendance is restricted to the meetings of the approved course. Auditors do not participate in other aspects of College life and do not qualify for other student privileges.
- Permission to audit authorizes class observance only. Beyond that, the character of an auditor's participation in a course rests with the instructor(s) of the course. Instructors are not required to review or grade any work completed by auditors.

Auditing privileges may be denied or revoked at any time. The College reserves the right to limit the number of courses audited by any one person, to limit the total number of auditors on campus in a particular term, and to change this policy.

## **Class Standing and Academic Deficiencies**

To enter the sophomore class, students must pass at least 24 credits within two semesters; to enter the junior class, at least 56 credits within four semesters; and to enter the senior class, at least 92 credits within six semesters. Students with fewer than the required credits will ordinarily receive a warning on credits and be reclassified.

At the end of each semester, the Academic Administrative Board reviews the records of all undergraduate students who do not meet these credit standards, those who complete substantially fewer than normal credits in one or more semesters, those whose cumulative or semester grade averages fall below 2.00, and those who are already on academic probation. The records of postbaccalaureate and certificate students are included in the review. Students found to have academic deficiencies may be issued a warning, be placed on academic probation, be suspended for a semester or year, or be required to withdraw. Students will not be placed on probation or warned for insufficient semester credits when credit standards are not met solely on the basis of a reduced courseload approved by AccessAbility Services.

*Probation.* A student placed on academic probation must meet with her academic dean for an evaluation conference in order to plan a program of support to bring the quality of her work up to graduation level. Probation is not recorded on the transcript.

*Suspension.* A student who has been suspended for a semester or a year shall be on academic probation for one semester after her return. During the suspension, her transcript shall bear the notation "Suspended for (period) for academic deficiencies." This notation will be removed when the student returns or after one year, whichever is sooner. However, the notation will be retained on the internal record.

*Required Withdrawal.* A student who has been required to withdraw may apply for readmission to the Academic Administrative Board, but she may not return before one academic year has passed. Her transcript shall bear the notation "Required to withdraw for academic deficiencies on (date). Eligible for readmission after one academic year." This notation will be removed when the student returns or after one year, whichever is sooner. However, the notation will be retained on the internal record.

Questions about the reapplication process should be directed to the dean of studies.

## **Leave of Absence**

Students may apply for a leave of absence for a variety of reasons, such as to work, travel, deal with a family situation, or study at another institution of higher education.

Students wishing to take an academic leave must receive approval from the dean of international studies who coordinates study abroad or the Office of Academic Deans for study in the U.S. Academic leaves are ordinarily granted to students in good academic standing, with a cumulative average of at least 2.70, who present a plan of full-time study suitable for credit transfer, and who will meet the residence requirements of the College before graduation. Students who plan to be on leave during their junior or senior year must have the approval of their major department concerning completion of major requirements. See "Special Programs and Resources" for information about Mount Holyoke programs and exchanges abroad and in the U.S.

Sophomores, juniors, and seniors in good academic standing may apply for leaves of absence to work away from campus on independent projects related to the degree provided that the projects are fundamentally academic in character; that is, they require disciplined work in recognized fields of study such as those listed in the catalogue. For more information, consult the dean of studies.

A student may earn a limited number of credits toward a Mount Holyoke degree by studying at another institution of higher education in the United States or abroad, or by studying independently. A maximum of 32 credits for an academic year's study at another institution may be counted toward the total required for the degree. 16 credits is the usual limit for a single-semester leave, but upon pre-approval of the Academic Priorities Committee, a Mount Holyoke Program may have an alternate credit limit.

Students wishing to take a nonacademic leave for personal reasons or to work or travel should apply to the Office of the Academic Deans. Students wishing to take a nonacademic leave for reasons of health should apply to the director of health services or the director of the counseling service. Students on nonacademic leave who wish to earn credits while abroad must receive advance approval from the Academic Administrative Board; approval will be limited to part-time study only. During a non-academic leave, a student may earn a limited number of credits to transfer toward a Mount Holyoke degree by studying at another institution of higher education in the United States. 16 credits per semester is the maximum number of credits which may be transferred for approved course work.

When a leave is effective the first day of classes or later, withdrawn courses may remain on the transcript with a “W” notation.

## Five College Interchange Enrollment

Only students in good academic standing may enroll in a course at Amherst College, Hampshire College, Smith College, or the University of Massachusetts at Amherst through the Five College Interchange. The Interchange operates during the fall and spring semesters. Students in the first semester of their first year need permission from the first-year class dean to enroll. Normally, students may not register for more than two courses at any one institution. They are limited to requesting a total of two courses in advance of the semester.

During the fall and spring semesters for courses taken through the Interchange, course credit is generally awarded according to the value awarded by the host institution. Full credit academic courses at Hampshire College and the University of Massachusetts taken through the Interchange are awarded the equivalent value of similar courses at Mount Holyoke, normally 4 credits. Courses that involve labs will grant credit according to the value of equivalent Mount Holyoke courses. Credits may vary for courses of unusual format or duration.

Students taking a course through the Five College Interchange are, in that course, subject to the academic regulations, including the calendar, deadlines, and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options, and deadlines for completing course work and taking examinations. The exception is that students follow their home institution’s deadlines for adding and dropping courses.

Courses offered through the UMass Continuing Education division are not available through the Five College Interchange. Some of these courses may be transferable to Mount Holyoke if taken during the summer or January intersession outside of the Interchange. They are subject to Mount Holyoke’s usual transfer credit policies. For Intersession January courses, the maximum credit awarded for a class is two credits, with the exception of some approved intensive language courses. Courses taken at UMass through Continuing Education during the summer or at other points are generally transferred at face value – e.g. a 3 credit summer or January UMass course is generally awarded 3 transfer credits at Mount Holyoke. Courses of unusual format or offered on compressed schedules may be awarded even fewer credits.

## Transfer Credit and Other Advance Placement Credit

Students are advised to consult the registrar’s website for further information and specifics on earning credit through transfer work or other advance placement study.

Credit is awarded only when official documentation (official transcript, official test score report) is submitted to the Registrar from the external institution.

During their post-matriculation fall and spring semesters, students:

- may not earn transfer credit unless they are on an approved Leave of Absence.
- may not simultaneously enroll for credit at another institution while registered at Mount Holyoke.

Once posted, transfer course work will not be removed from the student’s academic record.

### Credit Limits

- No more than 64 credits will be awarded to students for external work, whether taken pre- or post-matriculation, from eligible college-level courses, from Advance Placement work, from study abroad, summer or January study, study while on leaves, and/or work transferred from Mount Holyoke’s PaGE program.
- Within the 64 limit, no more than 32 credits will be granted for all advance placement work such as A-levels, the International Baccalaureate, the AP program of the College Board, etc. No more than 16 credits may be transferred from each semester of study abroad, academic leave, or non-academic leave including medical leave.
- No more than 12 credits may be transferred from all of the summers and January intersessions between the student’s matriculation at the College and her graduation.
  - Within this 12-credit allowance, the limit is a maximum of 8 credits per summer and 3 credits per January.
  - Students admitted as first-year Spring entrants may transfer as many as 8 additional summer school credits during their years at Mount Holyoke, provided the total of these additional credits and any transferred credits earned elsewhere in the Fall semester before their matriculation does not exceed 16.

### Advance Placement Work

Within the maximum allowance of 32 credits for all advance placement work and as long as the student does not earn credit in the corresponding courses at Mount Holyoke, credit will be granted as follows:

- *Advanced Placement program of the College Board:* 4 credits per exam graded 4 or 5.
- *Caribbean Advanced Examinations:* 8 credits per CAPE exam for liberal arts subject units with a score 1, 2, or 3. One non-liberal arts subject may be awarded 4 credits.
- *French Baccalaureate:* 4 credits per eligible exam (score of 10 or above and coefficient of 4 or higher), up to a maximum of 16 credits total.
- *General Certificate of Education (A-Levels):* A maximum of 32 credits will be granted if a student completes four or more exams with grades of C or better in liberal arts subjects. Credit is not awarded for O-Levels, AS-Levels, nor for the General Paper, nor for “Project Work”, nor for “Knowledge and Inquiry”.
- *German Abitur:* A maximum of 16 credits for receipt of this degree.

- *International Baccalaureate*: Credit may be granted only for higher level exams awarded a grade of 6 or 7. If the points total is below 36 or any grades are below a 6, the College may grant 8 credits per higher-level exam graded 6 or 7. If three higher levels and grades in all exams taken (including subsidiary) are 6 or 7, and 36 or more total points were earned, 32 credits may be granted.

Advance placement credit cannot be applied to fulfill College requirements, such as distribution requirements, the foreign language requirement, the first-year seminar requirement nor the multicultural perspectives requirement.

## Transfer Work

Transfer credit, unless the student was granted an academic leave of absence from the College to study elsewhere, is generally granted on a semester credit-for-credit basis. That is, a 3-credit course taken on a typical semester schedule will usually be awarded 3 credits at Mount Holyoke College. Credits earned at schools not on the semester calendar will be converted to semester credits (e.g., a quarter credit will be awarded .66 semester credits at Mount Holyoke). Credits earned in courses taught in condensed, intensive, or alternative formats often transfer to Mount Holyoke at less than full credit-for-credit value.

Academic credit is generally granted for liberal arts courses completed with grades of C- or better. Students who entered the College in fall 2008 or later may be granted up to 12 credits total of non-liberal arts and Mount Holyoke curricular support course work. Students who entered earlier are limited to one non-liberal arts course.

Academic credit is never granted for: physical education courses, internships; courses with a pass/fail grade; courses taken at U.S. schools without regional accreditation or international institutions without comparable Ministry of Education recognition; CLEP or placement exams given by other institutions; courses that are not of college level (such as algebra courses); and courses not granted academic credit by the institution or which do not appear on their official transcript.

Academic credit is not usually granted for: independent study coursework; computer science courses (without written permission of the Mount Holyoke computer science department chair); nor for music performance courses without written permission of the Mount Holyoke music department chair. No credits is awarded for music performance studies, including individual instrument study, choir, orchestra or other ensemble study.

In general, transferability of credit is determined by the registrar, while the applicability of transfer work to degree requirements of all kinds falls in the purview of the applicable Mount Holyoke department.

Online courses are eligible to transfer, as long as they meet all other conditions for transfer and the following eligibility restrictions:

- Students whose first term at the College was Fall 2013 or later are eligible to transfer online courses taken before or after their matriculation at the College.
- Students who entered the College before Fall 2013 are eligible to transfer online courses taken post-matriculation, but not any pre-matriculation coursework.

Students who are granted an academic leave of absence to study at another accredited college or university in the U.S., or with an approved program abroad, may earn a full year (32 credit hours) or semester (16 credit hours) if they satisfactorily complete (grades of C- or better) a standard full-time degree course load of liberal arts courses. Students should note that the minimum required to meet that standard varies from institution to institution. Normally, a full year's credits equal one-quarter of the total needed to graduate from an institution with a four-year undergraduate degree program. For institutions on the quarter system (quarter credits transfer as two-thirds of a semester credit), a student may have to complete three quarters to earn a full year of Mount Holyoke College credit. The semester limit for Mount Holyoke's program in Shanghai through the Alliance for Global Education is 18 credits.

If planning summer study at another institution, a student should, in advance, review the particulars of her plan with the registrar's office and seek preapproval for specific nonelective courses from the departments concerned.

Grades for transferred courses will not appear on the Mount Holyoke College transcript, nor will they affect the Mount Holyoke GPA. Work exceeding transfer limits will not be evaluated nor posted to a student's record. Per-course credit values are assigned to the internal record but do not appear on the official transcript. The official transcript displays only the name of the originating institution, the total credits transferred to Mount Holyoke for a given period and, in the case of study abroad only, the titles of courses transferred.

## Prescheduled and Self-Scheduled Examinations

There are two kinds of final exams at Mount Holyoke—prescheduled and self-scheduled. For a few courses, particularly when audiovisual materials are needed, there is one prescheduled session that all students in the course must attend. Prescheduled examinations are held during the first nine examination sessions. The majority of exams are “self-scheduled,” giving a student the flexibility to decide during which session she wants to take each exam. Students report at the beginning of a session, complete an examination, and turn it in by the end of that session.

All final exams must be taken during the official examination period, which is published in the College's academic calendar. There are no early exams. Students should make their travel arrangements accordingly. All students expecting a degree or certificate at commencement must complete all course work, including examinations, no later than the ninth session of the spring examination period in the year of their graduation.

## Honor Code: Academic Responsibility

Mount Holyoke students take great pride in and responsibility for upholding the College's honor code, which has been articulated by the Mount Holyoke College Student Government Association.



*I will honor myself, my fellow students, and Mount Holyoke College by acting responsibly, honestly, and respectfully in both my words and my deeds.*

The honor code plays a role in both academic and social life at the College. While allowing for a significant degree of individual freedom, it relies on students to conduct themselves with maturity and concern for the welfare of other members of the College community.

Both students and faculty members assume a commitment to the academic community that implies teaching and learning in an open environment based on mutual trust, respect, and concern. This mutual trust is the foundation for Mount Holyoke's unusual system of self-scheduled examinations.

Each member of the academic community has the right to benefit from its collective knowledge and resources as well as the responsibility to contribute to them. All members of the community have the right to careful and constructive analysis of their work, and they have the responsibility to provide a serious response to the work of others. Plagiarism or other forms of scholarly misconduct can have no purpose or place in the academic life of the College. Each student is responsible for observing established procedures in the preparation of assignments and the writing of papers and examinations, and for submitting as one's own, only that work that she or he has originated. Each instructor is responsible for making clear what procedures are acceptable in the work of a course and for guiding students toward appropriate methods and standards of research for production of student work.

See <http://www.mtholyoke.edu/deanofstudents/honorcode.html> for additional information on the honor code.

## Grading System

A cumulative grade point average of 2.00 is required for graduation. The grading system and conversion equivalents used at Mount Holyoke are as follows:

A	=	4.00
A	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D	=	0.67
F	=	0

Other notations appearing on student records are IP (in progress) for a course sequence continuing for more than one semester; I (incomplete) for courses in which an incomplete extension has been granted; W (withdrawal from a course); CR (credit) and NC (no credit). To receive credit for a course, the course grade must be either a CR or a grade of D- or higher. Prior to fall 2007, DR (dropped) was noted for courses dropped after 15 days of classes; and W (withdrawn) was noted for withdrawals approved by the College.

Recognizing that any system of grading is a cryptic form of evaluation, the faculty (for the work within courses) interprets a grade on individual pieces of work with detailed commentary aimed at assisting the student in evaluating that work.

Physical education courses do not earn academic credit; satisfactory completion is noted on the official record by S followed by the number of physical education units earned, such as: S1, S2.

## Ungraded Option

Each undergraduate student may elect to take a total of four courses (or 16 credits) on an ungraded basis under the following conditions:

- The election for MHC courses must be recorded in the Registrar's Office no later than the fiftieth academic day of classes. No changes in the option may be made after that date.
- Students taking Five College courses must follow the procedures and deadline of the school offering the course to elect the equivalent of the Ungraded Option at those schools. These deadlines are usually much earlier than Mount Holyoke's, and the option may not be available in some courses. Also the standards for qualifying for a passing grade may be different.

- The Ungraded Option cannot be elected in any course applying to the student's declared major or within the student's major department (even if the course is not actually needed to fulfill a requirement of the major).
- Any course for which the Ungraded Option is elected (or equivalent pass/fail etc. at one of the other Five College Institutions) may not be used for distribution credit, to fulfill the language requirement, to fulfill the Multicultural Perspectives requirement, or to fulfill the requirements of a student's minor.
- If passed, a first-year seminar in which the Ungraded Option was elected may be used to satisfy the First-Year Seminar requirement.
- No more than one course may be elected on an ungraded basis per semester.
- The instructor's class list will not indicate who has elected the ungraded option.
- An ungraded course shall not be counted in the cumulative average, whether or not the student receives credit. CR (Credit) shall be recorded for a course taken under the ungraded option in which a student receives a grade of A through D-. If a student does not receive credit for an ungraded course, NC (No Credit) will appear on her transcript.
- Exception: Courses graded on a pass/fail basis only (i.e. MHC or Five College courses graded on a mandatory pass/fail or Credit/No Credit basis only with no option of letter grading) shall not be counted in the quota.

### **Grading System for Five College Courses**

Through the Interchange, Mount Holyoke students may register for courses at any of the institutions in the Five College Consortium. Students are graded according to the system in effect at the host institution.

Courses given by Five College faculty appointees will be graded A through F including pluses and minuses. This policy permits Five College faculty to use a single grading system at all institutions.

### **Incomplete Work**

"Incomplete" indicates that a student did not complete all the work of a course by the end of the semester for reasons of a health or other emergency that occurs at the end of the semester and could not have been anticipated. No later than the last day of the exam period, students must request the incomplete from, as appropriate, the director of Health Services or of the Counseling Service, or from an academic dean, or from the Director of AccessAbility Services.

If the incomplete is authorized and is then approved by the instructor, the student will be given a date by which to complete the course work. This date should be as early as possible and should only rarely extend beyond the first day of classes of the following semester. The instructor may provide the student with a "guaranteed" grade that is a letter grade based only on the work the student has already completed in the course.

If a student does not complete the course work by the assigned date (unless the student has applied to and been granted an additional extension by the dean of studies), the registrar will record the guaranteed grade, if one was provided, a failure for the course, or, if the extension has been authorized by the director of Health Services, the Counseling Service, or AccessAbility Services, a "W."

### **Course Evaluation**

As the semester draws to a close, students are required to submit an online course evaluation for each of their courses. This requirement is a reflection of the importance the College places on students and faculty supplying each other with timely, thoughtful feedback. Students who do not submit their evaluations on time will be blocked from access to their degree audit, unofficial transcript, and grades until they have submitted the overdue evaluations or, at minimum, until they record a "decline to evaluate" response.

### **Withdrawal from the College**

A student wishing to withdraw from the College must, if she is on campus, meet with one of the academic deans. The academic dean will assist her in completing the required withdrawal form available for download from [www.mtholyoke.edu/academicdeans/withdrawal.html](http://www.mtholyoke.edu/academicdeans/withdrawal.html). If the student is off campus, she should contact the Office of Academic Deans before submitting the withdrawal form. Any refund for the semester's tuition and board charges will be based on the date when the withdrawal request is approved by the Office of Academic Deans. (For information on refunds, see the Tuition and Fees chapter.) When a withdrawal is effective the first day of classes or later, withdrawn courses will remain on the transcript with a "W" notation.

The College reserves the right to require a student to withdraw for academic deficiency, nonpayment, nonattendance, illness, or disciplinary infraction.

### **Readmission**

A student who has withdrawn from the College and wishes to return should complete a readmission application, which is available for download from [www.mtholyoke.edu/academicdeans/docs/academicdeans/readmission\\_app.pdf](http://www.mtholyoke.edu/academicdeans/docs/academicdeans/readmission_app.pdf). Deadlines are March 15 for fall admission and October 15 for spring admission. A nonrefundable \$75 application fee is required.

### **Privacy of Student Records**

Mount Holyoke College policy with respect to confidentiality of student records complies with the Family Educational Rights and Privacy Act of 1974 as amended (PL 93-380, Section 438, the General Education Provisions Act), which gives students certain rights, consistent with the privacy of others, to review their own official records, files, and data, and to challenge the accuracy of the contents of such records. The act also generally prohibits the release of personally identifiable information (other than "directory information" defined below) about students without their written consent other than to teachers and other College officials who have

legitimate educational interests; to officials of other institutions in which the student intends to enroll; to certain authorized state and federal officials; to appropriate parties in connection with financial aid to the student; to organizations conducting certain studies for or on behalf of the College; to accrediting organizations; to comply with a judicial order or lawfully ordered subpoena; and to appropriate officials in the case of health and safety emergency.

A school official is a person employed by the College in an administrative, supervisory, academic or research or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, IT specialist, or collection agent); a person serving on the Board of Trustees; or a student or appointed volunteer serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

The regulations of the act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to parents without the student's prior consent. The College may notify the student's parents in writing of academic probation, required withdrawal, and suspension. In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from educational records without the student's prior consent.

Requests for review of specific records must be made in writing. A student who seeks to review only health or career records should file a written request to do so with the director of health services, the director of the counseling service, or the Career Development Center. All other requests should be made at the Office of the Dean of the College.

The Privacy Act gives Mount Holyoke College the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable directory information: name; class year; home/permanent, off-campus/local, and College addresses; home, local, and residence hall telephone numbers; College electronic mail address; identification photograph; dates of attendance at Mount Holyoke College; enrollment status (e.g., undergraduate or graduate; full- or part-time; on leave); date and place of birth; major(s); degrees, honors, and awards received; participation in officially recognized sports and activities; status as student employee; and previous educational institution most recently attended. An individual student may limit release of the above information for any given year by filing such a request with the registrar by July 1 of that year; requests received after this date will be put into effect as quickly as possible, but directory information already released cannot be recalled.

# Academic and Career Advising

At Mount Holyoke, academic and career advising go hand-in-hand. Starting from their first year, students are encouraged to connect their academic interests with cocurricular learning opportunities. The Lynk is Mount Holyoke's signature approach to connecting curriculum to career. The Lynk connects each Mount Holyoke student's academic work with practical applications of the liberal arts and sciences. Each student's Lynk experience is unique, reflecting her values and aspirations. Through rigorous coursework, advising, alumnae mentoring, professional development, and experiential learning on and off campus, students are empowered to achieve their immediate goals while being equipped to navigate a lifetime of career opportunities and challenges.

At the Lynk's core are intentional reflection and assessment, tools for discerning students' interests and developing long-term goals. From their first semester to their last, students are challenged to think critically about ideas and events while reflecting upon them intellectually and personally. They work closely with faculty, staff, and peer advisors on honing their ability to assess and translate knowledge.

Likewise, the Lynk facilitates shared experiences such as industry site visits and a wide range of pre-professional and job skills workshops—while also connecting students to thousands of accomplished alumnae who open doors for each other.

## Lynk Resources

Rather than follow a prescribed program, students shape their own Lynk experience with a number of resources the College makes available:

- Integrated advising with faculty, staff, and peer mentors from the first semester to graduation.
- First-year seminar program introducing students to the academic and intellectual life of the College.
- The Academic Centers at Mount Holyoke which empower students to become agents of change.
- Living-learning communities fostering higher levels of academic self-confidence and increased involvement.
- Study abroad offering a powerful experience to advance a student's academics and build global competence.
- Career Development Center where students learn to map their unique paths to success.
- Sophomore Institute, a conference introducing and building professional career skills.
- Universal Application Funding guaranteed for all students for a domestic or international summer internship (\$3,000 for domestic; \$3,600 for international).
- College 211 course connecting learning in the world, learning on campus, and taking action.
- Learning from Application (LEAP) symposium, for students completing summer internships.
- Nexus, offering eight tracks that enable students to link their liberal arts education with their career goals.
- Alumnae networking events connecting the global Mount Holyoke community on campus and off.
- Community-Based Learning linking students with communities and combining learning and analysis with action and social change.
- Industry and field site visits through Lynk on the Road and Career Development Center trips.
- Senior Symposium presentations showcasing intellectual passions, independent projects, and scholarly research.

## Academic Advising

All first-year students and sophomores are assigned a faculty advisor who offers guidance about everything from course selection to meeting requirements and planning a major. The College's Orientation program and the Class Dean for New Students offer supplementary programming to introduce all first-year students to the academic life of the College.

Midway through the second semester of their sophomore year, students declare their major. From that point on, they work with a faculty advisor in their major or interdisciplinary department. Students who pursue a special major work with a faculty committee of advisors. In addition to offering advice about the major, advisors offer valuable counsel about Five College study, other off-campus study options, and preparation for graduate and professional school. Each academic department or program also identifies one or more student departmental liaisons who are helpful peer academic resources to students interested or already majoring in that field.

## Career Advising

The Career Development Center (CDC) offers a variety of career exploration, networking, internship, and job search services as well as prelaw advising. These programs and services are designed to assist students in connecting their education in the liberal arts with long-term success in the professional world.

The CDC provides individual career advising to all students throughout each stage of the career development process, from self-assessment and information gathering to exploration and decision making. The CDC maintains a helpful career resource library and a variety of online information sources.

Students are encouraged to explore career options through internship and research opportunities. Funding is available to students for unpaid summer internships through the Universal Application Form (UAF) process. To be considered for UAF funding, a student must apply by the published deadlines in the spring of each academic year.

Within the CDC, students will find the student employment office, which serves as a clearinghouse for all on-campus jobs for students, off-campus federal work-study opportunities, and local part-time jobs. The student employment office also serves as a resource to students and supervisors in making on-campus employment a valuable learning experience.

The CDC's recruiting program provides students with access to hundreds of employers in a wide variety of fields through its on-line job search and recruiting system. Recruiting programs include interviews, information sessions, and job fairs on-campus and those shared with other Five-College institutions as well as other consortia such as the Liberal Arts Recruiting Connection.

## **Pre-Medical and Pre-Health Advising**

Pre-health advising is available to all interested students, primarily through the Office of Pre-Health Programs.

The Pre-Health Programs Office and the faculty Chair of the Committee on the Health Professions cosponsor information sessions early every fall semester for students interested in learning about careers in the health professions and the advising system that is available. A robust schedule of programming offered throughout the year includes workshops, information sessions and alumnae panels, and visits by admission staff from health professions programs throughout the country.

Pre-Health advising is available beginning in the first semester, primarily through the Office of Pre-Health Programs. Faculty members from the Committee on the Health Professions are also available to assist with aspects of identifying and preparing for a career in the health professions. Often, Committee members are the professors teaching the science courses which are prerequisites to health careers. As students enter the application process, typically in the spring of the junior or senior year, each student should plan to ask a member of the Committee, or any other faculty member who knows the student's work well enough, to serve as the author of the Committee's letter of Recommendation. The Committee's letter is a composite letter of recommendation, a comprehensive summary of all aspects of your preparation, including coursework, internships, research, entrance exam scores, and comments contained in your individual recommendation letters. The Committee also conducts a practice interview of the student.

All students who are applying to post-graduate programs in the health professions should formally declare their intentions to the Committee no later than March 31 of the year in which they are planning to begin their application. Students declare their intent by completing a pre-application packet, available at the Pre-Health Programs office. This packet is intended to help optimize the student's efforts in completing an application that will be successful, and to aid the committee in supporting the student's application. Students who fail to submit a pre-application packet by the deadline may not receive the full support of the committee.

## **Engineering Advising**

Students interested in pursuing a career in engineering should contact a member of the Committee on Engineering as soon as possible after arriving on campus. The College offers three dual-degree programs (see the Other Degree and Certificate Programs chapter for details) for students interested in earning an undergraduate degree in engineering as well as their Bachelor of Arts from Mount Holyoke. These programs all have a large number of required courses, so it is in a student's best interest to take both a math and a physics course in each of her first three semesters.

The Nexus in Engineering program offers an alternative route to prepare for future graduate work in engineering or employment in engineering-related fields. Students should consult with a Nexus advisor in planning their courses and the summer internship in the field of engineering which the Nexus requires.

## **Graduate School Advising**

Throughout the academic year, faculty advise students about graduate study in specific fields and about ways to meet graduate admission requirements. Students can also receive guidance about researching graduate programs, preparing application materials, financing graduate study, and readying themselves for entrance examinations by consulting with an advisor in the Career Development Center.

## **Advising for Scholarships and Fellowships**

For a school of its size, Mount Holyoke boasts an unusual number of students who have won top national and international scholarships, including Marshall, Fulbright, Luce, Goldwater, and Truman awards.

While demonstrating Mount Holyoke students' high abilities, the large number of awards also reflects the College's exceptional support system for students who apply. Eligible students receive regular notification of award opportunities and extensive support and guidance from the National Fellowships Advisor and the Committee on Fellowships, under the auspices of the Dean of Studies/Academic Deans Office.

# Admission

Most Mount Holyoke students seek admission for the bachelor of arts degree. The College also offers graduate degree, dual degree, second bachelor's, and other certificate programs.

## Undergraduate Admission

Mount Holyoke College is looking for intellectually curious, motivated students who understand the value of a liberal arts education. The College believes in the educational, social, and ethical value of diversity and actively recruits students who have different interests and talents and who come from a wide spectrum of ethnic, geographic, and economic backgrounds.

### The Admission Process

Entrance is determined by a student's overall record. To gain admission to Mount Holyoke, it is important to have a strong academic foundation. The College seeks students who have consistently challenged themselves by taking honors and Advanced Placement (AP) courses, or their equivalent, or enrolled in the International Baccalaureate (IB) program. A strong academic program would include a minimum of three years in core classes (English, mathematics, foreign language, laboratory science, history). Please note that this program is preferred, not required.

While the greatest weight is given to school records and evaluations, consideration is also given to the big picture, which includes special talents, particular goals, and character. The College is also interested in how students express themselves in writing, and the admission committee looks closely at student essays. Finally, the College seeks students whose interests and aspirations match the opportunities offered by Mount Holyoke.

### Standardized Testing: Optional

Students are welcome to submit Scholastic Aptitude Test (SAT) and ACT scores. However, since fall 2001, Mount Holyoke has made it optional for applicants to submit SAT scores—as well as scores from other standardized tests such as the ACT—for admission to the College.

### Application Requirements

- Common Application
- Mount Holyoke College Writing Supplement
- High school transcript
- Two teacher evaluations
- College counselor evaluation
- Standardized tests: submission of SAT and ACT scores is optional (home-schooled students are required to submit either the ACT or three SAT subject tests); TOEFL or IELTS are required if English is neither your first language nor the primary language of instruction you have used throughout secondary school.
- Application fee (\$60, waived if you apply online)

### Interviews

Mount Holyoke College strongly recommends personal interviews for all candidates. Candidates must make appointments in advance.

Candidates who are unable to visit campus may meet with alumnae representatives in their home or school areas. Contact information for alumnae admission representatives can be obtained from the admission office.

### Home Schooling

Mount Holyoke welcomes applications from students who have been schooled at home. To facilitate the application process, the College advises home-schooled candidates to contact the admission office early in the process. In addition to completing the Mount Holyoke application forms, candidates must submit two letters of recommendation that speak to the candidate's academic and personal qualifications. Applicants are also required to take the ACT or three SAT subject tests.

### Application Plans

- Early Decision I: deadline November 15; notification January 1
- Early Decision II: deadline January 1; notification February 1
- Regular Decision: deadline January 15; notification April 1

Every year, a number of regular decision applicants are admitted for entrance in the second semester.

## Early Decision

Early Decision is for students who have made Mount Holyoke their first choice. Students who apply Early Decision may apply to other colleges, but may not apply Early Decision to any other college. Students who are admitted through Early Decision must withdraw all other applications.

## Transfer Applicants

Transfer applications are welcome from students with at least 16 transferable credits and strong academic records from two-year and community colleges, as well as from four-year colleges and universities. Transfer students are admitted both in the fall and spring. Please consult the Office of Admission Web site or the transfer application for application deadlines. Transfer application requirements include:

- Transfer Common Application
- Mount Holyoke College Writing Supplement
- College official's form
- Instructor evaluation
- Secondary school report
- High school transcripts
- College transcripts
- TOEFL score (if applicable)
- \$60 application fee (waived if you apply online)

For more information regarding transfer credit policies, please refer to the Academic Regulations chapter.

## International Applicants

International students are welcome and vital members of the Mount Holyoke community, and the College actively recruits international applicants. International applicants may apply for the full four-year bachelor of arts degree program. Additionally, international students may apply for the International Guest Student Program (see the Other Degree and Certificate Programs chapter).

In addition to completing the Mount Holyoke application forms, international applicants are also required to submit the International School Supplement to the Secondary School Report.

## The Frances Perkins Program

The Frances Perkins Program is designed for women over 25 years of age who have experienced an interruption in their undergraduate study and wish to continue and complete a bachelor of arts degree. Younger students who have dependents or are veterans may also apply to the Frances Perkins Program. All admitted Frances Perkins scholars will enroll with a full tuition scholarship.

The program is named in honor of one of Mount Holyoke College's most extraordinary alumnae, Frances Perkins 1902, who was the first woman appointed to a presidential cabinet.

A full-time program for Frances Perkins scholars is defined as either 16 credits (four courses) for residential students or 12 credits (three courses) for students who commute to campus; Frances Perkins scholars may also carry a part-time program of 8 credits (two courses) if they do not live in a residence hall. Frances Perkins scholars meet all of the degree requirements, participate in the total academic offerings of the College, are assigned faculty advisors, and have full access to the resources and facilities of the College.

## Applying to the Frances Perkins Program

The admission process for Frances Perkins scholars is similar to that of traditional-age students, with appropriate allowance for the special circumstances of the nontraditional student. To qualify for admission, candidates must present a minimum of 32 transferrable college credits. The admission application deadline is March 1 for September enrollment. Applications for January entrance will be considered on November 1.

Candidates may obtain further information about undergraduate studies through this program by contacting the Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts 01075, 413-538-2077, or by completing the inquiry form on the Frances Perkins website at [www.mtholyoke.edu/fp](http://www.mtholyoke.edu/fp).

## Graduate Admission

### Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is an accelerated coed teacher education program for aspiring early childhood, elementary, middle and secondary school teachers. This flexible, 11-month program includes an innovative curriculum with a strong commitment to social justice and equity, a unique collaboration with Expeditionary Learning (EL), personalized advising, and initial teacher licensure in 30 subject areas.

Students interested in applying to the M.A.T. program should submit a completed application, have an undergraduate major (or demonstrate equivalent subject area knowledge) in their desired teaching discipline, and be prepared to submit a passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Applicants who have not yet taken the MTEL are still able to apply. As part of the application process, the program advisor will provide further details on the timing of the necessary tests per the requirements of the particular license sought.

The preferred application deadline is January 15; for details and to access the online application, see <https://www.mtholyoke.edu/professional-graduate/mat/how-to-apply>. Applications received after the preferred date will be reviewed on a case-by-case basis through May.

For complete information about the program, see the Professional and Graduate Education (PaGE) chapter or the M.A.T. website at <https://www.mtholyoke.edu/professional-graduate/mat>.

### Master of Arts in Mathematics Teaching

The Master of Arts in Mathematics Teaching program (M.A.M.T.) is offered through the College's Mathematics Leadership Program through the Professional and Graduate Education division. It is designed for teachers, teacher-leaders and math coaches of grades K – 8 who have a teaching license (initial or professional) and at least a bachelor degree. The program is ideal for educators looking to strengthen their skills as math teachers or would like to develop their professional credentials in order to become qualified as Math Specialists.

Those interested in applying to the M.A.M.T. program should consult the program's website for details and to access the online application: <http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching/>. Completed applications are reviewed at the end of each month beginning in January and are accepted on a rolling basis until the program is full. No application fee nor entrance exam is required.

### Master of Arts in Teacher Leadership

The Master of Arts in Teacher Leadership (M.A.T.L.) program is designed for working teachers and teacher leaders who have their bachelor's degree. This online or on-campus program features embedded teacher leader practitioners in every class, a partnership with the National Network of State Teachers of the Year, and modules built to support practicing teachers who wish to grow in their professional and leadership skills to build stronger education systems for PreK-12 students.

Those interested in applying to the M.A.T.L. program should consult the program's website for details and to access the online application: <https://www.mtholyoke.edu/professional-graduate/master-arts-teacher-leadership> No GRE or application fee is required.

### Master of Arts

Mount Holyoke has traditionally enrolled a small but excellent cadre of college graduates each year to study for the Master of Arts degree. Applications were made directly to the department of study. Currently, there is no department collecting new applications for Master of Arts study, though there are a few previously-admitted students completing Master of Arts degrees in psychology.

Those interested in teacher education should consult the information above and our Professional and Graduate Education (PaGE) chapter.

### Cooperative Ph.D.

A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst in astronomy, biological sciences, chemistry, geology, and physics. The degree is awarded by the University of Massachusetts but in exceptional cases much of the work leading to the degree may be taken at one of the participating institutions. Information about specific areas of research can be obtained from the chair of the appropriate department at Mount Holyoke College. General information and application materials are available from the graduate school at the University of Massachusetts. All applications must be made directly to the University of Massachusetts.

## Other Undergraduate Degree and Certificate Programs

See the Other Degree and Certificate Programs chapter for information about the following: the Second Bachelor's Degree; dual-degree programs in engineering and Latin American studies; teacher licensure programs; the International Guest Student program; and the Certificate for International Students.



## **Postbaccalaureate Pre-Medical Program**

The Postbaccalaureate Pre-Medical Program typically attracts students who have completed a minimal amount of college-level science and who have a strong academic record as well as some clinical experience. Because of the restricted availability of seats in U.S. medical schools, this program is open to U.S. citizens only.

Admission requirements:

- A bachelor's degree from an accredited four-year institution
- A minimum 3.3 overall undergraduate GPA
- GRE, ACT, or SAT scores
- Application essay and interview

Applications are accepted and reviewed on a rolling basis. However, suggested target dates for submitting applications are February 27 for Fall or Summer entrance, and October 1st for Spring entrance.

The application fee is \$50. More information and links to the online application are available from this website: <https://www.mtholyoke.edu/professional-graduate/postbac-premed/apply>

## **Readmission**

For information on readmission, see the Academic Regulations chapter.

# Fellowships for Mount Holyoke Alumnae and Graduating Seniors

Mount Holyoke offers a large number of fellowships to graduating seniors and outstanding alumnae who have received a Mount Holyoke degree. Application procedures and deadlines vary.

## Mount Holyoke College Alumnae Fellowships

Thanks to generous gifts from alumnae, the Alumnae Association is able to offer a small number of fellowships each year to Mount Holyoke graduates. The terms of each of these gifts govern the parameters for the use of the fellowship funds and the amount of money available for distribution. Applicants may apply to multiple fellowships through one application, as long as they meet the criteria of each award. The fellowship application deadline is January 15.

For detailed information, see our Fellowships page at <http://alumnae.mtholyoke.edu/career/alumnae-fellowships/>.

*Bardwell Memorial Fellowship* Awarded to a recent graduate of no more than five years, without limitation as to field of work or place of study.

*Frances Mary Hazen Fellowship* Awarded, preferably, to a candidate in the field of classics.

*Hannum-Warner Travel Fellowship* Awarded for travel and study, preferably in Asia (although the West is not excluded).

*Dr. Mary P. Dole Medical Fellowship* Awarded for research to alumnae, preferably to those who hold a doctor of medicine degree.

*Lyon's Pride Fellowship* Awarded, preferably, to a candidate pursuing an LGBT, gender, or feminist studies project.

*Mary E. Woolley Fellowship* The Alumnae Association's most prestigious award. Awarded without limitation as to year of graduation, field of work, or place of study.

*Rachel Brown Fellowship* Awarded for the first year of graduate study in the physical or biological sciences to those who majored in these fields.

*The 1905 Fellowship* Awarded without limitation as to year of graduation, field of work, or place of study.

If you have questions about the application process, visit the Fellowships FAQ at <http://alumnae.mtholyoke.edu/career/alumnae-fellowships/fellowships-faq/>. If you would like to confirm that your materials have been received, email the fellowship coordinator at [alumnaeassociation@mtholyoke.edu](mailto:alumnaeassociation@mtholyoke.edu).

## Graduate Fellowships Awarded by Departments

### Art and Art History

Request applications from the senior administrative assistant or find them on the department website. Applications are due March 18.

*Joseph A. Skinner Fellowship* for graduate study in studio art or architecture. Applicants must be enrolled full-time in a program leading to an M.A., M.F.A., or M. Arch.

*Louise Fitz-Randolph Fellowship* for graduate study in history of art, history of architecture, or archaeology in this country or abroad. Applicants must be enrolled full-time in a program leading to the M.A. or Ph.D.

### Biological Sciences

Submit a proposed plan of study and budget to the department chair, accompanied by an official transcript of graduate work, where applicable. If the applicant is not a recent Mount Holyoke graduate, a letter of recommendation from a current research advisor or employer is recommended. Applications are due March 25.

*Ira Skillman Stryker Fellowship* for applicants preparing to teach or do research in biological sciences. Ordinarily this fellowship is used for summer study.

*A. Elizabeth Adams Fellowship* for graduate study in biological sciences, but not professional degrees.

*Morgan-Adams Graduate Fellowship* for graduate work in biological sciences.

### Economics

Request applications from the senior administrative assistant. Applications are due March 15.

*Virginia Galbraith Graduate Fellowship* for excellence in economics supports graduate study in economics or in another field involving a strong focus on economics, and is preferably awarded to an alumna who was an economics major or at least took some courses in economics as an undergraduate at Mount Holyoke.

*The Robert Robertson Fund* for the study of health care will provide financial support for a Mount Holyoke alumna pursuing graduate studies in economics, public health, or public policy programs. The graduate program should have both an economics and health component.

## **English**

*English Department Graduate Fellowship* for graduate study in English without limitation as to place of study. Awarded alternate years with the Joseph Bottkol Fellowship, which assists in the purchase of books.

*The Naomi Kitay '33 Fellowship* is awarded annually to a recent graduate or an outstanding senior as an aid toward a career in creative prose writing.

See <http://www.mtholyoke.edu/acad/english/awards.html> for further information about funding opportunities.

## **History**

Application available at <https://www.mtholyoke.edu/acad/history/use-history/alumni-research/skinner-application-form>. Applications are due February 12.

*Joseph A. Skinner Fellowship* for graduate study in history. Preference is given to applicants who are completing the Ph.D. dissertation.

## **International Relations, Law, and Politics**

Submit a proposed plan of study to the chair of the politics department, accompanied by curriculum vitae or resume, an official transcript of undergraduate and graduate work, where applicable, and two letters of recommendation by March 11. The fellowships are restricted to students majoring in either politics or international relations. Former applicants, including recipients, may reapply. Awarded annually.

*Ellen Deborah Ellis Fellowship* for advanced study in international relations, preferably abroad, but also in the United States. Awarded annually.

*Ruth C. Lawson Fellowship* for advanced study in international politics. Awarded annually.

*Donald G. Morgan Fellowship* preferably for attending law school or for graduate work studying aspects of the United States Constitution. Awarded periodically.

## **Physics**

Applications due by May 1 to the department assistant.

*Joseph A. Skinner Fellowship* for graduate study in physics or closely related disciplines in this country or abroad.

## **Psychology**

Request applications from the administrative assistant. Applications are due April 15.

*Steven H. Davol Fellowship* for further study in an area of developmental psychology, preferably that of early childhood.

# Tuition and Fees

For Professional and Graduate Education Program fees, please see the PaGE section of the Catalog.

## Fixed charges for 2015-2016

Undergraduate Tuition (full academic year)	\$43,700
Degree and non-degree non-resident, per credit hour	\$1,370
Room	\$6,280
Board	\$6,580
Student Government Association Fee	\$186
Study Abroad Administrative Fee	\$900
Student Health Insurance	\$1,880
Transcript Fee, per copy	\$4
Auditing Fees (alumnae and local residents may apply to audit courses, if space is available, with permission from the instructor):	
Lecture Courses	no charge
Studio Art Courses	\$1,370
Physical Education, Dance, Beginning Language	\$100

Undergraduate students are expected to live in residence halls unless they reside with family members or are approved to live off-campus as a disability accommodation. Room and board charges include 20 meals per week, except during vacations. No optional meal plans are available except for students approved for accommodations through AccessAbility Services. All resident undergraduates are expected to pay full room and board.

Undergraduate students are billed the full semester tuition rate regardless of the number of credits taken, except for students approved to live off-campus because they are Frances Perkins scholars or because they have been approved, as a disability accommodation, for part-time off-campus status with family. In these cases, students will be billed per credit hour enrolled. Students who have exceeded the funding limitation standards of the College (see "Funding Limitations") and who need only 8 or fewer credits to complete their final degree requirements may petition the Dean of Studies for approval to live off-campus and be billed for 8 or more credits at the per-credit rate for their final semester.

Work supervised by Mount Holyoke faculty, but taken while a student is not in residence, will be charged by the credit.

The Student Government Association (SGA) fee is required of all students. The SGA establishes the fee and determines the distribution of the funds. This fee supports student organizations and Five College buses.

Massachusetts law requires that all students have adequate health insurance coverage. Mount Holyoke recommends the Student Health Insurance Plan offered through the College. In July, students are billed for health insurance for one calendar year with coverage beginning August 15. Domestic students may waive coverage with proof of comparable coverage in another plan prior to the start of fall classes (or spring classes for spring matriculants). Students waiving coverage must do so annually by the waiver deadline. All international students are required to carry the Mount Holyoke College Student Health Insurance Plan unless they are covered by an embassy plan.

Current students may order official transcripts through ISIS. The transcript fee will be charged to an active student's account. A student must pay all past due balances on her account before transcripts will be issued. Former students must prepay the transcript fee.

## Other Fees

### *Graduate Fees*

Graduate students in Psychology who have completed the course work required for the degree, but not the thesis, and who are in residence or commuting to use the library and laboratories, must pay a continuation fee of \$1,330 per semester. Students who are completing the thesis away from campus must pay a record maintenance fee of \$50 per semester.

### *Enrollment Deposit*

An enrollment deposit of \$300 is required from all new students entering the College. The enrollment deposit is nonrefundable but will be credited to the first semester bill.

### *Music Performance Studies Fees (per semester)*

Weekly individual lessons for non-majors:

- 12 lessons, 50 minutes: \$675
- 12 lessons, 30 minutes: \$408

Weekly individual lessons for declared majors and minors (must declare by the 10th day of classes): no fee.

Payment for lessons is due at the beginning of the semester. Lessons and fees are nonrefundable after the second week of classes.

**Riding Fees (per semester)**

- Standard group riding, 60 min., twice/week, 10 weeks: . . . . . \$600
- Western group riding, 60 min., once/week, 10 weeks: . . . . . \$350
- Dressage and intermediate riding, 60 min., once/week, 10 weeks: . . . . . \$405
- Intermediate, high-intermediate, and advanced riding, 60 min., twice/week, 10 weeks...\$765
- Jumping for boarders/ship-ins, 60 min., 10 weeks...\$405
- Private lessons (PE credit) 45 min., once/week, 9 lessons: . . . . . \$720
- Private lessons (PE credit) 45 min., twice/week, 17 lessons: . . . . . \$1360
- Semiprivate lessons (PE credit) 45-60 min., once/week, 9 lessons: . . \$495
- Semiprivate lessons (PE credit) 45-60 min., twice/week, 17 lessons: . . \$935
- Noncredit instruction, private, 45 minutes: . . . . . \$80
- Noncredit instruction, semiprivate, 50 minutes: . . . . . \$60

Arrangements for both private and semiprivate noncredit instruction are to be made with the instructor.

Riding lesson fees will not be refunded after the riding program drop date. Should a rider drop the course after receiving instruction but before the drop date, a fee of \$50 will be charged per lesson. PE riding classes are generally taught aboard Mount Holyoke’s school horses. A student may ride her own horse in a PE class with the permission of the instructor.

Mount Holyoke has the option to cancel or combine classes to maintain an enrollment of three or more in each class.

The cost of boarding a horse at the Equestrian Center is \$975 per month, payable monthly. Charges will be applied to the student account. For an application form and further boarding information, contact Paula Pierce, director, at [ppierce@mtholyoke.edu](mailto:ppierce@mtholyoke.edu). Space is limited.

**Golf Fees (per semester)**

Two lessons per week, equipment cost, play of course: \$25. There are green fees and special student rates on weekdays.

**Other Physical Education Fees**

The following courses are offered in six-week sessions at a cost of \$25 per session: self-defense for women, Tai Chi, fencing, pilates, yoga.

There will be no refund for withdrawal from any fee classes after the second class meeting.

Additional courses:

- Beginning Scuba Diving—\$225 plus \$75 for open water certification.
- Lifeguard Training, Water Safety Instructor, and Responding to Emergencies/Community CPR—fees to be determined annually by the American Red Cross.

**Theatre Arts Design**

Scene Design and Costume Design, per course, \$30 materials fee.

## Timetable for Payments for 2015-16

Fall semester fees are due July 31, 2015.

Spring semester fees are due January 5, 2016.

The due date for the enrollment deposit required of all new students is specified in their acceptance letters.

Payment instructions may be found on the SFS website: <https://www.mtholyoke.edu/sfs/cost>

A late payment fee of \$100 will be assessed on accounts not paid by the semester due date. Protested checks will incur a fee of \$25.

## Terms of Payment

Bills are prepared monthly and are available online to students and other users authorized by the student. Students must authorize parents and other sponsors to view the bill and to receive notification when the monthly bill is prepared. Students may view charges and credits on their student account by logging in to ISIS and choosing Online AR Account Activity. Follow the link “CASHNet View and Pay eBill” to see recent account activity, view statements, and access online payment options.

Past due balances will incur a late fee of 1% each month on balances over \$100.

No student may register for classes, participate in housing lottery, or receive a degree, diploma, or transcript until the student's bill is paid. In addition, on-campus charging privileges may be suspended for any student with significant past due charges. For families who wish to arrange for payment other than on the regularly scheduled due dates, the College offers a semester payment plan and provides information on several types of educational loans. The College cannot make arrangements for payment other than those herein described.

## Payment Plans

### Semester Payment Plan

Tuition, room, and board costs, less scholarship and loan aid, may be contracted to be paid in five installments per semester, starting in July for the fall and December for the spring. There is no interest charge. Students must enroll in a new plan each semester. A nonrefundable application fee of \$35 is required to enroll in the payment plan.

### Financing Options

Mount Holyoke has several financing options to help manage Mount Holyoke expenses. For more information, please contact Student Financial Services or visit the website.

#### Parent PLUS Loan

The Federal Parent PLUS loan is a non-need-based, fixed-interest, federally guaranteed education loan for families of all income levels. The interest rate is available on the Student Financial Services website once it is set for that academic year. Eligibility is limited to parents without an adverse credit history. Either parent may borrow up to the total cost of education less financial aid. Repayment begins 60 days after full disbursement and can extend up to 30 years. Deferment of loan principal is also an option. A current year FAFSA must be completed for any student whose parent wishes to apply for the Parent PLUS. Either parent may apply for the PLUS loan beginning June 1 at [www.studentloans.gov](http://www.studentloans.gov). Student Financial Services processes the approved PLUS loans starting July 1.

#### MEFA Loan

Funded by the Massachusetts Educational Financing Authority (MEFA), the fixed or variable interest rate Undergraduate MEFA loan allows students and their families to borrow from a minimum of \$2,000 up to the full cost of education less financial aid at more than 70 Massachusetts colleges and universities. Residents of all states are eligible to apply at [www.mefa.org/collegeloans](http://www.mefa.org/collegeloans).

#### Alternative Student Loans

Students also have the option of applying for an alternative student loan. Various commercial lenders offer these non-need-based loans. Interest rates are generally variable and may be higher over the long term than the rates of need-based student loans and many parent loans. These loans are not subsidized and unpaid interest will be capitalized into the principal. Some lenders of alternative student loans may charge an origination or disbursement fee. Repayment terms vary, often depending on the amount borrowed and the credit score of the student and/or cosigner. Alternative student loans usually require a creditworthy cosigner. The maximum amount of loan the College will certify is the cost of education minus any financial aid. For more information visit our website at [www.mtholyoke.edu/sfs/alternative\\_loans.html](http://www.mtholyoke.edu/sfs/alternative_loans.html). Because of the high cost involved, these loans should be considered only after lower cost federal student loans or parent loan options have been exhausted.

## Refund Policy

Students who withdraw or take a leave of absence during the semester will be refunded per the schedule outlined below. The official withdrawal date for a student is determined by the Academic Dean's office. The Academic Dean's office must receive written notice of the student's intent to withdraw. Please see "Withdrawal from the College" in the Academic Regulations chapter for more information.

Students will be refunded 100 percent of their previously paid tuition, room, and board, less the enrollment deposit for new students, if the Academic Dean's office receives written notice of an official withdrawal or leave of absence before the first day of classes. If a student officially withdraws or takes a leave of absence on or after the first day of classes, refunds occur on the following schedule:

#### Tuition Refund

Week 1-3	75%	Week 4-6	50%	Week 7-9	25% Board
Week 1-3	60%	Week 4-6	40%	Week 7-9	20%

There is no refund of room charges or the Student Government Association fee if a student withdraws on or after the first day of classes.

Tuition charges for approved off-campus Frances Perkins students will be increased or decreased accordingly based on the number of credits during the add/drop period of each semester (until the end of the fifteenth day of classes). No per-credit tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student takes a leave of absence or withdraws from the College at which point the above refund schedule will apply. State and/or federal aid will be adjusted for students at part-time status as of the last day to drop classes. Any credits dropped after the fifteenth day of classes each semester will be counted, for financial aid purposes, toward the 128 attempted credit maximum for students charged by the credit. For more information, please see the Financial Aid chapter.

#### Title IV Financial Aid Refund (Federal Funds only)

Per federal regulation, 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 earned and may retain as of the withdrawal date. According to the federal

refund policy, federal aid the student has not earned must be returned to the federal government. Note: College grants will not be increased to cover reduced federal or state aid due to a withdrawal or leave of absence.

Up through the first 60 percent of the semester, the amount of federal funds a student may retain is based on the number of days she was enrolled in the semester. After the 60 percent point in time of the semester, a student is eligible to retain all of her federal aid for that semester.

The responsibility to repay any federal aid is shared by the College and the student. The College's share to repay is the lesser of the total amount of federal aid to be returned or the College charges multiplied by the percentage of aid that must be returned. The student's share is the difference between the aid that must be returned and the College's share.

The College's share of federal aid must be returned to the Title IV programs in the following order:

- Federal Direct Unsubsidized Student Loan
- Federal Direct Student Loan
- Federal Perkins Loan
- Federal Direct PLUS
- Federal Pell Grant
- Federal SEOG grant
- Other Title IV loan or grant assistance

The College must return its share of federal aid within 30 days after the withdrawal date. Any federal aid that the student must return resulting from a loan is subject to the conditions and terms of the promissory note. If a student must repay a share of federal grant aid, the College may allow her to make payment arrangements with the College, in compliance with federal regulations. Sample Title IV refund worksheets are available from Student Financial Services upon request.

#### ***State Grant Refund Policy***

State grants will be refunded according to the rules of the individual state programs.

#### ***Institutional Refund Policy***

After the federal and state refund calculations have been determined, any remaining refund will be distributed in the following order:

- Mount Holyoke College Grant
- Mount Holyoke College Loan
- Parent/Student Alternative Loans

## **Tuition Insurance**

The College offers families the opportunity to participate in GradGuard™, a Tuition Refund Plan offered through Sallie Mae. . The plan complements and extends Mount Holyoke's current refund policy by providing plan participants with a refund of the College's comprehensive fee less financial aid if an insured student is forced to withdraw from the College during the semester as a result of personal injury or other medical reasons. For more information, visit the SFS website:

[https://www.mtholyoke.edu/sfs/cost/tuition\\_insurance](https://www.mtholyoke.edu/sfs/cost/tuition_insurance)

# Financial Aid

Student Financial Services is an important resource for families, whether or not they apply for financial aid. The College participates in a number of parent financing plans and offers a semester payment plan (see the Tuition and Fees chapter).

## Costs and the Student Budget

The on-campus student budget includes tuition, room and board, and an allowance for personal and book expenses.

2015-2016 Budget:

Tuition . . . . .	\$43,700
Room and board . . . . .	\$12,860
Activities fee . . . . .	\$186
Books/personal expenses . . . . .	\$1,900
Total . . . . .	\$58,646

Financial aid eligibility is the difference between the student budget and the determined family contribution. A student is eligible for need-based financial aid if the determined family contribution is less than the student budget.

## The Family Contribution

The family contribution for dependent students comprises both a parent contribution and a student contribution. The College uses federal and institutional formulas to determine the family contribution.

When calculating the parent contribution, the College considers such factors as total parent income (including untaxed and taxable income), assets, number of dependents in the household, and number of dependent children attending undergraduate college.

The student contribution is determined by an assessment of student income and assets, including trusts. A minimum student contribution from summer earnings is expected from each student. For dependent students, this contribution is \$2,450. For independent students, the minimum student contribution is \$3,400.

## Net Price/Net Cost

The net price is defined as the difference between billed costs (tuition, SGA fee, room and board) and scholarship or grant assistance from all sources. The net cost is the difference between the cost of attendance (billed costs plus estimated expenses such as books, personal expenses, and travel) and all sources of financial aid. The family contribution may not match the net cost depending on the total amounts of financial aid from all sources, some of which may offset the family contribution.

## Divorced or Separated Parents

While Mount Holyoke will consider special circumstances, we consider a student’s natural or adoptive parents—regardless of separation, divorce, or willingness to contribute—to be primarily responsible for paying for their daughter’s education. When determining eligibility for institutional assistance, the College considers financial information from both parents and spouses or partners. In cases where families include partners of parents, we will treat the partner as a noncustodial or custodial parent regardless of marital status.

## The Family Contribution from Year to Year

Following federal and College policy, U.S. citizens and permanent residents must reapply for financial aid each year. At a minimum, students should expect to have the same parent contribution and modest increases in the student contribution in future years. However, if significant changes occur— e.g., increases in family income or assets, fewer number of dependents supported, or fewer dependent children attending undergraduate institutions—the family contribution will increase. Should there be significant decreases in income/assets or an in- crease in household size or the number of dependent children attending undergraduate institutions, students may request reductions in the family contribution (see “Requests for Additional Aid”).



## Requests for Additional Aid

Student Financial Services will accept requests for reconsideration of a family contribution under limited circumstances. These circumstances include financial support of an elderly grandparent, unreimbursed medical expenses, additional dependents who will be attending college full-time at a U.S. institution, or long-term loss of employment. (We will consider loss of employment that occurs in the year that the student is applying for aid during the second semester of that academic year. Any additional grant funding will apply to the spring semester only.)

We are unable to consider requests for reconsideration of the family contribution due to circumstances such as cash flow problems or business or consumer debt. Requests for reconsideration must be accompanied by documentation. The Request for Reconsideration form may be found at the Student Financial Services website. While an increase in aid cannot be guaranteed, we make every effort to assess the situation as fairly as possible. All students must maximize all federal and institutional loans offered to them before additional grants are awarded.

## Applying for Financial Aid

### New First-Year Students Who Are U.S. Citizens or Permanent Residents

Domestic students must indicate their plan to apply for financial aid with their admission application. No consideration for aid from the College will be given after admission decisions are mailed until the student has been enrolled for two semesters. Students who applied but were not eligible for need-based financial aid at the time of their admission may reapply for aid in subsequent years.

It is important to note that students may apply for federal financial aid at any time during the academic year. They are not required to apply for College need-based aid to be considered for federal financial aid.

*An applicant should plan to meet the deadline that applies to her application plan. College aid may not be available for late applicants.*

### Required Documents and Due Dates

#### *Regular Decision*

- By February 15, file the College Board PROFILE, Noncustodial Profile (if applicable), and FAFSA, available after January 1.
- By March 1, submit parent and student current year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Late March.

#### *Early Decision I*

- By December 1, file the PROFILE and Noncustodial Profile (where applicable).
- By December 1, submit the most recent federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) to Student Financial Services.
- File the FAFSA after January 1 but before April 15.
- By April 15, submit parents' and student's current year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Estimate sent in mid-December; final aid eligibility notice sent in mid-May after current year federal taxes reviewed. Note: Aid eligibility may change after a review of final figures.

#### *Early Decision II*

- By January 1, file the PROFILE and Noncustodial Profile (where applicable) and submit prior year's federal taxes and W-2s to Student Financial Services.
- By January 1, submit the most recent federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) to Student Financial Services.
- File the FAFSA after January 1 but before April 15.
- By April 15, submit parents' and student's current year federal tax returns, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Estimate sent in late January; final aid eligibility notice sent in mid-May after current year federal taxes reviewed. Note: Aid eligibility may change after a review of final figures.

#### *Transfer Applicants*

- File the PROFILE, FAFSA, and Noncustodial Profile (where applicable) by March 1 for fall enrollment and November 1 for spring enrollment. (Note: The FAFSA cannot be filed until after January 1 for fall enrollment.)

- Submit parent and student current year federal tax returns, W-2s, and required supplemental information such as corporate/ business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC) by March 15 for fall enrollment and by November 1 for spring enrollment.
- *Notification of eligibility:* Late March for fall admission; late December for spring admission.

#### *Frances Perkins Program Applicants*

- U.S. citizens and permanent residents file the FAFSA by March 1 for fall admission and by November 1 for spring admission.
- International Frances Perkins applicants complete the CSS/PRO- FILE to be considered for need-based student loans or work study.
- All non-resident Frances Perkins students complete the Enrollment Questions found on Financial Aid Online.
- *Notification of eligibility:* Late March for fall admission; late December for spring admission.

## **International Students**

To be considered for need based financial aid, an international applicant must apply for assistance at the time of her application for admission. If an international student has been accepted to the College and did not apply for financial aid, she cannot be considered for aid throughout her time of study at Mount Holyoke regardless of changes in family financial circumstances. An international student's family contribution is determined upon admission to the College; this family contribution is expected each year until graduation. As a result, international students do not reapply for aid each year. Once an international student enrolls, requests for reconsideration of the family contribution cannot be considered regardless of changes in family financial circumstances. Students entering in the fall of 2014 and later are responsible for health insurance costs as well as the calculated family contribution.

The following forms apply to international applicants:

- College Board PROFILE (online version only)
- Most recently filed parent federal tax return or other verification of income
- Supplemental forms (if requested)

All required documents must be submitted to Student Financial Services by the application deadline for the program under which the student is applying for admission found on the Student Financial Services website.

- *Notification of eligibility:* With admission decision

## **Deferred Action or Undocumented Students**

Students living in the U.S. who are undocumented or have deferred action status should submit the College Board PROFILE and parent and student U.S. federal taxes (if required to file) through College Board IDOC (Image Documentation Service) per the deadlines of the program for which they are applying. Students reapply for financial aid each year.

## **Renewal Applications**

U.S. Citizens and permanent residents must reapply for federal and institutional financial aid each year. Note: Students applying only for federal aid are only required to submit the FAFSA and any supporting documentation if selected for verification by the Department of Education. They are not required to complete the PROFILE. Detailed information regarding the renewal process is available on the SFS website.

- File the PROFILE and Noncustodial Profile, if applicable, with the College Board by May 1 (non-Frances Perkins students).
- File the FAFSA by May 1.
- Selected students should submit federal tax forms and supplemental forms to College Board IDOC (Image Documentation Service) within ten days of receiving an email request from Student Financial Services. Taxes must be received by IDOC by May 1.

Failure to meet the due date will result in an increase in student loan and a corresponding decrease in grant aid from \$1,000 to \$2,000, depending on the final date the financial aid application is completed. A student whose file is incomplete after July 1 will receive aid on a funds-available basis.

- *Notification of eligibility:* mid-June if file is complete by May 1.

## **The Financial Aid Award**

Students determined to have need based eligibility according to College guidelines will receive a financial aid package that typically consists of a combination of grant, loan, and campus employment.

## Grant Aid

Grants are gifts that do not need to be repaid. Grant funding comes from institutional, federal, and state sources.

### Mount Holyoke College Need-based Grants

College grants are awarded based on demonstrated institutional eligibility as determined by the College. Need-based grants from the college include the Mount Holyoke Grant and Mary Lyon Grant. Grants received from federal and state sources are used to meet institutionally determined eligibility as well. The College requires all domestic students to apply for appropriate federal and state grants by completing the FAFSA by the required state deadline. Any failure to meet the deadline which results in lost state grant funds will not be replaced with College grant.

### Federal Grants

**Pell Grant:** This grant is awarded to students with high demonstrated need, as determined by federal guidelines. Generally those with total family income of less than \$60,000 are eligible for the Pell grant.

**Supplemental Educational Opportunity Grant (FSEOG):** The College awards the FSEOG to students with high demonstrated financial need. Recipients of the Federal Pell grant are given priority for FSEOG awards.

### State Grants

Massachusetts, Pennsylvania, and Vermont offer scholarship and grant programs for students who reside in those states and attend school in Massachusetts.

Applicants for the Massachusetts State Grant must reside in Massachusetts for at least one year prior to receiving the grant. High school counselors or state scholarship offices can provide eligibility and deadline information. For the telephone number and address of your state's scholarship office, contact the Federal Student Aid Information Center at 800-433-3243.

## Student Loans

A low-interest educational student loan or a combination of student loans is included in most financial aid packages. The loan amount increases approximately \$1,000 each year. Total loan amounts packaged over four years will range from approximately \$20,000 to \$31,500, depending on institutional aid policies. The actual debt will depend on whether the student borrows to her maximum federal eligibility or borrows additional funds from private lenders (see Alternative Loans later in this section). Links to entrance counseling and other required loan documents can be found at the SFS website. Need-based student loans include the following types:

**Federal Direct Student Loan (FDSL):** This federal loan is awarded based on a student's federal and institutional eligibility. A "subsidized" FDSL means interest does not accrue while the student attends college, graduate or professional school at least half-time. Repayment of principal and accrued interest begins after a six month's grace period once the student ceases to be enrolled at least half-time.

Students who are not eligible for the subsidized FDSL will qualify for an unsubsidized FDSL. Interest on the unsubsidized FDSL accrues while the student is in school. However, there is an option to defer payment of interest during school. Please note that interest is capitalized, i.e., added to the principal, if the interest payment is deferred. The interest capitalizes once, right before repayment begins. Unsubsidized FDSL may be packaged as a need-based loan in some cases based on college eligibility when the student is not eligible for the subsidized FDSL.

The interest rate for the FDSL is a fixed rate set by the federal government each July and is available at the Student Financial Services website after July 1. An origination fee is deducted from the total amount of the loan. The amount of the origination fee changes each year on October 1. Mount Holyoke administers the FDSL processing for the federal government. The loan is credited to the student's account once a student signs a master promissory note and completes entrance counseling. The master promissory note need only be signed once to cover additional FDSL borrowed in future years.

**Federal Perkins Loan:** This federally funded loan is awarded to students based on federal eligibility and college financial aid packaging policies. The interest rate is fixed at 5% and accrues once repayment begins. Repayment begins nine months after a student graduates, withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time. The loan is credited to the student's account once she completes a promissory note and entrance counseling. The master promissory note need only be signed once to cover additional Perkins borrowed in future years.

**Mount Holyoke College and Global Loan:** These institutionally funded loans are awarded to students demonstrating financial need. The interest rate is 8% and accrues once repayment begins. Repayment of principal and interest begins six months after the student graduates, withdraws, takes a nonacademic leave of absence, or ceases to be enrolled at least half-time. The loan is credited to the student's account once she completes a promissory note and all federally mandated disclosures have been received by the student and she accepts the terms of the loans. Student Financial Services will notify students when the master promissory note is ready to be signed. Promissory notes and federally mandated disclosure notices must be completed each year a student receives a Mount Holyoke College loan.

## Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds student earnings for on-campus jobs as well as a number of off-campus positions with nonprofit agencies. The College also funds student employment for on-campus jobs. Annual student earnings depend on job position and hours worked. First-year students earn approximately \$2,400 if they work approximately eight hours per week while classes are in session. Students are paid every two weeks. Earnings from student jobs are not applied to the bill and may be used for books and personal expenses.

The Career Development Center coordinates the posting of on-campus jobs and off-campus community service positions. The College hires students in residence halls, administrative offices, academic departments, the library, and facilities management. In general, first-year students seeking Level 1 jobs must seek employment in dining services first. After securing at least one three hour shift in dining services, first year students may work in other areas. Students secure jobs using JobX, a student job board, and a Virtual Spring Job Fair (online), designed to help students with work study find jobs for the following fall. Students with work study are eligible to apply for jobs of any level. Students without work study may apply for Level 2, 3, or 4 jobs. While the College makes every effort to post all available jobs, students are not guaranteed employment, even if they have work study in their financial aid package

## Merit-Based Scholarships: Trustee Scholarships, 21st Century Scholarships and Mount Holyoke College Leadership Awards

As an institution that values the highest levels of academic excellence and the cultivation of women leaders, Mount Holyoke offers a limited number of merit scholarships—awarded competitively—to first-year candidates who have an outstanding record of scholarship and extracurricular achievement in high school and who demonstrate noteworthy leadership skills.

The Office of Admission determines eligibility for the merit-based awards; no separate application is necessary. Students do not need to apply for need-based financial aid to be considered for merit scholarships

The merit-based scholarships are not transferable for study at another institution; however, students who are eligible to study abroad and who need financial assistance may apply for a Laurel Fellowship. Please see “Financial Aid for Study Abroad and Other Off-Campus Study” for additional information.

## Policies Regarding Mount Holyoke Merit-Based Scholarships and Other Non-Need-Based Grant Support

Non-need based funding, including merit-based scholarships, is renewed annually for up to eight semesters for first year students provided the student remains in good academic standing. The Frances Perkins Tuition Scholarship for resident (on campus) Frances Perkins students is limited based on the total number of credits accepted for transfer at any point. Credits transferred to the College due to a semester or year of study abroad or academic leave count toward the semester limit, whether or not financial aid from the College was provided for these credits. The Frances Perkins Tuition Scholarship for commuting (non resident) Frances Perkins students is limited to a cumulative total of 128 credits. This total includes transfer credits applied toward the Mount Holyoke degree. Frances Perkins students should plan their course of study with this in mind.

Students continuing on academic probation for more than one semester or suspended for academic reasons will not be eligible to renew the non-need-based scholarships or grants. Refunds of non-need-based grants will be tied to the refund schedule for tuition per the Tuition and Fees chapter of this catalogue. For example, if 25% of tuition is refunded, the scholarship will be reduced by 25% for the semester. In cases where the student goes on medical leave and there is a scholarship reversal based on the refund schedule, she may appeal for the remaining scholarship to be applied to a ninth semester, should she need the additional semester to complete her degree.

## Outside Scholarships

Mount Holyoke encourages students to apply for outside scholarships. Outside scholarships can reduce the student's debt, or, if the student wishes to keep her Federal Direct Stafford loan, (FDSL), the loan can be used to help manage the family contribution.

Any outside scholarships received, per College and federal policy, are considered part of the student's financial aid package.

If a student receives an outside scholarship(s), we will first reduce the student's College and federal need-based loans included in her original financial aid package. If the outside scholarships exceed the amount of the need-based loans, the remainder reduces the College grant. The total financial aid will remain the same unless the student requests her full FDSL eligibility rather than the loan reduction.

(Important note: If the student's determined need is met solely by College need based grant, such as the Mount Holyoke Grant or the Mary Lyon Legacy Grant, any outside scholarship(s) will reduce the College grant dollar for dollar.)

Students receiving a scholarship should inform Student Financial Services as soon as possible.

Information about outside scholarships can be obtained from high school counselors and local libraries, or by using scholarship search engines. More information on scholarships is available at [www.mtholyoke.edu/go/outsidescholarships](http://www.mtholyoke.edu/go/outsidescholarships). Current students may also research direct apply scholarship information at the Fellowships Office.

## Employer Benefit

When a parent receives a tuition benefit through her or his employer, this funding is treated as an outside scholarship, first reducing need-based loans (federal and institutional) and then any College grant. If a parent receives a tuition benefit for student educational expenses and this benefit is not listed in the financial aid package, please notify Student Financial Services. Tuition grants may only cover tuition. If a combination of tuition grants exceeds tuition costs, tuition grants may be adjusted.

## Veterans' Benefits (including Yellow Ribbon)

Veterans' benefits will be treated as other outside scholarships for the purposes of determining remaining institutional grant eligibility for dependent students. These benefits include housing allowances and book stipends sent directly to the student. Mount Holyoke participates in the Yellow Ribbon program with a matching grant of up to \$10,000 per student per year for undergraduates and \$5,000 per student per year for graduates and post baccalaureate students.

## Financial Aid for Study Abroad and Other Off-Campus Study

To support study abroad, Mount Holyoke offers Laurel Fellowships, which are awarded on a competitive basis. All awards are based on institutional need-based eligibility and academic accomplishments. In many cases, students who study abroad are also eligible for federal aid. Other Mount Holyoke grants and scholarships, including Tuition Assistance Grants, cannot be used for study abroad.

Mount Holyoke does not charge the student MHC tuition or room and board for study abroad, in most cases. Students will generally pay the program fees directly to the program. In order to determine eligibility for need-based Laurel Fellowships, students must submit a consortium agreement from the study abroad program and a completed financial aid application. The consortium agreement is used to determine the cost of attendance and need-based eligibility for Laurel funding. Any financial aid (including educational financing) will be credited to the student account and applied toward Mount Holyoke charges (e.g. Study Abroad Administrative Fee, currently \$900 per semester). Credit balances will then be sent to the student to assist with program expenses.

For more information about available funds and application procedures, visit the McCulloch Center for Global Initiatives website at [www.mtholyoke.edu/global](http://www.mtholyoke.edu/global). In addition, please see the information about study abroad in the Special Programs and Resources chapter under The Dorothy R. and Norman E. McCulloch Center for Global Initiatives.

## Financial Aid Policies

### Disbursing Funds

Financial aid funds are disbursed on a per-semester basis and are disbursed at the beginning of each semester provided a student's file is complete. Funds cannot be disbursed to a student's tuition account until Student Financial Services receives all required financial aid documents. Students should check Financial Aid Online ([www.mtholyoke.edu/go/finaidonline](http://www.mtholyoke.edu/go/finaidonline)) for information on missing documents. *For both initial and returning applicants, a student cannot start classes or move into a residence hall until the appropriate semester fees have been paid in full or provisions for payment plans and/or loans have been approved by Student Financial Services.*

### Satisfactory Academic Progress

Eligibility for financial aid is contingent on maintaining a satisfactory academic record, according to the standards described in the "Class Standing and Academic Deficiencies" section in the Academic Regulations chapter of this bulletin or as defined by the Department of Education (for federal aid). Students placed on academic probation are eligible for federal and institutional aid the first semester they are on academic probation. If academic probation is continued, eligibility for federal financial aid will be revoked. Students will be eligible for institutional funding for the second semester of academic probation. Students will not be eligible for institutional or federal funding if they remain on academic probation for a third semester.

If a student loses federal or institutional funding due to not meeting satisfactory academic progress, she may appeal the loss of funding by writing to Student Financial Services and providing supporting documentation. The appeal must contain an explanation of why the student failed to make satisfactory academic progress (SAP) and an explanation of what has changed that will allow her to make SAP in the next semester. Students will automatically regain institutional and federal need-based eligibility for funding after achieving satisfactory academic progress and removal from academic probation.

The merit-based scholarships (Trustee Scholarship, 21st Century Scholarship, Frances Perkins Tuition Scholarship, Mount Holyoke Leadership Award) and the Tuition Assistance Grant will not be renewed if funding is lost due to continued academic probation or in cases of required withdrawal or suspension due to academic reasons.

## Funding Limitations

College need-based or non-need-based financial aid for incoming first-year students is limited to eight semesters. Transfer credits for resident Frances Perkins students and other transfer students will also count toward the eight semester limit (e.g., students who transfer in 64 credits are eligible for four on-campus semesters of College funding). For all students, credits transferred to the College due to a semester or year of study abroad or academic leave also count toward the eight-semester limit, whether or not financial aid from the College was provided for those credits. All resident students are expected to take 16 credits per semester unless approved for a reduced course load due to a medical accommodation. Regardless of the numbers of credits attempted in a semester, a semester of residence will also count as 16 credits toward the 128 credit limit. Community, non-resident Frances Perkins students are limited to funding for up to 128 credits including credits accepted for transfer by the College at any point. Frances Perkins commuting students must take a minimum of eight credits a semester to be considered for financial aid. Students may appeal the loss of funding eligibility based on transferring in credits if the credits are needed to replace courses attempted at Mount Holyoke College but not earned. Students should submit appeals with supporting documentation to Student Financial Services. Please refer to the SFS website for additional information on funding limitations including a conversion table for transfer credits to equivalent semesters of funding eligibility.

Students who must take a nonacademic leave for medical reasons after a semester has begun may request an additional semester of need-based funding at a later date, if needed, by writing to Student Financial Services with the request and authorizing Health or Counseling Services to verify the leave was for medical reasons. Student Financial Services may also request confirmation from the Academic Dean's office that the additional semester is required to complete the degree. Students living off campus who have medical withdrawals from some but not all courses during a semester may also request consideration for additional funding.

## Adding/Dropping Courses

For students who pay tuition by the credit hour any credits dropped after the fifteenth day of classes in the fall and spring semesters will be counted, for financial aid eligibility purposes, toward the 128-credit maximum.

## Independent Status

Federal and institutional financial aid is based in the concept that it is primarily the student and her family's responsibility to pay for her education. Federal regulations narrowly restrict the definition of independent students, and the College is more restrictive than the federal definition. If a student initially enrolls as a dependent student, she will always be considered a dependent for purposes of College financial aid, regardless of changes in her family situation, including time away from the College due to nonacademic leave or withdrawal status. To be eligible for independent status for federal financial aid, the student must meet at least one of the following criteria:

- Be at least 24 years old by December 31 of the award year
- Be an orphan, ward of the court or in foster care after age 13
- Be the ward of a court-appointed legal guardian or an emancipated minor
- Be an unaccompanied youth who is homeless or at risk of being homeless
- Be married or separated (not divorced)
- Be a person with legal dependents other than a spouse
- Be a veteran of U.S. military service or currently serving on active duty for purposes other than training
- Be working on a master's or doctorate degree

## Financial Aid for Summer Study

The College does not process or provide financial aid for summer study at Mount Holyoke or other institutions except for Masters programs in teaching at Mount Holyoke. Masters level students are eligible for federal loans in the summer.

## Special Student Status

Institutional need-based financial aid is not available for graduate students, guest students, or post baccalaureate students. Federal loans are available for graduate and post baccalaureate students. Questions about federal loan eligibility should be addressed to Student Financial Services. Graduate students should contact the individual departments for information concerning scholarships, stipends, or fellowships.

# Key to Course Listings

## Course Classification

Introductory courses are numbered 100–199; intermediate courses, 200–299; advanced courses, 300–399; graduate courses, 400–499. Graduate credit may be given for 300-level courses with permission of department.

The College reserves the right to make changes in course offerings in any term as circumstances require.

## Anatomy of a Course Listing

For each course, the following information is listed in the catalog, in this order:

- Course subject, number, and title
- The term(s) in which the course is planned to be offered – e.g. “Fall”, “Spring”, or “Not Scheduled for this Year”
  - Note that course offering plans do evolve after production of the catalog, so students should check ISIS during advising week each semester to confirm the availability of particular courses
- The course description
- Any College-wide undergraduate degree requirements to which it can be applied – e.g. “Math & Sciences” if it has been designated to count towards the Mathematics and Sciences distribution requirement. If multiple requirements are listed, usually a student may count the course towards one of the listed requirements and not all. However, there are some combinations of requirements which a student is allowed to fulfill through a single course. For a full description of the College-wide requirements and these “double-counting” rules, please see the Bachelor of Arts Degree and College Requirements chapter
- Instructor(s)
- Any restrictions defining who may register for the course
- Any prerequisites of the course – e.g. course(s) which must be taken before this one
- Advisory notes, if any, that alert the student to additional required actions or recommended prerequisites
- Corequisites if this course must be taken at the same time as another, such as a required lab that must also be taken with this course
- Number of semester credits awarded upon completion (or non-academic PE units for Physical Education courses). When a range of credits is listed – e.g. 1-4 – the course may be taken for varied credit values within the specified range. Consult the instructor for further information about course requirements at the different credit values and then select the correct credit value when registering
- Any other notes about the course

## Key to Abbreviations and Symbols

Prereq.	Prerequisite course(s) required prior to enrollment in the course
Coreq.	Corequisite course required when enrolling in the course
Advisory	Recommended experience or required action by the student (such as a special course application form)
CBL	Community-Based Learning course
FP	Frances Perkins student
X.	Course subjects that begin with "X." are offered through Professional and Graduate Education

## Prerequisites

A student who does not have the indicated prerequisites but who has completed related work or who wishes to enter a course without the stated prerequisites may do so with the approval of the instructor. Students are encouraged to contact the instructor of the course via email to describe their alternate qualifications and seek a course permission to override the prerequisite.

# Departmental and Interdisciplinary Majors

Mount Holyoke offers the following departmental and interdisciplinary majors:

Africana Studies

Ancient Studies

Anthropology

Architectural Studies

Art History

Art Studio

Asian Studies

Astronomy

Biochemistry

Biological Sciences

Chemistry

Classics

Computer Science

Critical Social Thought

Dance

East Asian Studies

Economics

English

Environmental Studies

Film Studies

French

Gender Studies

Geography

Geology

German Studies

Greek

History

International Relations

Italian

Latin

Latin American Studies

Mathematics

Medieval Studies

Middle Eastern Studies

Music

Neuroscience and Behavior

Philosophy

Physics

Politics

Psychology

Psychology and Education

Religion

Romance Languages and Cultures

Russian and Eurasian Studies

Russian Literature and Culture

Self-designed Studies

Sociology

South Asian Studies

Spanish (Hispanophone Studies)

Statistics

Theatre Arts



# Minors, Nexus, and Five College Certificates

Africana Studies

African Studies (Five College certificate)

Ancient Studies

Anthropology

Arabic

Architectural Studies

Art History

Art Studio

Asian Studies

Asian/Pacific/American Studies (Five College certificate)

Astronomy

Biological Sciences

Buddhist Studies (Five College certificate)

Chemistry

Chinese

Classics

Coastal and Marine Sciences (Five College certificate)

Cognitive Neuroscience (Five College certificate)

Complex Organizations

Computer Science

Conceptual Foundations of Science

Critical Social Thought

Culture, Health, and Science (Five College certificate)

Dance

Development Studies (Nexus)

Economics

Education

Educational Policy and Practice (Nexus)

Educational Studies

Engineering (Nexus)

English

Environmental Studies

Ethnomusicology (Five College certificate)

Film Studies

French

Gender Studies

Geography

Geology

German Studies

Global Business (Nexus)

Greek

History

International Relations (Five College certificate)

Italian

Japanese

Jewish Studies

Journalism, Media, and Public Discourse (Nexus)

Latin

Latin American Studies

Latin American, Caribbean, and Latino Studies (Five College certificate)

Latina/o Studies

Law, Public Policy, and Human Rights (Nexus)

Logic (Five College certificate)

Mathematics

Medieval Studies

Middle Eastern Studies (Five College certificate)

Music

Native American and Indigenous Studies (Five College certificate)

Nonprofit Organizations (Nexus)

Philosophy

Physics

Politics

Psychology

Public History, Museums, Archives and Digital Humanities  
(Nexus)

Queer and Sexuality Studies (Five College certificate)

Religion

Reproductive Health, Rights, and Justice (Five College certificate)

Romance Languages and Cultures

Russian and Eurasian Studies

Russian Culture and Literature

Russian Language

Russian Language and Literature

Russian, East European, and Eurasian Studies (Five College  
certificate)

Sociology

Spanish (Hispanophone Studies)

Statistics

Sustainability Studies (Five College certificate)

Theatre Arts

# Five College Certificate in African Studies

## Overview

This program allows students to take advantage of the substantial resources for the study of Africa in the Five Colleges: 40 faculty whose research and teaching focus primarily on Africa offer almost 150 courses. The wide array of course offerings allows students to develop a concentration of study devoted to Africa that complements any major. By focusing intensely on the continent of Africa, students develop a keen appreciation of the rich connections between history, politics, economics, cultures, and the humanities.

## Requirements for the Certificate

### Courses

- A minimum of six courses from at least four different departments, programs, or disciplines. Each course should carry at least three credits, and at least fifty percent of its content should be devoted to Africa. These must include:
  - at least one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective.)
  - at least one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology)
  - at least one course on Africa in the fine arts and humanities (art, folklore, literature, music, philosophy, religion)
- Proficiency through the level of the second year of college, in either an indigenous or colonial language in Africa other than English. This requirement may be met by examination or course work; such language courses may not count toward the minimum of six courses required for the certificate.

### Other

- Students should work closely with an African Studies certificate advisor in choosing courses.
- No more than three courses in any one department may be counted toward the minimum requirement for this certificate.
- Students must receive a grade of at least B in each course counting toward the certificate. None of the courses may be taken on a pass/fail basis.
- Courses must be 3 credits or more to count toward the certificate.
- A candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.
- Students are also strongly encouraged to pursue opportunities for study in Africa and to complete the certificate program with an independent study course that integrates previous work.

## Faculty/Contact

For further information, contact one of Mount Holyoke's advisors for this certificate program: Sarah Adelman (economics; on leave fall 2015), Catherine Corson (environmental studies), Samba Gadjigo (French), Holly Hanson (history and africana studies; on leave Spring 2015), Girma Kebede (geography), John Lemly (English), Olabode Omojola (music), or Preston Smith (politics) or see [www.fivecolleges.edu/sites/african/](http://www.fivecolleges.edu/sites/african/).

# Africana Studies

The major and minor in Africana Studies is administered by the Africana Studies Committee: Professors Gabriel (economics), Gadjigo (French), Hanson (history), Lemly (English), Morgan (history), Mosby (Spanish; on leave Spring 2016), Smith (politics), Weber (English), Omojola (music); Associate Professors Banks (sociology), Douglas (psychology and education), Wilson (economics and Africana studies); Assistant Professor Brown (English and Africana studies).

## Overview

As a field of inquiry, Africana studies, describes and analyzes the origins and experiences of people of African descent wherever they live or have lived. This field is informed by the intellectual traditions of African American, African, and African Diasporic studies. While it has a renewed focus on the connections and movements of African-descended people from different sites of Africa and the diaspora, it also values in depth study of black people in discrete local, regional and national contexts. This field is inherently comparative, international, and interdisciplinary in approach, embracing the range of fields in the humanities and social sciences and including the performing arts.

The major prepares students for a number of careers: government, politics, international affairs, law, education, journalism, public health, religious studies, literature and the arts, and business management, to name only a few.

## Contact Info

Holly Sharac, senior administrative assistant  
Preston Smith, Chair  
Program Office: 312 Skinner Hall  
Website: <https://www.mtholyoke.edu/acad/africanamerican>  
Telephone: 413-538-2377

## Requirements for the Major

When declaring a major, each student chooses an advisor from the committee. In addition, she must have the approval of the program chair.

## Credits

- A minimum of 40 credits
- 16 of these credits must be at the 300 level in at least two different disciplines, of which only 4 credits may be AFCNA-395

## Courses

- AFCNA-200, Foundations of Africana Studies

## Other

- Program approval of a concentration statement
- CBL requirement: Every student who majors will need to complete at least one CBL course among the ten courses required for the major. You can choose from the following:
  - AFCNA-356 Black Migrations
  - EDUC-205 / PSYCH-215, Racism and Inequality in Schools and Society
  - HIST-214, History of Global Inequality
  - HIST-291, Education and Development in Africa: History and Ethnographic Research Methods
  - HIST-296AF, Women in History: "African Women: Food and Power"
  - Politics 252, Urban Political Economy

Other courses to be counted for the major are drawn from departmental offerings with the approval of the program. Students may also count courses taken at the other Five College institutions, subject to approval by the chair.

## Concentration Statement

Students who major in Africana studies will construct their own concentrations with the guidance and advice of a faculty advisor who is affiliated with the program.

The concentration statement will include a description of the concentration, which disciplines it draws on, a discussion of its intellectual merits and an explanation by the student why she has constructed her concentration in the particular ways she has. The student needs to list courses pertinent to her concentration, as well as any relevant experiential learning opportunities including Community-Based Learning (CBL) classes, community service, and internships.

## Requirements for the Minor

### Credits

- A minimum of 20 credits
- 16 of these credits must be at the 200 level or higher.
- At least 4 of these credits must be at the 300 level; AFCNA 395 may not be counted towards the minimum 4 credits at the 300 level.

### Courses

- Africana Studies 200, Foundations of Africana Studies

## Course Offerings

### AFCNA-200 Foundations of Africana Studies

#### Spring

This reading- and writing-intensive course draws upon the intellectual traditions of African American, African, and African diasporic studies in order to explore the connections and disjunctures among people of African descent. While the course pays attention to national, regional, and historical contexts, it asks this question: what do African descended people have in common and when and how are their experiences and interests different?

*Crosslisted as: Politics 200*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*L. Wilson*

*Credits: 4*

### AFCNA-208 Introduction to Twentieth-Century Critical Race Theory

#### Fall

This course examines the discursive relationship between race and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural and political economy of American society. The main objective is to explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, and Richard Delgado, among others.

*Crosslisted as: Critical Social Thought 253*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Wilson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: Critical Social Thought 248, 249, or 250 recommended but not required*

*Credits: 4*

**AFCNA-241 Topics in Africana Studies****AFCNA-241AF Topics in Africana Studies: 'Afro-Latin America: From Slavery to Invisibility'***Fall*

Exploration of the history of Afro-Latin American populations since Independence within and outside the nation-state. We will question why and how to study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include early twentieth-century Latin American racialist theorizing; research using census, economic, criminal, and marriage records; autobiographical works, and analysis of race in textual and musical representations of peoples, regions, and nations.

*Crosslisted as: Latin American Studies 260, History 287AF**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Gudmundson**Credits: 4***AFCNA-241HS Topics in Africana Studies: 'African American History, Precolonial to Emancipation'***Fall*

This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free blacks, the crisis of the nineteenth century, and the effect of the Civil War.

*Crosslisted as: History 281**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Morgan**Credits: 4***AFCNA-295 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-8**Course can be repeated for credit.***AFCNA-302 Urban Policy***Fall*

Gentrification, unemployment, crime, failing schools, disinvestment, mass incarceration--what comes to mind when you think of the inner city? In response to a constrained fiscal environment, cities have increasingly adopted neoliberal policy approaches to address seemingly intractable urban problems. The seminar will study current research to assess the political and economic impact of this neoliberal policy regime on housing, education, and public safety.

*Crosslisted as: Politics 302**Applies to requirement(s): Social Sciences; Multicultural Perspectives**P. Smith**Prereq: Politics 100, a politics First-Year Seminar, or Africana Studies 200.**Credits: 4***AFCNA-308 Luminous Darkness: African American Social Thought After DuBois***Not Scheduled for This Year*

Examines the causes of and proposed solutions to 'the Negro problem' in post-Civil War American public policy. Focuses on the life, work, and legacies of DuBois. Drawing on domestic and diasporic fictional and nonfictional depictions of black life in the 'DuBoisian century' the course considers different responses to

his 1903 question, 'How does it feel to be a problem?' Examining theories, arguments, movements and policies targeting blacks and their environment allows us to criticize black modernity, assess the changing role of black intellectuals in society, evaluate 'race theory' and consider dominant and marginal attempts to analyze and overcome the 'color line' in America.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**L. Wilson**Instructor permission required.**Prereq: 8 credits in Africana Studies.**Credits: 4***AFCNA-321 Politics of Decolonization***Fall*

This seminar is a critical exploration of the various processes, accounts and theories of colonialism and decolonization in Africa and the Americas. The aim is to chart alternative paths to rethinking the meaning and impact of these terms. Focusing on the various colonial/imperial tools employed to subjugate, exploit and dominate colonized subjects, we will examine how liberal discourses/structures that are assumed to embody the terms of freedom and sovereignty have now become extensions of the colonial they were initially employed to overcome. The main objective of this course is to explore various approaches to redefining decolonization noting the changing meaning of colonialism.

*Crosslisted as: Politics 321**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive; Writing-Intensive**B. Forjwuor**Credits: 4***AFCNA-341 Topics in Africana Studies****AFCNA-351 Sex, Race, and the Visual***Fall*

This course examines categories of race, gender, sex, and sexuality through the lens of the visual. Using contemporary literature, photography, performance art, film, and theories of the visual, our task is to investigate the import and utility of embodiment. How do race, gender, and sexuality function in the artistic imaginary? What can we glean from cultural productions that engage the viewer/reader in ways that challenge ideas about conformity, fluidity, belonging, and self-reflection? More than a linear literary or theoretical trajectory, this course will provide a template for all the mechanisms of the visual -- psychological and ocular, interpretive, rhetorical and performative.

*Crosslisted as: English 351**Applies to requirement(s): Humanities; Multicultural Perspectives**K. Brown**Prereq: English 200.**Credits: 4***AFCNA-356 Black Migrations***Spring*

This seminar is a comparative examination of the migration of African-descended people within and to the United States. It looks at in succession the original African diaspora through the Atlantic slave trade; the Great Migration of African Americans from the South; the immigration to the U.S. of African-descended people from the West Indies; and last, the movement of Africans from the continent to the United States since 1965 when immigration laws became more inclusive. We will evaluate the process of African Americanization for each new migratory group in all of its cultural and political ramifications. Course material includes articles, books, films, novels, and guest speakers.

*Crosslisted as: Politics 356**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning*

P. Smith

Prereq: *Africana Studies 200*.

Credits: 4

**AFCNA-369 Black Radicalism**

*Spring*

The struggles and ideas of transatlantic black radicals have changed the ways we think and study--through the formation of *Africana/African-American/Black-Studies*--and the ways in which we express thoughts and ideas--through culture and politics. In this seminar, we will study the interdisciplinary history of black radicalism in the 20th century--in the United States, the Caribbean, and Africa. This interdisciplinary history is animated by a central debate over the role of black internationalism, if any, in domestic black radical thought and action, in the United States, the Caribbean, and Africa.

Crosslisted as: *Politics 369*

Applies to requirement(s): *Social Sciences; Multicultural Perspectives*

Other Attribute(s): *Writing-Intensive*

P. Smith

Prereq: *Africana Studies 200*.

Notes: *There will be a number of shared classes/discussions with the Africana Studies Senior Seminar at Williams College, both in person and through video-conference, who will be sharing the same syllabus. We will make a class visit to Williams, and we will host a visit from the Williams seminar. The shared meetings will be organized around speakers, presentations, and local activists.*

Credits: 4

**AFCNA-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

Credits: 1-8

*Course can be repeated for credit.*

**Courses in Other Departments Counting toward the Major and Minor in Africana Studies**

*Anthropology*

216 Anthropology and Human Rights: Between Devil's Advocate and Rights Advocacy

*Art History*

290AF Issues in Art History: "Survey of African Art: The Creation of African Art"

290TF Issues in Art History: "Textiles and Fashion in Africa and the African Diaspora"

*Critical Social Thought*

253 Introduction to Twentieth-Century Critical Race Theory

*Dance*

132 Beginning Hip-Hop

141 West African Drumming for Dance

142 West African Dance

232 Intermediate Hip-Hop

*Education*

205 Racism and Inequality in Schools and Society

*English*

253 African Literature

337 The Political Imagination in Contemporary South Africa

345RW Studies in American Literature: "Richard Wright: Career and Influence"

351 Sex, Race and the Visual

*Environmental Studies*

210 Political Ecology

*First-Year Seminars*

110BW Black Women Writers

110CV The Civil Rights Movement

110MU Multicultural Families

110WE How Wars End

*French*

219 Introduction to the French-Speaking World

*Gender Studies*

206AF Women and Gender in the Study of History: 'African Women: Food and Power'

206FW Women and Gender in the Study of History: 'African American Women and U.S. History'

*Geography*

215 The Political Economy of the Middle East and North Africa

217 The African Environments

313 Third World Development

319 Africa: Problems and Prospects

*History*

206 African Cities: Development Dreams and Nightmares in the Twentieth Century

214 History of Global Inequality

274 Blacks in the North, Revolution to Reconstruction

280AA Topics in North American History: 'African American Women and U.S. History'

281 African American History, Precolonial to Emancipation

282 African American History from Emancipation to Obama

291 Education and Development in Africa: History and Ethnographic Research Methods

296AF Women in History: 'African Women: Food and Power'

301AB Colloquium: The Abolition Movement

301EM Colloquium: The Age of Emancipation

341 Topics in African History

375EM American History: The Middle Period: 'Age of Emancipation'

*Latin American Studies*

260 Afro-Latin America: From Slavery to Invisibility

277 Caribbean Women Writers

*Latina/o Studies*

250RP Special Topics in Latina/o Studies: Race, Racism, and Power

*Music*

161 Beginning West African Drumming Ensemble

226 World Music

228 African Folk Opera: 'African Folk Opera in Theory and Practice'

239 African American Popular Music, 1930-2000

261 Intermediate West African Drumming Ensemble

*Philosophy*

248 Philosophical Issues in Race and Racism

*Politics*

249 African Politics

252 Urban Political Economy

302 Urban Policy

313 The Politics of Poverty

321 Politics of Decolonization

356 Black Migrations

369 Black Radicalism

*Psychology*

215 Racism and Inequality in Schools and Society

*Religion*

216 Spirituality, Religion, and Civic Engagement

230 Spirituals and the Blues

*Sociology*

214 Racial and Ethnic Relations

324 Class in the Black Community

**See Also**

- African Studies

# Ancient Studies

The major in ancient studies encourages the study of ancient Greek, Roman, and Indian civilizations, as they relate to one another, from an interdisciplinary and inclusive perspective. Currently, majors may choose from among three concentrations: a) art historical/archaeological, b) historical, c) literary / mythological. On consultation with her advisor, a student may select her courses from among those offered in classics, art history, history, Asian studies, philosophy, politics, and religion. Through this major students will attain a deeper and more sophisticated knowledge of the ancient world.

## Overview

The major in ancient studies encourages the study of ancient Greek, Roman, and Indian civilizations, as they relate to one another, from an interdisciplinary and inclusive perspective. Currently, majors may choose from among three concentrations: a) art historical/archaeological, b) historical, c) literary / mythological. On consultation with her advisor, a student may select her courses from among those offered in classics, art history, history, Asian studies, philosophy, politics, and religion. Through this major students will attain a deeper and more sophisticated knowledge of the ancient world.

## Contact Info

Kristin McMillan, senior administrative assistant  
Geoffrey Sumi, professor of classics

## Requirements for the Major

### Credits

- A minimum of 32 credits

### Courses

- At least one (4-credit) course at or above the level of Greek 102, Latin 102, or Asian Studies 142, First-Year Sanskrit II
- At least one (4-credit) art historical or archaeological course focusing on the ancient Mediterranean
- At least one (4-credit) literary or mythical course focusing on the ancient Mediterranean or India
- At least two (4-credit) historical courses (8 credits total), one on the ancient Greek and one on the ancient Roman world
- At least two (4-credit) 300-level courses (8 credits total), one of which must be a designated capstone/research seminar, and one of which must be in the chosen concentration
- One additional (4-credit) course at the 200 level or above
- At least three (4-credit) courses (12 credits total) must be within the chosen concentration.

### Other

Students intending to pursue graduate studies are encouraged to minor in a related area (e.g., art history, classics, history, one of the ancient languages, philosophy, or religion).

## Requirements for the Minor

### Credits

- A minimum of 20 credits

## Courses

- Two (4-credit) courses, each from different areas of concentration (8 credits total)
- At least one (4-credit) course at the 300 level
- The remaining 8 credits may come from relevant (4-credit) courses in art history, classics, history, and Asian studies, as well as philosophy, religion, or politics.

## Related Courses

See the Classics chapter, as well as relevant courses in art history, Asian studies, history, philosophy, politics, and religion.

## See Also

- Classics
- Greek
- Latin



# Anthropology

The anthropology major and minor are administered by the Department of Sociology and Anthropology: Professors Battaglia, Lass, Morgan, Roth; Assistant Professor Babul (on leave 2015-16); and Five College Assistant Professors, Klarich and Aulino.

## Overview

Anthropology at Mount Holyoke College is devoted to the study of human cultural diversity through time and around the world. The approach is cross-cultural, the perspective non-ethnocentric. The analytic tools will help students make sense of the human condition no matter how familiar or foreign it may seem. Our courses are designed to expose students to a variety of cultures and introduce them to the different topics, theories, and methods of the discipline of anthropology.

## Contact Info

Michelle Pietras, administrative assistant  
Kenneth Tucker, chair  
Department Office: 102 Porter Hall  
Website: <https://www.mtholyoke.edu/acad/anthropology>  
Telephone: 413-538-2283

## Requirements for the Major

### Credits

- A minimum of 32 credits in anthropology
- 12 credits at the 300 level

### Courses

- 105, Introduction to Cultural Anthropology
- 235, Development of Anthropological Thought (Sociology 223, Development of Social Thought)
- 275, Research Methods in Cultural Anthropology
- 350, Issues in Contemporary Anthropological Theory
- One cultural area course

The cultural area requirement can be fulfilled in various ways:

- 1) An area course in anthropology
- 2) Studies abroad
- 3) Foreign language through two semesters at the intermediate level
- 4) An area course in another discipline

Only Option 1 (area course in anthropology) provides academic credit towards the major. The others satisfy the cultural area requirement and perhaps credit towards graduation but not credit towards the 32 required for the major. Discuss your options in advance with your advisor to be sure credit will transfer.

Note: Anthropology 295 or 395 do not count toward the requirements of courses in the major at the 200 and 300 level.

## Requirements for the Minor

### Credits

- A minimum of 20 credits in anthropology, including:
  - 105, Introduction to Cultural Anthropology
  - 4 credits at the 300 level (cannot be fulfilled by 395)
  - 12 additional credits above the 100 level

## Course Offerings

### ANTHR-105 Introduction to Cultural Anthropology

*Fall and Spring*

Introduces the analysis of cultural diversity, including concepts, methods, and purposes in interpreting social, economic, political, and belief systems found in human societies.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*J. Hamilton, L. Morgan, J. Roth, M. Watson*

*Credits: 4*

### ANTHR-204 Anthropology of Modern Japan

*Fall*

Since the mid-nineteenth century, Americans have viewed Japan as the Orient's most exotic and mysterious recess, alternately enticing and frightening in its difference. Intense economic relations and cultural exchange between Japan and the U.S. have not dispelled the image of Japanese society and culture as fundamentally different from our own. In this course, we will strive for greater understanding of shared experiences as well as historical particularities. Issues covered may vary from one semester to another, but frequently focus on work, women, minorities, and popular culture. Films and anthropological works provide ethnographic examples of some key concepts.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*J. Roth*

*Credits: 4*

### ANTHR-212 Shopping and Swapping: Cultures of Consumption and Exchange

*Spring*

We shop for our food, for our clothes, for our colleges. We purchase cars, manicures, and vacations. It seems that there is little that cannot be bought or sold. But we also give and receive gifts, exchange favors, 'go dutch' in restaurants, and invite friends for potlucks. This course examines exchange systems cross-culturally, in order to understand their cultural significance and social consequences. It explores how our own commodity exchange system, which appears to be no more than an efficient means of distributing goods and services, in fact contains intriguing symbolic dimensions similar to the gift exchange systems of Native North America, Melanesia, and Africa.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*J. Roth*

*Prereq: Anthropology 105.*

*Credits: 4*

### ANTHR-216 Issues in Anthropology

#### ANTHR-216CA Special Topics in Anthropology: 'Collecting the Past: Art and Artifacts of the Ancient Americas'

*Fall*

Early European explorers, modern travelers, collectors, curators, and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate--successfully and unsuccessfully--the competing interests of scholars, donors, local communities, and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the Mount Holyoke Art Museum.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*E. Klarich*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: One course in archaeology, anthropology, history of Latin America, museum studies, or art history.*

*Credits: 4*

**ANTHR-216HP Special Topics in Anthropology: 'Feminist Health Politics'**  
*Fall*

Health is about bodies, selves and politics. We will explore a series of health topics from feminist perspectives. How do gender, sexuality, class, disability, and age influence the ways in which one perceives and experiences health and the access one has to health information and health care? Are heteronormativity, cissexism, or one's place of living related to one's health status or one's health risk? By paying close attention to the relationships between community-based narratives, activities of health networks and organizations and theory, we will develop a solid understanding of the historical, political and cultural specificities of health issues, practices, services and movements.

*Crosslisted as: Gender Studies 241HP*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Credits: 4*

**ANTHR-216MA Special Topics in Anthropology: 'Maya Ethnography'**  
*Fall*

Maya culture has long attracted the attention of travel writers, tourists, and anthropologists. This course introduces students to historical and contemporary patterns of Maya culture through careful analysis of ethnographic texts. We will read Maya cultural formations against the historical backdrop of colonial and postcolonial Latin American history, from Spanish colonialism through the Guatemalan civil war and into the present. Discussions will cover the content of ethnographic accounts as well as the institutional and disciplinary contexts of research. The course will pay particular attention to Maya history and cosmology as intertwined fields of cultural knowledge and practice.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*M. Watson*

*Prereq: Anthropology 105.*

*Credits: 4*

**ANTHR-222 Making Class Visible**

*Spring*

This course examines questions of social class within the Mount Holyoke community, at critical intersections with race, gender, and disability. Drawing upon readings in anthropology and film studies that critique the notion of a homogeneous 'community' and offer alternative theoretical models, students will focus reflexively on three projects: the co-production of an ethnographic film, the creation of an advertising campaign for the film, creation of a website, for extending the conversation about class. Among the questions we explore at all three sites are: What is your idea of work? Where and when do you notice class? Is class a topic of conversation and/or storytelling in your family?

*Applies to requirement(s): Social Sciences*

*D. Battaglia*

*Prereq: Anthropology 105.*

*Notes: 1 meeting plus screenings and production time to be arranged*

*Credits: 4*

**ANTHR-230 Language in Culture & Society**

*Fall*

Every society is held together by systems of interpersonal and institutional communication. This course examines the nature of communication codes, including those based on language (speaking and writing) and those based on visual images (art, advertising, television). To understand communication in its social and historical dimensions, we study the psychological and cultural impact of media revolutions and then look at ways communication systems manipulate

individual consciousness. Illustrative examples are drawn from Western and non-Western societies.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*A. Lass*

*Prereq: Anthropology 105.*

*Credits: 4*

**ANTHR-235 Development of Anthropological Thought**

*Spring*

This course will review the key issues and paradigm shifts in the development of anthropology from its foundations in classical thought through its emergence as an independent discipline to its coming-of-age in the 1960s. The readings will include works from the American, British, and Continental traditions.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*A. Lass*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 8 credits in Anthropology.*

*Credits: 4*

**ANTHR-240 Medical Anthropology**

*Fall*

Biocultural aspects of disease and healing are examined through case studies of nonindustrialized societies, including the relationship between malaria and sickle cell anemia in West Africa and ritual cannibalism, AIDS, and a degenerative nervous-system disorder (kuru) in highland New Guinea. This course surveys the cultural construction of suffering and healing, the medicalization of human social problems, and inequities in the distribution of disease and therapy.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Morgan*

*Prereq: Anthropology 105.*

*Credits: 4*

**ANTHR-245 Global Health and Humanitarianism**

*Spring*

This course examines global health disparities and the unequal distribution of disease, focusing on the health consequences of poverty, structural violence, and globalization. In addition, we critically examine the foundations of global humanitarianism and the complexities, constraints, and prospects for working collaboratively across borders to resolve global health problems. Readings will address how global health is constructed and represented, and why humanitarian endeavors (charitable, philanthropic, NGO, religious, etc.) have emerged as the preferred manner of addressing global health problems in the contemporary era.

*Applies to requirement(s): Social Sciences*

*L. Morgan*

*Prereq: Anthropology 105.*

*Credits: 4*

**ANTHR-275 Research Methods in Cultural Anthropology**

*Spring*

This course examines anthropological fieldwork techniques, including interviewing and participant observation, as well as qualitative approaches to the analysis of cultural data. Topics include cross-cultural field techniques, research design, ethical dilemmas, and the difference between academic and applied research. Research projects are an integral part of this course.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*M. Watson*

*Restrictions: This course is limited to Anthropology majors.*

*Credits: 4*

**ANTHR-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**ANTHR-310 Visual Anthropology in the Material World**

*Spring*

In this course we go behind the scenes and behind the screens of anthropological films, museum exhibitions, 'small media'; events such as television, and publications such as *National Geographic Magazine*, to explore the social contexts of image production, distribution, and interpretation. Focusing on visual activism and ethics, we consider how popular portrayals of our own society and of others' both shape and are shaped by hierarchies of value in the material world. Finally, we leave the walls of the classroom to produce home movies of places which others call home - workplaces, temporary shelters, artistic environments, and so forth.

*Crosslisted as: Film Studies 320MW*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*D. Battaglia*

*Prereq: Anthropology 105 and 4 additional credits in Anthropology department.*

*Credits: 4*

**ANTHR-316 Special Topics in Anthropology**

**ANTHR-316AR Special Topics in Anthropology: 'Anthropology of Religion'**

*Spring*

Religion counts among anthropology's most central and enduring areas of interest. This course traces a history of anthropological attention to belief and ritual from the nineteenth century to the present. We will read classic and contemporary ethnographic studies of religious systems, covering topics that include spirits and animism, totemism, magic, witchcraft, mythology, taboo, sacrilege, orthodoxy and orthopraxy, religion and modernity, and secularism. The course will scrutinize 'religion' itself as a cultural and analytical category, and it will question how an anthropological perspective alters perceptions of the global politics of religion today.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*M. Watson*

*Prereq: 8 credits in Anthropology department.*

*Credits: 4*

**ANTHR-316EG Special Topics in Anthropology: 'Eggs and Embryos:**

**Innovations in Reproductive and Genetic Technologies'**

*Fall*

This seminar will focus on emerging innovations in the development, use and governance of reproductive and genetic technologies (RGTs). How do novel developments at the interface of fertility treatment and biomedical research raise both new and enduring questions about the "naturalness" of procreation, the politics of queer families, the im/possibilities of disabilities, and transnational citizenship? Who has a say in what can be done and for which purposes? We will engage with ethnographic texts, documentaries, policy statements, citizen science activist projects, and social media in order to closely explore the diversity of perspectives in this field. We will also experiment with "public engagement" activities designed to foster knowledge and conversations about RGTs and the questions and concerns they might raise.

*Crosslisted as: Gender Studies 333EG*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 8 credits in gender studies or anthropology.*

*Credits: 4*

**ANTHR-316GF Special Topics in Anthropology: 'Gender, Food, and Agriculture in the Global Context'**

*Not Scheduled for This Year*

This course explores the gendered domains of food and agriculture as they unfold within household and community economies in the global south and in G-8 countries. We will examine the place of women in systems of food production, processing, marketing, and consumption. We will address locally regulated markets, cuisines, and peasant farming systems as they interface with international neo-liberal systems of market and trade. We will also pay close attention to emergent women's agricultural cooperatives and unions as they shape new transnational coalitions that offer sustainable (and flourishing) solutions to problems associated with post-industrial agriculture.

*Crosslisted as: Gender Studies 333JJ*

*Applies to requirement(s): Social Sciences*

*C. Heller*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from Anthropology or Gender Studies or permission.*

*Credits: 4*

**ANTHR-316PG Special Topics in Anthropology: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'**

*Spring*

Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of 'participatory governance' of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance?

*Crosslisted as: Gender Studies 333PG*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 8 credits in gender studies or anthropology.*

*Credits: 4*

**ANTHR-316SP Special Topics in Anthropology: 'Space, Place, and Way-finding'**

*Spring*

What makes a home feel like home? What makes a neighborhood feel alive and vibrant? Architects and urban planners develop elaborate designs meant for specific kinds of human uses, and yet we find that people often use spaces for purposes quite different from those that planners intended. In this course, we will explore the ways in which people dwell in the abstract spaces of planners, turning them into inhabited places. We will also explore the ways that people navigate through and between these spaces that have been compartmentalized into politically and socially bounded units. A variety of theoretical perspectives will be applied in diverse cultural cases to better understand the ways in which peoples inhabit the world.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*J. Roth*

*Prereq: 8 credits in Anthropology department.*

*Credits: 4*

**ANTHR-331 Anthropology and Sexualities**

*Fall*

This seminar focuses on contemporary anthropological scholarship concerned with the varieties of sexual expression in diverse cultural settings. We will read ethnographic accounts of sexual ideologies and the politics and practices of sexuality in Brazil, Japan, Native North America, India, and elsewhere. We will examine anthropological theories of sexuality with an emphasis on contemporary

issues, including performance theory, 'third gender' theories, sexual identity formulation, and techniques used by various societies to discipline the body.

*Crosslisted as: Gender Studies 333AS*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Morgan*

*Prereq: 8 credits in Anthropology, Gender Studies, or a combination of the two.*

*Credits: 4*

**ANTHR-334 Memory, History & Forgetting**

*Spring*

In this seminar we question the distinction between myth and history and consider the relationship of historical consciousness to memory, forgetting, and other types of temporal awareness. We then examine the relationships among literacy, art, nationalism, and the invention of tradition and test the limits of ethnohistory. Finally, we look at the ways in which relics, museums, and tourism have all helped make history--as fact, experience, or commodity--possible.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*A. Lass*

*Credits: 4*

**ANTHR-346 Identities/Differences: Anthropological Perspectives**

*Fall*

This course examines notions of person and self across cultures, with specific reference to the social construction and experience of cultural identities. Discussions focus on issues of gender, race, ethnicity, and the values of individuality and relationality in different cultures.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*D. Battaglia*

*Prereq: 8 credits from the anthropology department.*

*Credits: 4*

**ANTHR-350 Issues in Contemporary Anthropological Theory**

*Fall*

This course offers an appraisal of the core questions and theoretical frameworks of the past two decades. It covers the relationship of fieldwork to theory building, new trends in anthropological analysis, and critical examinations of the uses and abuses of anthropological data.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*A. Lass*

*Restrictions: This course is limited to seniors.*

*Prereq: 8 credits from the Anthropology department, seniors only.*

*Credits: 4*

**ANTHR-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# Arabic

The minor in Arabic is administered by the Asian Studies Committee: Professors Gabriel (economics; on leave Fall 2015), Hachiyanagi (art), Hashmi (international relations), Khory (politics), I. Peterson (Indian literature, cultural history, and Hinduism), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature; on leave 2015-16); Five College Lecturers Arafah (Arabic).

## Overview

The Arabic program at Mount Holyoke is a part of the Five College Arabic Language Initiative. The coursework focuses on developing skills in reading, writing, listening, and speaking Arabic as well as in Arabic culture. The program offers two full years of Arabic instruction and sometimes a third year at Mount Holyoke. Students can pursue advanced studies of Arabic in the Five College Consortium. Students who study Arabic may choose to complete the minor in Arabic listed here or the major in South Asian Studies for which language study is a principal component.

## Contact Info

Kristin McMillan, senior administrative assistant  
Sohail Hashmi, chair  
Website: <http://www.mtholyoke.edu/acad/asian/>

## Requirements for the Minor

### Credits

- At least 16 credits of Arabic language courses at the 200 level or higher

### Courses

- At least two 300-level courses in Arabic
- Independent Studies (295 or 395) do not count toward the minor
- Language courses that are not taken at MHC must be approved by the head of the Arabic program at Mount Holyoke College to count toward the minor
- Courses taught in English do not count toward the minor

## Course Offerings

### ASIAN-232 Second Year Arabic I

*Fall*

Students in this course will continue perfecting their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete *Al Kitaab*, Book 1 and finish Chapter 10 of *Al Kitaab*, Book 2 by the end of the year.

*Applies to requirement(s): Humanities; Language*  
*H. Arafah*

*Prereq: Asian Studies 131.*

*Advisory: Asian Studies 131 or equivalent (contact Ms. Arafah for placement)*

*Credits: 4*

### ASIAN-233 Second Year Arabic II

*Spring*

Students in this course will continue perfecting their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students

should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete *Al Kitaab*, Book 1 and finish Chapter 10 of *Al Kitaab*, Book 2 by the end of the year. The prerequisite is Arabic 130-131 or the equivalent.

*Applies to requirement(s): Humanities; Language*

*H. Arafah*

*Prereq: Asian Studies 232.*

*Credits: 4*

## See Also

- Middle Eastern Studies
- Asian Studies

# Architectural Studies

The major in architectural studies is a Five College major administered by the Department of Art and Art History. Advisors in architectural studies: Professors Davis (art history), Sinha (art history), Smith (studio art), Staiti (art history); Assistant Professor Maier (art history). Five College Faculty: Five College Assistant Professor of Architecture and Design Long; Five College Assistant Professor of Architecture Darling; Five College Visiting Lecturer Jean Jaminet.

## Overview

### Contact Info

Rose Ryan, senior administrative assistant  
Michael T. Davis, program coordinator

## Requirements for the Major

Students who elect to major in architectural studies in the Department of Art and Art History should select an advisor who will assist them in mapping a program of study. The program must be outlined in writing and submitted for approval to the advisor during the semester in which the student declares her major in architectural studies. The program may, of course, be revised with the advisor's approval.

### Credits

- 44 credits in art and architectural history and theory, studio art, design studio, and related fields of study

### Courses

One Foundation concentration: 8 credits

- One Art studio at the 100-level; for example, ARTST-120, Drawing I or ARTST-116, Art and Contemporary Issues
- One 100-level art history survey with significant architectural content (ARTH-100 or ARTH-105)

Design studio: 8 credits (taken at Mount Holyoke, Smith College, Hampshire College, or the University of Massachusetts, Amherst); for example:

- Mount Holyoke: ARCH-205AD: Introduction to Architectural Design: 'Sculpting Space'; ARCH-225ED: Intermediate Studies in Architecture: 'Principles of Environmental Design'
- Amherst: ARCH 216: Intermediate Architectural Design
- Smith: LSS-250, Studio: Landscape and Narrative; ARS-283, Introduction to Architecture: Site and Space; ARS-285, Introduction to Architecture
- Hampshire: HACU-107, Introduction to Architectural Design; IA-0180, Design Fundamentals I; HACU-205, Topics in Architecture
- UMass: ARCH-300: Design I; ARCH-301: Design II

Note that the design studios are not substitutes for art studios.

Intermediate concentration: 20 credits at the 200 level

- At least one course must be a studio art course (drawing, multimedia, painting, printmaking, sculpture, photography; consult the art studio course offerings).
- At least one course must be an architectural history course or an art history course with significant architectural content. In the Department of Art and Art History, these courses include: ARTH-216, Empire; The Art and Archaeology of the Roman Provinces; ARTH-222, Age of the Cathedrals; ARTH-230, Italian Renaissance Art; ARTH-233, Renaissance

and Baroque Architecture in Italy; ARTH-243AR, Architecture 1890-1990: 'Building the Modern Environment'; ARTH-261, Arts of China; ARTH-262, Arts of Japan; ARTH-263, Arts of India; ARTH-271, Arts of Islam: Book, Mosque, and Palace; and appropriate topics within ARTH-290.

Advanced concentration: 8 credits at the 300 level (in area of concentration). Courses may be drawn from art history, art studio, architectural design, and related disciplines.

Students are encouraged to fulfill the Group II distribution requirement by taking courses in mathematics and physics.

Students majoring in architectural studies are not eligible to minor in art history or art studio.

## Requirements for the Minor

### Credits

- 20 credits, of which at least 16 must be above the 100 level

### Courses

- ARTH-100 or ARTH-105
- A minimum of one approved architectural design course at the 200 level
- One approved art studio course at the 200 level. (Students are reminded that a 100-level art studio course is the prerequisite for admission into the 200-level art studio courses.)
- Two approved electives in art history, art studio, or architectural design

Those intending to minor must meet with a member of the architectural studies faculty to develop an approved program of study.

Students majoring in art history or studio art are not eligible to minor in architectural studies.

## Course Offerings

### ARCH-201 Introduction to the Built Environment

*Spring*

This course is conceived as an experiential gateway into the different fields embraced by architecture and design. Emphasizing the collaborative and interdisciplinary character of practice that engages with the built environment, the course units explore specific disciplines, such as architectural design, landscape architecture, interior architecture, urban planning, historic preservation, sustainability, or building technology. Hands-on projects involving visual documentation, design exercises, or fieldwork combine with lectures and discussion that consider the historical and critical context of design and planning.

*Applies to requirement(s): Humanities*

*M. Davis*

*Restrictions: This course is limited to First-year and Sophomore students.*

*Credits: 4*

### ARCH-205 Introduction to Architecture

#### ARCH-205AD Introduction to Architectural Design: 'Sculpting Space'

*Fall*

This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems.

Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.

*Applies to requirement(s): Humanities*

*J. Jaminet*

*Advisory: One semester of design or drawing is recommended*

*Notes: Students enrolled in this course will be responsible for some of the cost of materials.*

*Credits: 4*

#### **ARCH-225 Intermediate Studies in Architectural Design**

##### **ARCH-225ED Intermediate Studies in Architecture: 'Principles of Environmental Design'**

*Spring*

This hybrid studio addresses human comfort with lectures and problem work sessions integrated with design projects. We start with an in-depth study of the world's climate regions, the sun, and the earth's tilt and spin. Primary methods of heat transfer are investigated as students research two architectural solutions (vernacular and contemporary) within each climate. Using daylight, the sun's movement, and sun-path diagrams students will design, draw and build a functioning solar clock. Issues in day-lighting and thermal comfort will then drive an extended design problem. Students will be asked to solve numerical problems and present design solutions using both drawings and models.

*Applies to requirement(s): Humanities*

*N. Darling*

*Prereq: 4 Credits in Architecture Design Studio; knowledge of algebra & trigonometry.*

*Notes: Students enrolled in this course will be responsible for some of the cost of materials.*

*Credits: 4*

#### **ARCH-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

#### **ARCH-391 Research Seminar in Art History and Architectural Studies**

*Not Scheduled for This Year*

This seminar explores practical issues in doing advanced research in art history and architectural studies. Depending on student projects, activities could include reading primary sources, critical assessment of texts and archival materials, use of library and digital resources, and visual analysis. Students have an opportunity to think about how to organize research into a thesis, or how to make sense of research and internship experience off-campus or during study abroad.

*Crosslisted as: Art History 391*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*A. Lee*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Jr, Sr, 8 credits in Architectural Studies.*

*Credits: 4*

#### **ARCH-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **Related Courses**

Students who plan to enroll in courses outside of the Five Colleges, especially in courses to be taken at another institution or abroad, should first consult with their advisor and the program coordinator to determine if the courses meet departmental criteria for the major.

## **Five College Course Offerings in Architectural Studies**

Current courses in architectural studies are offered throughout the Five Colleges. Check listings in the Five College course catalog: Department of Art and the History of Art, Amherst College; Humanities, Arts, and Cultural Studies (HACU), Lemelson Center (HCLC) Hampshire College; Department of Art, Landscape Studies Program, Smith College; Architecture and Design, Building Construction Technology, Landscape Architecture and Regional Planning, University of Massachusetts.

# Art History

The major and minor in art history are administered by the Department of Art and Art History. Advisors in art history: Professors Bergmann (on leave Spring 2016), Davis, Lee, Sinha, Staiti; Assistant Professor Maier.

## Overview

### Contact Info

Rose Ryan, senior administrative assistant  
Paul Staiti, chair

## Requirements for the Major

### Credits

- A minimum of 36 credits

### Courses

- At least four courses at the 200 level, in each of the following areas of study: Ancient and Medieval, Renaissance and Baroque, Modern and American, and non-Western.
- Two courses at the 300 level in art history, not including 395
- Three additional courses at any level

### Other

Art history majors may not minor in architectural studies.

Majors may enroll in 300-level seminars at the other Five College institutions with permission in advance from their advisor and the department chair. Students who plan to enroll in 300-level courses outside of the Five Colleges, especially yearlong courses to be taken abroad, should first consult with their advisor and the department chair to determine if the courses meet departmental criteria for 300-level credit.

Reading knowledge of at least two foreign languages is recommended for those contemplating graduate study in art history.

Students should be aware that preference in 300-level courses is normally given to those who have taken a relevant course at the 200 level. Majors are not automatically guaranteed preference in seminars that might be oversubscribed and, therefore, should not wait until the last semester to fulfill a seminar requirement.

## Requirements for the Minor

### Credits

- A minimum of 20 credits, 16 of which must be above the 100 level

### Courses

- Any 100-level art history course or AP credit in art history
- Any four courses in art history at the 200 level or above

Within these general requirements a student may construct a minor as focused or as comprehensive as she wishes.

## Course Offerings

### ARTH-100 Image and Environment

#### ARTH-100SE Image and Environment: 'Ways of Seeing'

Spring

*Applies to requirement(s): Humanities*

J. Maier

*Credits: 4*

#### ARTH-100WA Image and Environment: 'Western Art: 1400-2000'

Fall

An introduction to painting, sculpture, and architecture in Europe and America from the Renaissance to the present. Classes are organized around five focused topics: Renaissance Florence; the artist in the seventeenth century; art and revolution; nineteenth-century abstraction. Lectures will be complimented by class discussion and short films.

*Applies to requirement(s): Humanities*

P. Staiti

*Credits: 4*

#### ARTH-105 Arts of Asia

Fall

This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.

*Crosslisted as: Asian Studies 107*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

A. Sinha

*Credits: 4*

#### ARTH-202 Talking Pictures: An Introduction to Film

Spring

Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Broken Blossoms*, *Battleship Potemkin*, *Citizen Kane*, *Contempt*, *The Bicycle Thief*, *Ugetsu*, *Rear Window*, *Woman in the Dunes*, *The Marriage of Maria Braun*, *Days of Heaven*, and *Moulin Rouge*.

*Crosslisted as: Film Studies 202*

*Applies to requirement(s): Humanities*

P. Staiti

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

#### ARTH-215 From Alexander to Cleopatra: The Hellenistic World

*Not Scheduled for This Year*

Hellenistic art has often been regarded as a chaotic, decadent phase between the golden ages of classical Greece and imperial Rome. Yet the period in the Mediterranean from the death of Alexander the Great in 323 BCE to the Roman conquest of Egypt in 31 BCE saw the creation of some of the greatest masterpieces of ancient art, the development of formal art criticism, and the mass production of art for private enjoyment. The course addresses the new themes and purposes of art in a cosmopolitan culture that, in many respects, was not unlike our own.



*Applies to requirement(s): Humanities*

*B. Bergmann*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-216 Empire: The Art and Archaeology of the Roman Provinces**

*Not Scheduled for This Year*

At its height, the Roman Empire spanned a vast area, from modern Scotland to Libya and Iraq. Within that territory lived peoples of multiple races, languages, and religions. This course explores the art and architecture created in this global culture from its beginning in 30 BCE to the dedication of the first Christian capital, Constantinople, in 330 CE. Subjects include propaganda, arena spectacles, the home, mystery religions, and the catacombs.

*Applies to requirement(s): Humanities*

*B. Bergmann*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-222 Age of the Cathedrals: 'Art in Europe, 1100-1500'**

*Fall*

A historical survey of medieval architecture, monumental sculpture, and painting of France, England, Germany, and Italy. The course concentrates on the great church as a multimedia environment and on the religious, political and social roles of art in society.

*Applies to requirement(s): Humanities*

*M. Davis*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-230 Italian Renaissance Art**

*Not Scheduled for This Year*

This survey outlines the arts in Italy from the late thirteenth to sixteenth centuries, a time of major cultural transformation. To trace these developments, we will take a geographic approach, focusing on cities and societies in order to understand the diverse social networks that linked artists like Leonardo da Vinci and Michelangelo with their publics. We will also address themes such as the role of women in the arts as both patrons and producers; the rise of print; and the expanding networks of cross-cultural contact that linked Italian cities like Florence, Rome, and Venice to places throughout western Europe and beyond.

*Applies to requirement(s): Humanities*

*J. Maier*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-231 Northern Renaissance Art**

*Spring*

This course will survey artistic production in Northern Europe in the fifteenth and sixteenth centuries, with an emphasis on panel painting, manuscript illumination, and printmaking. In addition to examining major artists such as Jan van Eyck, Albrecht Dürer, and Pieter Bruegel the Elder, we will devote equal attention to seismic cultural shifts such as the print revolution and the origins of the art market, to explore the ways that media both old and new were deployed to make sense of expanding global horizons.

*Applies to requirement(s): Humanities*

*J. Maier*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-233 Renaissance and Baroque Architecture in Italy**

*Not Scheduled for This Year*

This course focuses on architecture in Italy--including churches, palaces, villas, and fortifications, as well as city planning--from 1400 to 1680. In this period,

architects took their cues from the classical tradition even as they carved out their own territory, developing new techniques and perfecting old ones to realize their designs. We will trace shifting architectural practice through key figures from Brunelleschi to Bernini, and through the lens of larger cultural forces. We will also examine buildings in light of the painted and sculpted decorative programs that were often integral to their overall effect.

*Applies to requirement(s): Humanities*

*J. Maier*

*Credits: 4*

**ARTH-236 The Global Renaissance**

*Fall*

The traditionalist view of the Renaissance treats Europe as if it were an isolated hotbed of cultural innovation. This course will reconsider the period as one of intensifying cross-pollination, when European artists were deeply affected by contact with the Near and Far East, Africa, and the Americas. Specific topics will include representations of distant lands and peoples; the collecting of exotic materials; cartography and expanding world horizons; Venice and the Ottoman world; and the reception of classical architecture in Latin America. We will consider many facets of Renaissance visual culture--from paintings and buildings to maps, prints, and illustrated books--that framed these global crosscurrents.

*Applies to requirement(s): Humanities*

*J. Maier*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-241 Nineteenth-Century European Art: Neoclassicism to Impressionism**

*Fall*

This course surveys art in Europe from roughly the French Revolutionary era to the last quarter of the nineteenth century, that is, from the neo-classical painters (David and his atelier) at one end and the great painters of modern life in Paris (Manet and his followers) at the other. That chronology represents one of the most important transformations in the history of art: the origins and early development of what we today call 'modern art.' We will spend considerable time tracing this difficult passage, pausing here and there to readjust ourselves to the shifting language of art and to orient art's relationship to the modern public. Among the major figures to be studied are Constable, Courbet, Delacroix, Friedrich, Goya, Ingres, Monet, Renoir, and Turner.

*Applies to requirement(s): Humanities*

*A. Lee*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-242 History of Photography**

*Fall*

This survey course traces the rise and development of photography in the United States and, to a lesser extent, England, France, Germany, Mexico, and Russia. It charts the wide range of work with the camera, including commercial, vernacular, and fine art projects, and considers pictures from photography's very beginnings in the mid-nineteenth century to today's practices. Among the major figures to be discussed are Arbus, Brady, Cameron, Cartier-Bresson, Day, Evans, Frank, Johnston, Lange, Mapplethorpe, Modotti, Muybridge, Sander, Steichen, Stieglitz, and Weston.

*Applies to requirement(s): Humanities*

*A. Lee*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-243 Architecture 1890-1990**

**ARTH-243AR Architecture 1890-1990: 'Building the Modern Environment'**

*Fall*

An exploration of major movements and personalities in architecture from the late nineteenth century to the present. Emphasizing the United States against the background of European developments, the course considers the search by architects, including Frank Lloyd Wright, Le Corbusier, and Frank Gehry, for a language of form and space that captures the contemporary spirit as it elevates society to a higher plane of existence. Discussion focuses on issues of technology and utopia, the skyscraper, and the collision of tradition, modernity, and postmodernism in architecture since 1945.

*Applies to requirement(s): Humanities*

*M. Davis*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-244 European Art 1885-1945**

*Spring*

This course examines the great ruptures in European art that today we call modernist. It relates aspects of that art to the equally great transformations in European society: revolutionary ferment, the rise and consolidation of industrial capitalism, colonization and its discontents, and world war. Among the major figures to be studied are Duchamp, Matisse, Malevich, Picasso, Seurat, and van Gogh.

*Applies to requirement(s): Humanities*

*A. Lee*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-245 Contemporary Art**

*Spring*

This course traces the different paths of painting, sculpture, and photography in the United States and, less so, Western Europe since World War II. Initially, most of these paths traced a relationship with the 'crisis of modernism,' but increasingly, they have taken on a different vitality, drawing energy from a wide variety of postmodern and postcolonial subjects and debates: identity politics, transnationalism, diaspora. Can something that can be identified as an avant-garde practice exist in such a context? What kinds of questions are appropriate to ask about works that stridently attempt to suspend the very category of art?

*Applies to requirement(s): Humanities*

*A. Lee*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-250 American Art of the Nineteenth Century**

*Not Scheduled for This Year*

A survey of painting and sculpture, this course introduces students to the work of individual artists. Classes also develop ways of looking at and thinking about art as the material expression of American social, political, and cultural ideas.

Copley, Stuart, Cole, Church, Eakins, Homer, Sargent, Whistler, and Cassatt are some of the artists discussed.

*Applies to requirement(s): Humanities*

*P. Staiti*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-255 American Art and Architecture 1620-1880**

*Not Scheduled for This Year*

A survey of painting, architecture, sculpture, and design from the Colonial period to the late nineteenth century, this course introduces students to period styles and building types, as well as individual painters and architects. Classes develop ways of looking at and thinking about art and objects as material expressions of American social, political, and cultural ideas. Topics will include:

portraiture, colonial Boston, art and revolution, nature and nation, the West, domestic architecture, and the city of Washington. Copley, Peale, Jefferson, Stuart, Cole, and Church are some of the key figures to be studied.

*Applies to requirement(s): Humanities*

*P. Staiti*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-261 Arts of China**

*Not Scheduled for This Year*

This course will survey arts of China from the neolithic period to the twentieth century. Class lectures will analyze ceramics, bronze vessels, sculpture, architecture, calligraphy, and painting in relation to various religious ideas and political formations that took place in China's long history.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-262 Arts of Japan**

*Spring*

This course explores the special characteristics of Japanese art and architecture, from the early asymmetry of Jomon pottery and the abstraction of Haniwa figures to the later elite arts of the aristocratic, military, and merchant classes: narrative scroll painting, gold-ground screens, and the 'floating world' of the color woodblock print. A historical survey of the arts of Japan, highlighting the interplay of art with religious and political issues.

*Crosslisted as: Asian Studies 270*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-263 Arts of India**

*Not Scheduled for This Year*

The multicultural course will survey architecture, sculpture, painting, and other arts of India from the earliest times to the twenty-first century. Students will explore the various arts as material expressions of a relationship between religious beliefs, geography and cultural conditions of the subcontinent of India in different historical periods. Class sessions will also provide opportunities for an examination of cross-cultural issues relating to the study of non-Western art in a Western academic discipline. Students will develop strategies for visual analysis and critical thinking through written assignments, class discussions, and close reading of scholarly articles.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-271 Arts of Islam: Book, Mosque, and Palace**

*Not Scheduled for This Year*

Through investigation of major works produced in the Muslim world between the seventh and seventeenth centuries from Spain to India, this course explores the ways in which art and architecture were used to embody the faith, accommodate its particular needs, and express the power of its rulers. Topics include the calligraphy of the Qur'an, illustrated literature, the architecture of the mosque, and the aristocratic palace.

*Crosslisted as: Asian Studies 271*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Davis*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ARTH-290 Issues in Art History****ARTH-290AF Issues in Art History: 'Survey of African Art: The Creation of African Art'***Not Scheduled for This Year*

What is African art? Why are so many different kinds of cultural expressions from such a large and diverse continent categorized in the same way? In this course, we emphasize artistic creation from the perspective of artists by studying works from various African cultures. We analyze the creation of African art as a subject of inspiration and research. Throughout the semester, we discuss African diasporic arts and contemporary African art. Students examine both scholarly and popular interpretations of art objects to develop skills in critical analysis and visual literacy. The course incorporates visits to on-campus resources, such as the Mount Holyoke College Art Museum.

*Applies to requirement(s): Humanities**A. Gilvin**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***ARTH-290AP Issues in Art History: 'Ancient Painting and Mosaic'***Not Scheduled for This Year*

The course treats the themes, techniques, and contexts of painting and mosaic in the ancient Mediterranean. From Bronze Age palaces to early Byzantine churches, surfaces were embellished with frescoes, pebbles, glass and jewels. These might be rendered in complex geometric shapes or with mythological scenes. Portable vases displayed elegantly drawn figures. We will examine the unique effects of each medium and how they influenced and interacted with each other.

*Applies to requirement(s): Humanities**B. Bergmann**Credits: 4***ARTH-290BC Issues in Art History: 'Bollywood: A Cinema of Interruptions'***Not Scheduled for This Year*

Indian popular cinema, known as Bollywood, is commonly criticized for meandering storylines, overblown spectacles, and distracting dance numbers. But we will take popular cinema seriously, and explore it as both, a vibrant cultural form in India as well as intelligent filmmaking that entertains and challenges us. We will analyze a selection of films as what scholar Lalitha Gopalan calls a 'constellation of interruptions.' Closely reading scholarly articles, participating in debates, writing guided assignments as well as independent research papers, we will learn to develop provocative ideas on Indian films in the context of world cinema.

*Crosslisted as: Film Studies 270BC**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Sinha**Credits: 4***ARTH-290CW Topics in Art History: 'The City As a Work of Art'***Not Scheduled for This Year*

This course will focus on city maps and bird's-eye views in order to explore urban representation and symbolism. Emphasis will be on European imagery from the fifteenth to eighteenth centuries, but the overall scope will range from ancient to modern times, encompassing western and non-western places and works. The class includes units on the history, theory, and form of the city (including utopian and ideal cities); approaches to representing the city (maps, models, pictorial views); and case studies (Kaifeng, Kyoto, Paris, Siena, Tenochtitlan, Venice, and others). The overarching goal is to understand how the essence of the city can be expressed in visual form.

*Applies to requirement(s): Humanities**J. Maier**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***ARTH-290GA Issues in Art History: 'Unearthing the Past: Great Archaeological Discoveries of the Ancient World'***Fall*

The course considers excavations of the key Greek and Roman sites, such as Troy, Knossos, Olympia, Pompeii, and Aphrodisias, and with them the growth of archaeology as a hobby, a discipline, and a science. Moments of discovery, acts of preservation and restoration, tourism and popular reception will be covered.

*Applies to requirement(s): Humanities**B. Bergmann**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***ARTH-290JR Issues in Art History: 'Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism'***Not Scheduled for This Year*

Despite the biblical prohibition against "graven images," there exists a rich history of Jewish religious art and aesthetics. This course will study ancient Israelite art and archeology, including the Second Temple in Jerusalem, the extraordinary mosaic floors and frescoes of early synagogues throughout the Mediterranean world, medieval illuminated Hebrew manuscripts and printed book culture, synagogues of later periods, including the wooden synagogues of Eastern Europe, and Judaic ritual objects of many types. Jewish art, architecture, and visual representation will be explored in the context of the ancient Near Eastern, Greco-Roman, Christian, and Islamic settings in which they evolved.

*Crosslisted as: Jewish Studies 270, Religion 270**Applies to requirement(s): Humanities; Multicultural Perspectives**L. Fine**Credits: 4***ARTH-290PM Issues in Art History: 'Pompeii'***Not Scheduled for This Year*

Buried in the volcanic eruption of 79 CE, Pompeii provides an astounding level of preservation for fresco, sculpture, and luxury arts in addition to temples, baths, houses, shops, theaters, and streets. The rediscovery of the ancient site since the eighteenth century had a significant impact upon European art and literature. The course examines the surviving environment and artifacts created in the late republic and early empire and considers the history of archaeological and art historical methods and the romantic visions of Pompeii in art, theatre, and film up to the present.

*Applies to requirement(s): Humanities**B. Bergmann**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***ARTH-290TF Issues in Art History: 'Textiles and Fashion in Africa and the African Diaspora'***Not Scheduled for This Year*

By examining textile production (both hand weaving and industrial) and fashion (both streetwear and haute couture), this class investigates questions around cultural exchange, industrialization, and globalization. Students will gain knowledge about the flexibility of taxonomies of art, and they will learn basic analyses of textiles, dress, and fashion as they relate to African and African Diasporic cultures. Among the topics we study: Kente cloth and nationalism; waxprint cloth and globalization; Hip hop music and global fashion; and African fashion and haute couture.

*Applies to requirement(s): Humanities**A. Gilvin**Credits: 4*

**ARTH-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**ARTH-300 Seminar Seminar:**

**ARTH-300CR Seminar: 'Critical Approaches to Art Historical Study'**

*Not Scheduled for This Year*

Intended as a kind of 'boot camp' for Art History majors, this course gives a major overview of the field, its methods, and its professional possibilities. Students will design their own research projects, conceptualize exhibitions, and hear from professionals working in various sectors of the art world. They will hone their research, writing, and speaking skills, while learning what it means to interpret art through lenses such as formalism, Marxism, gender, and postcolonialism. Students will also write applications for internships, jobs, and graduate programs--the goal being to consider how the art history skills they have acquired as undergraduates can translate into life after college, in the art world and beyond.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*J. Maier*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Art History.*

*Credits: 4*

**ARTH-301 Topics in Art History**

**ARTH-301AD Topics in Art History: 'Contemporary Art of Africa and the African Diaspora'**

*Not Scheduled for This Year*

African and African Diasporic artists recently have achieved unprecedented acclaim in the most august institutions and trendiest art fairs in contemporary art. This course examines the complex and global histories of both 'overnight sensations' and artists still unknown in global art circuits. The course examines arts education in Africa, African nationalism, the Black Arts Movement, Pan-Africanism, anti-Apartheid struggles, and the postcolonial theoretical and curatorial interventions of the 1990s and 2000s. Writing assignments will relate to a temporary exhibition of contemporary art from Africa at the Mount Holyoke College Art Museum.

*Applies to requirement(s): Humanities*

*A. Gilvin*

*Prereq: 8 credits in Art History.*

*Credits: 4*

**ARTH-302 Great Cities**

**ARTH-302PA Great Cities: 'Reimagining Paris'**

*Not Scheduled for This Year*

By 1300 Paris was the largest city in Europe, the royal capital of France, home to a brilliant university, and a thriving commercial hub. This seminar investigates the city through its surviving buildings, paintings, graphic images, maps, and literature. Using digital tools we will reconstruct key lost monuments in a process that casts participants in the role of builder, that demands careful evaluation of fragmentary evidence and that encourages creative imagination informed by art and architectural history.

*Applies to requirement(s): Humanities*

*M. Davis*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Art History, Computer Science, or Medieval Studies.*

*Credits: 4*

**ARTH-310 Seminar in Ancient Art**

**ARTH-310CA Seminar in Ancient Art: 'The Lure of the Past: Collecting Antiquity'**

*Not Scheduled for This Year*

The seminar studies the collecting and display of Greek and Roman objects from antiquity to the present. We will look at current and past controversies about plunder and cultural patrimony. Students will engage in firsthand study of coins, vases, statues, portraits, frescoes, and mosaics and conduct advanced research on their original functions and contexts. Trips to museum collections will offer opportunities to assess installations of ancient objects in modern settings.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*B. Bergmann*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: Courses in Art History, Classics, or Ancient History.*

*Credits: 4*

**ARTH-310FP Seminar in Ancient Art: 'Female Portraits'**

*Not Scheduled for This Year*

The seminar investigates likenesses of women from ancient Greece and Rome. Facial features, body language, hair and clothing will be studied with reference to contemporary social customs, theories of character and beauty, medical treatises, beliefs in deity and in the afterlife. Special attention will go to original objects in the Mount Holyoke Art Museum, including marble portraits and coins depicting classical queens and empresses.

*Crosslisted as: Gender Studies 333FP*

*Applies to requirement(s): Humanities*

*B. Bergmann*

*Instructor permission required.*

*Prereq: Prior courses in art history, classics, or ancient history.*

*Credits: 4*

**ARTH-310LM Seminar in Ancient Art: 'Love and Metamorphosis'**

*Fall*

The course examines the most popular mythical love tales in classical art and their reception since the Renaissance. The aim of the course is to acquaint students with visual modes of storytelling and compare them with narratives in literature and in (records of) performance.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*B. Bergmann*

*Prereq: Courses in Art History, Classics, or Ancient History.*

*Credits: 4*

**ARTH-310VE Seminar in Ancient Art: 'The Unearthed Cities of Vesuvius'**

*Not Scheduled for This Year*

Life on the Bay of Naples came to an abrupt halt in 79, when Vesuvius erupted, preserving surrounding cities and villas with lava and ash. The rediscovery of Pompeii and Herculaneum since the eighteenth century had significant impact upon European art and literature. The seminar examines the surviving environment and artifacts created to Roman tastes in the late republic and early empire. It considers the history of archaeological and art historical methods and the romantic visions of art, theatre, and film up to the present. One highlight will be a visit the Pompeii exhibition at the National Gallery in Washington, DC.

*Applies to requirement(s): Humanities*

*B. Bergmann*

*Prereq: Courses in Art History, Classics, or Ancient History.*

*Credits: 4*

**ARTH-320 Seminar in Medieval Art****ARTH-332 Seminar in Baroque Art****ARTH-340 Seminar in 19th Century Art****ARTH-342 Seminar in Twentieth-Century Art****ARTH-342WH Seminar in Twentieth-Century Art: 'Walker Evans and Henri Cartier-Bresson'***Not Scheduled for This Year*

This seminar explores the careers of two towering figures in the history of photography. Although they were contemporaries, Evans and Cartier-Bresson developed ideas about camerawork that couldn't have been more different. Among other topics, we will explore the tensions between art, documentary, and photojournalism; street photography; the vernacular; the 'decisive moment,' and more.

*Applies to requirement(s): Humanities**A. Lee**Restrictions: This course is open to Juniors and Seniors.**Prereq: One 200-level course in Art History.**Credits: 4***ARTH-350 Seminar in American Art****ARTH-350FW Seminar in American Art: 'The Architecture of Frank Lloyd Wright'***Spring*

This seminar will explore Frank Lloyd Wright's 60-year career in architecture. We will pay particular attention to ways in which he handled form, space, and structure to frame human activity and to create a modern American style. We will also explore the social implications of Wright's approach to domestic design and community planning.

*Applies to requirement(s): Humanities**M. Davis**Restrictions: This course is open to Juniors and Seniors.**Prereq: 8 credits in art history, architectural studies, or American studies.**Credits: 4***ARTH-350GA Seminar in American Art: 'The Gilded Age'***Not Scheduled for This Year*

This course examines aspects of American art and culture from the Civil War to the turn of the twentieth century. Classes will be thematic, and art will be linked up with ideas, trends, events, and novels of the period. Among the themes to be treated are: naturalism, masculinity, nervousness, street culture, and reform. Key artists include Sargent, Eakins, Homer, Bellows, and Sloan.

*Applies to requirement(s): Humanities**P. Staiti**Restrictions: This course is open to Juniors and Seniors.**Prereq: Art History 250.**Credits: 4***ARTH-360 Seminar in Asian Art****ARTH-360BC Seminar in Asian Art: 'Bollywood: A Cinema of Interruptions'***Fall*

How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a 'constellation of interruptions.' Students will examine feature films in class, write critical

papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.

*Crosslisted as: Film Studies 370BC, Asian Studies 360BC**Applies to requirement(s): Humanities**A. Sinha**Restrictions: This course is open to Juniors and Seniors.**Prereq: 8 credits from Art History or Film Studies.**Credits: 4***ARTH-360CG Seminar in Asian Art: 'Curating Global Contemporary Art'***Spring*

Contemporary art belongs to a global exchange of ideas, requiring models for understanding its value beyond countries of origin. Museums and galleries regularly showcase artworks from different continents to signal historical interconnections. The course explores the challenges of curating contemporary art. We will study existing curatorial practices, and examine the role of small exhibitions as well as large international art fairs in creating an interlinked, international art community. We will work closely with the Mount Holyoke College Art Museum, and develop exhibition strategies to foreground the global aspect of contemporary art.

*Applies to requirement(s): Humanities**A. Sinha**Restrictions: This course is open to Juniors and Seniors.**Prereq: 8 credits from Art History.**Credits: 4***ARTH-391 Research Seminar in Art History and Architectural Studies***Not Scheduled for This Year*

This seminar explores practical issues in doing advanced research in art history and architectural studies. Depending on student projects, activities could include reading primary sources, critical assessment of texts and archival materials, use of library and digital resources, and visual analysis. Students have an opportunity to think about how to organize research into a thesis, or how to make sense of research and internship experience off-campus or during study abroad.

*Crosslisted as: Architectural Studies 391**Other Attribute(s): Speaking-Intensive; Writing-Intensive**A. Lee**Restrictions: This course is open to Juniors and Seniors.**Prereq: Jr, Sr, 8 credits in Art History.**Credits: 4***ARTH-395 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-8**Course can be repeated for credit.*

# Art–Studio

The major and minor in studio art are administered by the Department of Art and Art History. Advisors in studio art: Professors Hachiyana (chair) and Smith.

## Overview

### Contact Info

Rose Ryan, senior administrative assistant  
Rie Hachiyana, chair

## Requirements for the Major

### Credits

- A 40 credits in studio art (may include courses within the Five College Consortium)

### Courses

- Prerequisite (required): ArtSt 120, Drawing I or Art 116, Art and Contemporary Issues
- Six courses at the 200 level
- Three courses (12 credits) at the 300 level as follows:
- 4 credits in junior year: ArtSt 390, Advanced Studio
- 4 credits in the fall of senior year: ArtSt 395SS, Independent Study/Senior Studio
- 4 credits in the spring of senior year: for non-thesis students: ArtSt 390, Advanced Studio; or for thesis students: ArtSt 395SS, Independent Study/Senior Studio

### Other

- 8 credits in art history (including 100-level art history)

The department strongly asks that students seek the advice of the faculty in considering specific course selection, number, and sequence of courses to be completed for the studio art major.

The department will allow students to major in studio art and minor in art history.

## Requirements for the Minor

### Credits

- A minimum of 24 credits (may include courses within the Five College Consortium)

### Courses

- Prerequisite (required): ArtSt 120, Drawing I or ArtSt 116, Art and Contemporary Issues
- Five courses at the 200 level. One of these courses may be taken at the 300-level only if instructor permission is granted.

The department strongly urges that students pursuing the minor seek the advice of the studio faculty in considering specific course selection, number, and sequence of courses to be completed.

## Study Abroad

Any student going abroad in her junior year or semester should consult with her advisor before leaving to assure the verification of transfer credits in the major.

## Teacher Licensure

Students interested in pursuing licensure in the field of visual art can combine their course work in studio art with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of studio art, please consult your advisor or the chair of the art department. For information about the requirements for the minor in education, please consult “Teacher Licensure” in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the art department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Offerings

### ARTST-116 Art and Contemporary Issues

*Not Scheduled for This Year*

In this foundational studio art course, students bring together what they are concerned about in the world and their artistic practice. They research various social issues in relation to expressive mediums and learn to creatively use those issues as inspiration for their artworks. Studio mediums include but are not limited to: drawing, three-dimensional constructions, performance, installation and public art.

*Applies to requirement(s): Humanities*

*R. Hachiyana*

*Restrictions: This course is limited to First-year and Sophomore students.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

### ARTST-120 Drawing I

#### ARTST-120VE Drawing I: 'Visual Exploration'

*Fall and Spring*

An introduction to both the technical and conceptual aspects of drawing as a primary tool for visual expression and analysis. Art historical contexts as well as the dialogue between the arts and other disciplines will be considered. Emphasis is placed on learning to see, and to think visually.

*Applies to requirement(s): Humanities*

*N. Margalit, T. Millman, J. Smith, The department*

*Notes: Students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster. Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

### ARTST-221 Digital Photography I

*Fall and Spring*

This course explores the basics of photography using digital technologies with emphasis placed on three objectives: first, the acquisition of photographic skills, including composition, digital capture, scanning, Photoshop, and printing; second, an introduction to contexts, such as historical, critical, theoretical, and contemporary movements in photography to advance visual literacy; third, the deepening and expanding of a personal way of seeing. Students will have directed

and self-initiated shooting and printing assignments. Slide lectures, readings, and short writing assignments will complement the practical aspects of the course.

*Applies to requirement(s): Humanities*

*K. Stewart*

*Prereq: Art Studio 116 or 120.*

*Notes: Students interested in taking this course should possess a digital SLR or an advanced compact camera. Students enrolled in this course will be responsible for some of the cost of materials.*

*Credits: 4*

#### **ARTST-226 Topics in Studio Art I**

Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.

#### **ARTST-226DH Topics in Studio Art I: 'Printmaking/Digital Hybrid'**

*Fall*

This course will explore several ways by which to integrate digital techniques with printmaking by hand. Using Adobe Photoshop and Illustrator, students will incorporate digital methods to develop their imagery but ultimately will print their final work using traditional processes. Students will learn the basics of each technique before moving onto those using digital intervention. Processes will include using photo emulsion for screen printing, digitally cut vinyl as an acid resist for intaglio and laser-printed pronto plates for lithography.

*Applies to requirement(s): Humanities*

*T. Millman*

*Prereq: Art Studio 116 or Art Studio 120.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

#### **ARTST-226SC Topics in Studio Art I: 'Drawing for Theatrical Set and Costume Design'**

*Not Scheduled for This Year*

This course is an investigation into the fundamentals of drawing for costume and set design, with illustration of visual ideas as the focus. Topics will include figure drawing, garment, fabric, and texture rendering for the purposes of costume design, and scale and perspective drawing of objects and environments for set design. Various media will be explored including pencil, paint, and mixed media collage.

*Crosslisted as: Theatre Arts 220DR*

*Applies to requirement(s): Humanities*

*J. Ford*

*Prereq: Theatre Arts 122 or Art Studio 120 or Art Studio 116.*

*Notes: Lab fee of \$50 for materials retained by student.*

*Credits: 4*

#### **ARTST-236 Painting I**

*Fall and Spring*

An introduction to the basic pictorial issues of color and composition in painting.

*Applies to requirement(s): Humanities*

*K. Faler, The department*

*Prereq: Art Studio 120 or 116.*

*Notes: 2 studios (2 hours 30 minutes each). Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

#### **ARTST-237 Painting II**

#### **ARTST-237VS Painting II: 'Visual Investigations'**

*Spring*

Further study, with emphasis on color and compositional problems and a concentration on personal development. The course employs individual and group critiques to further discussion of contemporary problems in painting.

*Applies to requirement(s): Humanities*

*The department*

*Prereq: Art Studio 236.*

*Notes: Students enrolled in this course will be responsible for some of the cost of materials.*

*Credits: 4*

#### **ARTST-246 Sculpture I**

*Fall and Spring*

Introduction to fundamental sculptural techniques and three-dimensional thinking. Various media are explored, with an emphasis on understanding the language of sculpture through material.

*Applies to requirement(s): Humanities*

*J. Smith*

*Restrictions: This course is limited to Art Studio majors and minors*

*Prereq: Art Studio 120 or 116.*

*Advisory: This course is limited to Art Studio majors and minors in the first stage of pre-registration to give priority to them. On April 9, the course opens to non-majors and non-minors.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

#### **ARTST-247 Sculpture II**

*Not Scheduled for This Year*

Sculpture II is a course offered to continue those concepts and skills introduced in Sculpture I. This course is designed as a more in-depth experience for the student artist who is interested in the making of three-dimensional form, the construction of space, and the understanding of traditional or contemporary ideas of sculpture. Various contemporary methods will be examined including site specific art, performance art, installation art, and collaborative works.

*Applies to requirement(s): Humanities*

*J. Smith*

*Prereq: Art Studio 116 or Art Studio 120, and Art Studio 246.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

#### **ARTST-256 Printmaking I**

*Fall*

This course is an introduction to the four basic areas of printmaking: relief, intaglio, screen printing and lithography. Students will begin the semester learning the basics of each technique through attending demonstrations and working on small projects in each area. Students will then choose to focus on one of the four processes, spending the remainder of the semester learning more advanced methods within their chosen area and completing a series of in-depth projects.

*Applies to requirement(s): Humanities*

*T. Millman*

*Prereq: Art Studio 120 or 116.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

#### **ARTST-257 Printmaking II**

#### **ARTST-257TD Printmaking II: 'Traditional and Digital Techniques'**

*Not Scheduled for This Year*

Exploration of contemporary printmaking techniques, including advanced traditional methods and innovative uses for today's technology. Stone lithography will be taught alongside inkjet printing and using the vinyl cutter. Digital file preparation for printing by hand, which may include screen printing or intaglio. The focus will be on layering different techniques and building images.

*Applies to requirement(s): Humanities*

*T. Ginsberg*

*Prereq: Art Studio 256.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

### **ARTST-266 Body and Space**

*Fall*

This course focuses on the issues surrounding body and space through installation, performance, and public arts. Students explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary. The self becomes the reservoir for expression. The course examines the transformational qualities of the body as the conduit that links conceptual and physical properties of materials and ideas.

*Applies to requirement(s): Humanities*

*R. Hachiyangi*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ARTST-267 Papermaking with Local Plants**

*Fall*

In addition to learning basic paper chemistry in this course, students collect usable sections of a variety of plants wherever they live throughout the summer and in the Pioneer Valley in the fall during the course. These plants are examined and recorded before and after drying, then cooked and processed to become paper pulp. Students conceive and construct their art projects inspired by the historical, biological, ecological, and personal aspects of plants as well as their physical qualities.

*Applies to requirement(s): Humanities*

*R. Hachiyangi*

*Prereq: At least one 200-level studio art course.*

*Credits: 4*

### **ARTST-269 Japanese Papermaking**

*Spring*

In this course, students learn the traditional practice and history of Japanese hand papermaking, while exploring contemporary applications of the method. Thin, translucent, strong paper is great for drawing and printmaking, as well as sculptural construction and paper casting. This fluidity of medium naturally encourages students to become interdisciplinary in their art making. The apparent fragility, structural strength, and surprising longevity of the material provides a foundation for philosophical investigations into the nature of creativity.

*Applies to requirement(s): Humanities*

*R. Hachiyangi*

*Prereq: At least one 200-level studio art course.*

*Credits: 4*

### **ARTST-280 Topics in Studio Art II**

Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.

### **ARTST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### **ARTST-390 Advanced Studio**

*Fall and Spring*

Concentration on individual artistic development. Emphasis will be placed on experimentation, thematic development, and critical review. Students may elect to take this course more than once.

*Applies to requirement(s): Humanities*

*K. Faler, R. Hachiyangi, J. Smith, The department*

*Prereq: Art Studio 116 or 120 and four 200-level art studio courses.*

*Notes: Students enrolled in this course will be responsible for some of the cost of course materials.*

*Credits: 4*

*Course can be repeated for credit.*

### **ARTST-392 Five College Advanced Studio Seminar:**

*Instructor permission required.*

### **ARTST-392WA Five College Advanced Studio Seminar: 'The Word on Art'**

*Fall*

What lies at the intersection of language and art? In this studio course, students will look at contemporary and historical artwork, exhibitions, and theory that highlight this question with the aim of gaining a clearer understanding of how language functions in their personal practice. This may include the discussion and creation of two- and three-dimensional works that incorporates text or letterform, art that is inspired by a specific text, and writings on art. Additionally, we will discuss the role of critique for artists and approaches students can take in talking about their work.

*Applies to requirement(s): Humanities*

*N. van Beek*

*Instructor permission required.*

*Advisory: In April, contact Art Studio department chair for permission.*

*Credits: 4*

### **ARTST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes: Senior studio majors may elect to become candidates for an honors thesis with approval of the studio faculty. NOTE: Students enrolled in all studio courses will be responsible for some of the cost of course materials.*

*Credits: 1-8*

*Course can be repeated for credit.*

### **ARTST-395SS Senior Studio**

*Fall and Spring*

*J. Smith*

*Restrictions: Limited to Mount Holyoke Art Studio majors in their senior year*

*Instructor permission required.*

*Notes: Students enrolled in all studio courses will be responsible for some of the cost of course materials.*

*Credits: 4*

*Course can be repeated for credit.*

### **ARTST-396 Senior Practicum**

*Not Scheduled for This Year*

Senior Practicum functions as a capstone course that prepares students to present their artwork formally in the professional world. The course emphasizes the development of presentation skills through group critiques. Students will also be acquainted with procedures for application and admission to residency,



internship, and graduate programs. The practicum may include how to document artwork through photography, build a digital portfolio/website, give presentations, write artist's statements, and pursue professional opportunities in art.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hachiyanagi, J. Smith*

*Restrictions: Limited to Mount Holyoke Art Studio majors in their senior year*

*Instructor permission required.*

*Advisory: Mount Holyoke students only*

*Credits: 2*

*Course can be repeated for credit.*

# Five College Certificate in Asian/Pacific/ American Studies (APA) Certificate

## Overview

The Five College Asian/Pacific/American Studies (A/P/A) Certificate enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with a Mount Holyoke A/P/A program advisor, students can learn to appreciate A/P/A cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect A/P/A communities and individuals and their intersections with others.

Drawing upon diverse faculty, archival, and community-based resources, this program encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

## Requirements for the Certificate

### Courses

- A minimum of seven courses, distributed among the following categories. Courses taken at another campus must be approved by Mount Holyoke A/P/A advisors to count towards this minimum.
- One foundation course. Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.
- Five elective courses, at least one from each of the following categories:
  - Expressions: courses devoted to the study of A/P/A cultural expression in its many forms
  - U.S. Intersection: courses are dedicated to the study of intersections between A/P/A and non-A/P/A experiences within the United States.
  - Global Intersections: courses that offer perspectives on Asian/Pacific/Americans from outside the United States.
- Special Project. Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an A/P/A community through research, service-learning, or creative work such as an internship, action-research or a fine arts project. This is often done by students enrolled in an upper-level or independent study course. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for

completing the requirement should be approved by a Mount Holyoke A/P/A program advisor in the previous semester.

### Other

- Students must receive the equivalent of a B or better in all courses counted toward the certificate.
- Courses counted toward satisfaction of a major requirements may also be counted toward the A/P/A Certificate.
- No course can be counted as satisfying more than one certificate distribution requirement.
- Courses taken abroad may be used to fulfill the distribution requirement with the approval of a Mount Holyoke A/P/A program advisor.
- Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the special project component of the certificate program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

### Faculty/Contact

Iyko Day, Associate Professor of English and A/P/A Program Co-Chair  
Joshua Roth, Professor of Anthropology

### See Also

- Asian Studies

# Asian Studies

The major and minor in Asian studies are administered by the Asian Studies Committee: Professors Gabriel (economics; on leave Fall 2015), Hachiyangi (art), Hashmi (international relations), Khory (politics), I. Peterson (Indian literature, cultural history, and Hinduism), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature; on leave 2015-16); Associate Professors Chen (politics), Datla (history), Mrozik (religion; on leave Spring 2016), Steinfels (religion); Assistant Professor Babul (Anthropology; on leave 2015-16); Lecturers Xu (Chinese) and Yan (Chinese); Teaching Associate Kao (Chinese); Five College Assistant Professor Sbaiti (history; on leave 2015-16); Five College Senior Lecturer Brown (Japanese); Five College Lecturers Arafah (Arabic), Massey (Korean), Park (Korean); Visiting Lecturer Lee (Chinese).

## Overview

One of four interdisciplinary majors offered within the Asian Studies Program, the Asian studies (transregional) major allows students to study the diversity of Asia in a comparative framework. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

Language study is the core component of the major. We offer four levels of instruction in Chinese, three in Japanese, up to three in Arabic, up to two in Korean, and a basic course in Sanskrit. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke and particularly the large numbers of students from Asian countries or with an Asian background.

Most of our students spend a semester or a summer in study abroad programs. Mount Holyoke College has affiliated programs or exchanges in China at Shanghai University of Finance and Economics, in Beijing in cooperation with the China Studies Institute of Peking University (summer), and University of Hong Kong, China; in Japan at the Associated Kyoto Program (year) and the Japan Women's University; and in South Korea at the Ewha Womans University and the Sookmyung Women's University. Students may also participate in one of the many Mount Holyoke College-approved Middle Eastern or South Asian study abroad programs.

Asian studies majors and minors graduate to pursue careers in fields as varied as education, business, NGOs, journalism, the arts, government service, and graduate study.

## Contact Info

Kristin McMillan, senior administrative assistant  
Sohail Hashmi, chair  
Website: <http://www.mtholyoke.edu/acad/asian/>

## Requirements for the Major

### Credits

A minimum of 40 credits of course work on Asia. Any course that devotes 50 percent or more of its substance to Asian countries, peoples, or issues may count toward the major. One course (4 credits) on Asian diasporas in any discipline may count toward the major.

## Courses

- Four courses (16 credits), equivalent to two years of college-level study of an Asian language. Arabic, Chinese, and Japanese are offered at Mount Holyoke, and other Asian languages are available through the Five College Mentored Language Program may be counted toward the major.
- Three introductory courses (12 credits): History 137, Modern East Asia 1600-2002, on East Asia; History 124, History of Modern South Asia on South Asia; and either History 111, The Making of the Modern Middle East, or International Relations 211, Middle East Politics, on the Middle East.
- Three non-language courses (12 credits) at the 300 level, including courses on at least two of the three regions covered by Asian Studies—East Asia, South Asia, Middle East. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course.

## Requirements for the Minor

### Credits

- At least 16 credits of Asian studies courses (including all courses that count toward the Asian studies major or minor) at the 200 level or higher, only 8 of which can be in language.
- At least 4 credits must be at the 300 level.

### Courses

- Courses should be selected from at least two disciplines.
- No more than one Asian American studies course may be counted toward the Asian studies minor.

### Other

- There is no language requirement for the Asian Studies minor.
- Minors in Arabic, Chinese, and Japanese are also offered.

## Course Offerings

### Asian Culture

#### ASIAN-107 Arts of Asia

Fall

This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.

*Crosslisted as: Art History 105*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

*Credits: 4*

#### ASIAN-167 Hinduism: An Introduction

Fall

A major religious tradition of India, Hinduism is in practice a multiplicity of expressions. This course explores Hinduism's diverse traditions through its history, unifying themes, texts, and popular observances. We will read from the great texts (Ramayana, Mahabharata), learn about gods and goddesses (Krishna,

the Great Goddess), and discuss art and ritual. Topics include: body techniques and the material universe (yoga, Tantra); philosophical traditions, concepts (karma, dharma); religious figures (Mirabai); and movements (Bhakti). Hinduism's contemporary expressions in India and the West will be considered in social and historical context. Frequent illustration is provided through videos.  
*Crosslisted as: Religion 167*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

#### **ASIAN-211 Topics in Asian Studies**

##### **ASIAN-211MA Topics in Asian Studies: 'Modern Indian and South Asian Writers'**

*Not Scheduled for This Year*

Writing in South Asian languages (e.g., Hindi, Tamil) and English, modern Indian and South Asian writers, both women and men, have responded to colonialism, nationalism and the partition of India, and spoken for social and gender justice. They have imagined ways of being a person and belonging in and emerging from South Asia, in modernity, in families, nations and the world. We will examine these themes and study style and form in the novels, short stories and essays of major writers, including Rabindranath Tagore, R. K. Narayan, Anita Desai, Mahadevi Varma, Mahasweta Devi, Arundhati Roy, Daniyal Mueenuddin, Vikram Chandra and Jhumpa Lahiri. All readings in English.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Notes: Taught in English*

*Credits: 4*

##### **ASIAN-215 Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater**

*Not Scheduled for This Year*

Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Dream of the Red Chamber*, *Story of the Western Chamber*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: Gender Studies 204CW, Theatre Arts 234CW*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Y. Wang*

*Notes: Taught in English*

*Credits: 4*

##### **ASIAN-252 Stories and Storytelling in India and the World**

*Not Scheduled for This Year*

India is a treasure-house of tales and the home of vibrant traditions of oral and written storytelling in classical Sanskrit and modern languages. Indian tales have travelled around the world and have parallels and versions in *The Arabian Nights*, *Decameron*, and *Canterbury Tales*. Indian epics and myths are related to those of the Greeks. We will study the epic *Ramayana*, myths of Hindu gods, animal fables (*Panchatantra*), women's stories, and folktales in various forms, puppet plays, song, and dramatic performance. We will examine who tells stories, why and when, and compare Indian stories with tales from elsewhere, e.g., Aesop, Grimm, Homer.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*The department*

*Notes: Taught in English*

*Credits: 4*

##### **ASIAN-254 India's Epics: Ramayana and Mahabharata**

*Not Scheduled for This Year*

The ancient Indian epic poems Ramayana and Mahabharata, counterparts of Homer's *Iliad* and *Odyssey*, are popular stories and Hindu sacred texts, rendered in oral, written, and dramatic forms in the languages of India and Southeast Asia. We will follow the Mahabharata war and the adventures of Rama, Sita, and the monkey Hanuman (Ramayana), exploring the interpretations of the epics in text, art, and performance. Topics of study include Valmiki's Sanskrit Ramayana (6th century BCE), women's folksongs and short stories about Sita, the Ramlila drama, Kathakali dance, the Hindi television serial, Peter Brook's film *Mahabharata*, and the Ramayana in modern Indian politics. All readings in English

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*The department*

*Notes: Taught in English*

*Credits: 4*

##### **ASIAN-270 Arts of Japan**

*Spring*

This course explores the special characteristics of Japanese art and architecture, from the early asymmetry of Jomon pottery and the abstraction of Haniwa figures to the later elite arts of the aristocratic, military, and merchant classes: narrative scroll painting, gold-ground screens, and the "floating world" of the color woodblock print. A historical survey of the arts of Japan, highlighting the interplay of art with religious and political issues.

*Crosslisted as: Art History 262*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

##### **ASIAN-271 Arts of Islam: Book, Mosque, and Palace**

*Not Scheduled for This Year*

Through investigation of major works produced in the Muslim world between the seventh and seventeenth centuries from Spain to India, this course explores the ways in which art and architecture were used to embody the faith, accommodate its particular needs, and express the power of its rulers. Topics include the calligraphy of the Qur'an, illustrated literature, the architecture of the mosque, and the aristocratic palace.

*Crosslisted as: Art History 271*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Davis*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

##### **ASIAN-331 Asian History**

*Instructor permission required.*

##### **ASIAN-340 Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone**

*Not Scheduled for This Year*

A seminar on the eighteenth-century Chinese masterpiece *The Story of the Stone* and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary

tradition in general and the generic conventions of premodern Chinese vernacular fiction in particular.

*Crosslisted as: Gender Studies 333HH*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*Y. Wang*

*Restrictions: This course is open to Juniors and Seniors.*

*Notes: Taught in English*

*Credits: 4*

### **ASIAN-350 Love, Desire, and Gender in Indian Literature**

*Fall*

Seminar on love, desire and gender, major themes in Indian literature. We will read classic poems, plays, and narratives in translation from Sanskrit, Tamil, Hindi, and other languages, in relation to aesthetic theory, visual arts (miniature paintings) and performance genres (Indian dance and the modern Bollywood cinema). Study of the conventions of courtly love, including aesthetic mood (rasa) and natural landscapes, and their transformation in Hindu bhakti and Sufi Muslim mystical texts, the Radha-Krishna myth, and film. Focus on representations of women and men and on issues of power, voice, and agency.

*Crosslisted as: Gender Studies 333ND*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ASIAN-360 Seminar in Asian Art**

#### **ASIAN-360BC Seminar in Asian Art: 'Bollywood: A Cinema of Interruptions'**

*Fall*

How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a 'constellation of interruptions.' Students will examine feature films in class, write critical papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.

*Crosslisted as: Art History 360BC, Film Studies 370BC*

*Applies to requirement(s): Humanities*

*A. Sinha*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from Art History or Film Studies.*

*Credits: 4*

## **Asian Languages**

### **ASIAN-110 First Year Chinese I**

*Fall*

This course introduces Mandarin Chinese and emphasizes development of oral proficiency as well as gradual acquisition of reading and writing skills. Supplements class work with lab.

*Applies to requirement(s): Humanities; Language*

*L. Yan*

*Coreq: ASIAN-110L.*

*Notes: students with previous language study should contact Ms Yan for placement; students must enroll in a lab section*

*Credits: 6*

### **ASIAN-111 First Year Chinese II**

*Spring*

This course continues Asian Studies 110, First Year Chinese I, with an introduction to Mandarin Chinese and the development of oral proficiency as

well as gradual acquisition of reading and writing skills. Supplements class work with lab.

*Applies to requirement(s): Humanities; Language*

*L. Yan*

*Coreq: ASIAN-111L.; Prereq: Asian Studies 110.*

*Advisory: Asian Studies 110 or equivalent (contact Ms. Yan for placement)*

*Credits: 6*

### **ASIAN-120 First Year Japanese I**

*Fall*

Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Restrictions: This course is limited to first years, sophomores and juniors*

*Coreq: ASIAN-120L.*

*Advisory: Only First Year, Sophomores, and Juniors may pre-register; if space is available, Seniors may be able to register during Add/Drop; students with previous training in Japanese should contact Ms. Nemoto for placement*

*Notes: Students must enroll in a lab section*

*Credits: 6*

### **ASIAN-121 First Year Japanese II**

*Spring*

This continues Asian Studies 120, First Year Japanese I. Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Coreq: ASIAN-121L.; Prereq: Asian Studies 120.*

*Advisory: Students with previous training in Japanese should contact Ms. Nemoto for placement*

*Credits: 6*

### **ASIAN-130 First Year Arabic I**

*Fall*

The first half of a yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading, and writing. Beginning with a study of Arabic script and sound, students will complete the Georgetown text *Alif Baa* and finish Chapter 15 in *Al Kitaab Book 1* by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

*Applies to requirement(s): Humanities; Language*

*H. Arafah*

*Restrictions: This course is limited to First-year and Sophomore students.*

*Advisory: Students with previous language study should contact Ms Arafah for placement.*

*Notes: no pre-registration for juniors and seniors; if space is available, juniors and seniors may be able to register during Add/Drop.*

*Credits: 4*

### **ASIAN-131 First Year Arabic II**

*Spring*

The second half of a yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading, and writing. Beginning with a study of Arabic script and sound, students will complete the Georgetown text *Alif Baa* and finish Chapter 15 in *Al Kitaab Book 1* by the end of the academic year. Students will acquire vocabulary and

usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

*Applies to requirement(s): Humanities; Language*

*H. Arafah*

*Prereq: Asian Studies 130.*

*Credits: 4*

#### **ASIAN-141 First Year Sanskrit I**

*Not Scheduled for This Year*

Introduction to Sanskrit, the classical language of India. Related to other Indo-European languages (including English) and the ancestor of most of the sixteen major Indian languages (e.g., Hindi), Sanskrit is the medium of the literary classics and of the texts of the Hindu, Buddhist, and Jain religions. This first-semester course covers Sanskrit grammar. The emphasis is on sentence construction, recognition and production of grammatical forms, and translation. Attention is also given to script, chanting, and pronunciation. The goal is proficiency in reading sentences and sustained passages in Sanskrit, in preparation for reading authentic texts in the second semester.

*Applies to requirement(s): Language*

*The department*

*Restrictions: This course is limited to first years, sophomores and juniors*

*Credits: 4*

#### **ASIAN-142 First Year Sanskrit II**

*Not Scheduled for This Year*

This course continues Asian Studies 141, First Year Sanskrit I, introduction to the classical language of India. Beginning with a review of grammar, we will treat advanced topics in grammar, including compounds, suffixes, and tense systems. At the end of the semester we will read passages from the epic *Mahabharata* (fourth century BC), *Hitopadesha* (didactic tales and animal fables, ninth century), and the Hindu religious text *Bhagavad Gita* (first century). The goal is preparation for reading texts such as the *Gita* and the Ramayana epic independently with the help of a dictionary.

*Applies to requirement(s): Language*

*The department*

*Prereq: Asian Studies 141.*

*Credits: 4*

#### **ASIAN-160 First Year Korean I**

*Fall and Spring*

First Year Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading, and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making.

*Applies to requirement(s): Humanities; Language*

*S. Massey, C. Park*

*Credits: 4*

#### **ASIAN-161 First Year Korean II**

*Not Scheduled for This Year*

First Year Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading, and writing. Some of the activities include vocabulary-building

exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean filmmaking.

*Applies to requirement(s): Humanities; Language*

*Prereq: Asian Studies 160.*

*Credits: 4*

#### **ASIAN-212 Second Year Chinese I**

*Fall*

This course places equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia materials.

*Applies to requirement(s): Humanities; Language*

*L. Yan*

*Prereq: Asian Studies 111.; Coreq: ASIAN-212L.*

*Advisory: Asian Studies 111 or equivalent (contact Ms. Yan for placement)*

*Credits: 6*

#### **ASIAN-213 Second Year Chinese II**

*Spring*

This course continues Asian Studies 212, Second Year Chinese I. There is equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia practice.

*Applies to requirement(s): Humanities; Language*

*L. Xu*

*Coreq: ASIAN-213L.; Prereq: Asian Studies 212.*

*Advisory: Asian Studies 212 or equivalent (contact Ms. Xu for placement)*

*Credits: 6*

#### **ASIAN-222 Second Year Japanese I**

*Fall*

This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Prereq: Asian Studies 121.; Coreq: ASIAN-222L.*

*Advisory: Asian Studies 121 or equivalent (contact Ms. Nemoto for placement)*

*Credits: 6*

#### **ASIAN-223 Second Year Japanese II**

*Spring*

This course continues Asian Studies 222, Second Year Japanese I. Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Coreq: ASIAN-223L.; Prereq: Asian Studies 222.*

*Advisory: Asian Studies 222 or equivalent (contact Ms. Nemoto for placement)*

*Credits: 6*

#### **ASIAN-232 Second Year Arabic I**

*Fall*

Students in this course will continue perfecting their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete *Al Kitaab*, Book 1 and finish Chapter 10 of *Al Kitaab*, Book 2 by the end of the year.

*Applies to requirement(s): Humanities; Language*

*H. Arafah*

*Prereq: Asian Studies 131.*

*Advisory: Asian Studies 131 or equivalent (contact Ms. Arafah for placement)*

*Credits: 4*

### **ASIAN-233 Second Year Arabic II**

*Spring*

Students in this course will continue perfecting their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete *Al Kitaab, Book 1* and finish Chapter 10 of *Al Kitaab, Book 2* by the end of the year. The prerequisite is Arabic 130-131 or the equivalent.

*Applies to requirement(s): Humanities; Language*

*H. Arafah*

*Prereq: Asian Studies 232.*

*Credits: 4*

### **ASIAN-262 Second Year Korean I**

*Not Scheduled for This Year*

Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course is designed to reinforce and increase students' facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through activities such as: expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, mini-presentations, various types of writing, Korean film reviews, skits, and Korean film making.

*Applies to requirement(s): Language*

*S. Massey*

*Prereq: Asian Studies 161.*

*Advisory: Asian Studies 161 or equivalent (contact Ms. Massey for placement)*

*Credits: 4*

### **ASIAN-310 Third Year Chinese I**

*Fall*

This course helps students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language*

*A. Kao*

*Prereq: Asian Studies 213.*

*Advisory: Asian Studies 213 or equivalent (contact Ms. Wang for placement)*

*Credits: 4*

### **ASIAN-311 Third Year Chinese II**

*Spring*

This course continues Asian Studies 310, Third Year Chinese I, in helping students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language*

*A. Kao, L. Xu*

*Prereq: Asian Studies 310.*

*Credits: 4*

### **ASIAN-312 Newspaper Reading and Journalistic Practices in China**

*Fall*

This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*L. Xu*

*Prereq: Asian Studies 311.*

*Advisory: Asian Studies 311 or equivalent (contact instructor for placement)*

*Credits: 4*

### **ASIAN-313 Advanced Chinese Reading**

#### **ASIAN-313LW Advanced Chinese Reading: 'Literary Works and Social Issues'**

*Not Scheduled for This Year*

The course will advance students' communication skills in Chinese language through the study of contemporary Chinese literary and nonliterary works. The focus of the course is on short stories by famous writers such as Yu Hua, Su Tong, and Wang Meng. The course also features other types of literary materials such as essays, drama scripts, poems, and television dramas. Materials on pressing social, political, and economic issues from scholarly Chinese journals, newspapers, and Web sites will also be used. The class will be conducted entirely in Chinese.

*Applies to requirement(s): Language; Multicultural Perspectives*

*L. Xu*

*Prereq: Asian Studies 311.*

*Credits: 4*

#### **ASIAN-314 Learning Chinese through Film**

*Fall*

This course will improve students' four communication skills (reading, writing, listening, and speaking) by studying contemporary Chinese films, including several prize winners/nominees by internationally acclaimed directors such as Zhang Yimou, Li An, and Chen Kaige. The class will watch the films and then use the synopses and selected dialogues from the scripts as reading materials to facilitate both linguistic and cultural learning. Social and cultural issues reflected in the films will be discussed. The class will be conducted mainly in Chinese.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*L. Xu*

*Prereq: Asian Studies 311.*

*Advisory: Asian Studies 311 or equivalent (contact Ms. Xu for placement)*

*Credits: 4*

#### **ASIAN-315 Business Chinese**

*Spring*

This course will improve students' four communication skills (reading, writing, listening, speaking) by studying business-related materials in Chinese. Teaching materials include essays, dialogues, business cases, newspaper articles, and supplementary audio-visual materials. Students will learn about the economic

and business environment in China. Through case study, students will learn about the business models of selected influential Chinese companies and of international firms that successfully entered the Chinese market. The course will develop students' Chinese proficiency at an advanced level, focusing on language skills for use in business. The class will be conducted entirely in Chinese.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

L. Yan

*Prereq: Asian Studies 311.*

*Credits: 4*

### **ASIAN-324 Third Year Japanese I**

*Fall*

This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

F. Brown

*Prereq: Asian Studies 223.*

*Advisory: Asian Studies 223 or equivalent (contact Ms. Nemoto for placement)*

*Credits: 4*

### **ASIAN-326 Third Year Japanese II**

*Spring*

This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

F. Brown

*Prereq: Asian Studies 324.*

*Credits: 4*

## **Independent Study**

### **ASIAN-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### **ASIAN-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **Related Courses**

Most Asian studies courses offered by other departments at Mount Holyoke are listed below, but students should also consult the catalogue entries or websites of other departments, including Art History, History, International Relations, Politics, and Religion. Asian studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College or individual college websites).

Please consult the chair of the Asian Studies Committee for guidelines regarding Asian languages not taught in the Five Colleges.

## **Courses in Other Departments Counting toward the Major, 2015-2016**

### *Anthropology*

204 Anthropology of Modern Japan

### *Art History*

105 Arts of Asia

261 Arts of China

262 Arts of Japan

263 Arts of India

271 Arts of Islam: Book, Mosque, and Palace

290BC Issues in Art History: 'Bollywood: A Cinema of Interruptions'

360BC Seminar in Asian Art: 'Bollywood: A Cinema of Interruptions'

360CG Seminar in Asian Art: 'Curating Global Contemporary Art'

### *Studio Art*

269 Japanese Papermaking

### *Dance*

143 Cultural Dance: Classical Indian Dance

### *Economics*

202 East Asian Economic Development

### *English*

274 Intro to Asian American Literature

334BG Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'

### *Gender Studies*

333ND Love and Gender in Indian Literature

333SA Women and Gender in Modern South Asia

### *History*

111 The Making of the Modern Middle East

124 History of Modern South Asia, 1700 to the Present

137 Modern East Asia 1600-2000

222 Muslim Politics in Modern South Asia

223 Religion and Politics in Modern India

238 The Qing Empire

296CH Women in History: 'Women in Chinese History'

296ME Women in History: 'Women and Gender in the Middle East'

301ND Colloquium: 'The Indian Ocean World'

301SA Advanced Seminar: 'Women and Gender in Modern South Asia'

331CH Asian History: 'China's Tumultuous Twentieth Century'

331PC Asian History: 'Popular Culture in East Asia'

### *International Relations*

125 Israel/Palestine: Fact/Fiction

211 Middle East Politics

222 The United States, Israel, and the Arabs

224 The United States and Iran

323 Comparative Politics of the Middle East

324 Islamic Political Thought

327 Democratization in the Middle East and North Africa

333 Just War and Jihad: Comparative Ethics of War and Peace

334 Globalization and the Muslim World-

341 Political Islam

### *Jewish Studies*

150 Introduction to Modern Hebrew



*Politics*

208	Chinese Politics
228	East Asian Politics
357	War and Peace in South Asia
359	Democratization and Civil Society in East Asia
373	Politics of Transformation in China and India

*Religion*

102	Introduction to Islam
167	Hinduism: An Introduction
201	Introduction to the Qur'an
205CL	Issues in Islamic History: 'Classical Islamic Civilization'
207	Women and Gender in Islam
223	Religion and Politics in Modern India
241	Women and Buddhism
261	Hinduism
263	Introduction to Buddhism
267	Buddhist Ethics

*Russian and Eurasian Studies*

312	Silk Roads: Ancient and Modern Highways across the Eurasian Continent
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**See Also**

- Arabic
- Chinese
- East Asian Studies
- Japanese
- Middle Eastern Studies
- South Asian Studies

# Astronomy

The astronomy department administers the major in astronomy, which is a collaborative program through the Five College Department of Astronomy (FCAD). Faculty: Professor Dyar (Mount Holyoke chair); Visiting Assistant Professor and Director of the Observatory Burbine; Research Associate Fasset; Five College Faculty Calzetti, Edwards (Five College chair), Erickson, Giavalisco, Greenstein, Gutermuth, Hameed, Hanner, Heyer, Katz, Lowenthal, Mo, Narayanan, Offner, Pope, Schloerb, Schneider, Snell, Tripp, Wang, Weinberg, Wilson, Yun.

## Overview

Modern astronomy is concerned with understanding the nature of the universe and the various structures—galaxies, stars, planets, atoms—within it. We are interested not only in describing these things, but in understanding how they are formed and how they change, and, ultimately, in reconstructing the history of the universe.

This understanding is always based upon the same set of theories and practices—physics, chemistry, biology, materials science, geology, mathematics, computer science—that we use to understand the earth and its immediate surroundings. Thus, all students are strongly encouraged to base their study of the universe upon a firm grounding in one of these disciplines.

All 100-level courses are taught by Mount Holyoke faculty and staff. Courses at the 200 level and above are staffed collectively by faculty in the Five College Department (as listed above); many of them will be offered off-campus. Students are urged to consult the department to assist in planning a program of study that takes advantage of the rich variety of course opportunities. Through advising, the exact program is always tailored to the student's particular strengths, interests, and plans.

Astronomical facilities at all five institutions are available for student use. The Williston Observatory at Mount Holyoke includes a historic Clark 8" telescope. The McConnell Rooftop Observatory at Smith College includes two computer-controlled Schmidt Cassegrain telescopes, and the Amherst Observatory has a Clark 18" refractor.

## Contact Info

Sarah Byrne, senior administrative assistant  
M. Darby Dyar, chair

## Requirements for the Major

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with additional course work in related fields, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer or planetary scientist. Thus, advanced courses in geology, mathematics, physics, biology, and/or chemistry, as well as a facility in computer programming, are strongly encouraged.

Students should note that completion of this major will likely require them to travel to other institutions within the Five Colleges.

The major in astronomy is based on completion of Mathematics 101 and 102 and Physics 110 as prerequisites for the courses.

## Credits

- A minimum of 32 credits, including the following or their approved equivalents:
- ASTR-100/101 (Survey of the Universe) or ASTR-110 (Introduction to Astronomy) (4 credits)
- Physics 201 (Electromagnetism) (4 credits)
- Two astronomy courses at the 200 level (8 credits) from the offerings of the Five College Astronomy department
- One astronomy course at the 300 level (4 credits) from the offerings of the Five College Astronomy department
- Three additional courses, of which two must be at the 300 level, in astronomy or a related field such as mathematics, physics, geology, biology, computer science, or the history or philosophy of science (12 credits)

Students planning graduate study should generally regard this as a minimum program and include additional 300-level work. Advanced course work in physics and mathematics is especially encouraged for students wishing to pursue graduate studies in astronomy.

## Requirements for the Minor

The goal of an astronomy minor is to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background that prepares a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

## Credits

- A minimum of 16 credits above the 100 level, including:
- One 300-level astronomy, physics, or geology course
- Three additional 200-level or 300-level courses in astronomy

## Related Courses

Astronomy students will probably take multiple courses off-campus as part of the integrated curriculum of the Five College Astronomy Department. In addition to the courses listed in the Mount Holyoke course catalogue, the following courses are offered at other institutions. Students should consult these course listings at the home institution where they are offered. Enrollment is done through the Five College Interchange.

### 220 Special Topics in Astronomy (offered in Fall)

*Not Scheduled for This Year*

Intermediate-level classes designed to introduce special topics in astronomy such as comets and asteroids, meteorites, and science and public policy, generally without prerequisites. Special offerings vary from year to year. See listings at individual institutions for more information.

### 224 Stellar Astronomy (offered in Spring)

The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required.

*S. Edwards (offered at Smith College).*

*Prereq. Physics 110, Mathematics 102 and one astronomy course; alternates with Astronomy 225.*

**225 Galaxies and Dark Matter (offered in Spring)***Not Scheduled for This Year*

The role of gravity in determining the mass of the universe will be explored in an interactive format making extensive use of computer simulations and independent projects.

*S. Edwards (offered at Smith College).*

*Prereq. Physics 110, Mathematics 102 and one astronomy course; alternates with Astronomy 224.*

**226 Cosmology (offered in Fall)***Not Scheduled for This Year*

The course introduces cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems will be covered, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. We will discuss questions concerning the foundations of cosmology and its future as a science.

*Offered at Amherst College.*

*Prereq. Mathematics 101 and a physical science course*

**228 Astrophysics I: Stars and Galaxies (offered in Spring)**

This course is a calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

*Offered at Hampshire, Smith, the University of Massachusetts, and Mount Holyoke Colleges.*

*Prereq. Physics 110, Physics 190 or concurrent enrollment, and Math 102*

**301 Writing about Astronomy (offered in Fall and Spring)**

The goal of this course is to teach the writing techniques and styles that are appropriate for the types of careers that might be pursued by an astronomy major. The course will be composed of both a set of short writing assignments and longer assignments, and some of these assignments will be orally presented to the class. All students will critique the talks, and some written assignments will be exchanged between students for peer editing and feedback. Some papers will require analysis of astrophysical data.

*Offered at the University of Massachusetts.*

*Prereq. completion of 200-level or higher astronomy class, an English writing course, and at least the first two semesters of physics.*

**330 Seminar: Topics in Astrophysics (offered in Fall and Spring)**

In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, will constitute the real work of the course. Student will gain experience in both oral and written presentation. Topics vary from year to year. *See listings at individual institutions for more information.*

**335 Astrophysics II: Stellar Structure (offered in Fall)**

How do astronomers determine the nature and extent of the universe? Centering around the theme of the "Cosmic Distance Ladder," we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; parallax and spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and largescale structure in the universe; quasars and the Lyman-Alpha Forest.

*Offered at the University of Massachusetts.*

*Prereq. Astronomy 228 or instructor approval.*

**337 Observational Techniques in Optical and Infrared Astronomy (offered in Fall)**

This course is an introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics will be discussed, along with instrumentation for imaging, photometry, and spectroscopy. Topics will include astronomical detectors, computer graphics and image processing, error analysis and curve fitting, and data analysis and astrophysical interpretation, with an emphasis on globular clusters.

*J. Lowenthal (offered at Smith College).*

*Prereq. at least one 200-level astronomy course.*

**352 Astrophysics III: Galaxies and the Universe (offered in Spring)**

Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the virial theorem will also be discussed, along with galaxy rotation and the presence of dark matter in the universe, as well as spiral density waves. The course concludes with quasars and active galactic nuclei, synchrotron radiation, accretion disks, and supermassive black holes.

*Offered at the University of Massachusetts.*

*Prereq. Astronomy 335 or two physics courses at the 200 or 300 level.*

## Course Offerings

**ASTR-100 Survey of the Universe***Fall and Spring*

Discover how the forces of nature shape our understanding of the cosmos.

Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole.

*Applies to requirement(s): Math & Sciences*

*T. Burbine, D. Dyar*

*Notes: The lecture for this course meets at the same time as the lecture for ASTR-101 but this course does not have a lab.*

*Credits: 4*

**ASTR-101 Survey of the Universe with Lab***Fall and Spring*

Discover how the forces of nature shape our understanding of the cosmos.

Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. In lab, learn the constellations and how to use the telescopes. Use them to observe celestial objects, including the moon, the sun, the planets, nebulae, and galaxies. Learn celestial coordinate and timekeeping systems. Find out how telescopes work.

*Applies to requirement(s): Math & Sciences*

*T. Burbine, D. Dyar*

*Coreq: ASTR-101L.*

*Notes: Designed for non-science majors. The lecture for this course meets at the same time as the lecture for ASTR-100.*

*Credits: 4*

**ASTR-110 Introduction to Astronomy****ASTR-223 Planetary Science***Not Scheduled for This Year*

This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: 1 physical science course and Math 100 or 101.*

*Credits: 4*

**ASTR-228 Astrophysics I: Stars and Galaxies**

*Not Scheduled for This Year*

A calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Physics 110 and Mathematics 102; Physics 190/201 and Mathematics 203 strongly suggested.*

*Advisory: Physics 190/201 and Mathematics 203 strongly suggested.*

*Credits: 4*

**ASTR-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**ASTR-330 Topics in Astrophysics**

**ASTR-330AC Topics in Astrophysics: 'Asteroids and Comets'**

*Fall*

This course is an introduction to asteroids and comets from both an astronomical and geological point of view. Topics that will be covered will include how these objects are discovered, their orbits, the mineralogies of asteroids and meteorites, how these objects are classified, impact hazard scales, and space missions. This course is appropriate for any student interested in the properties of these small bodies.

*Applies to requirement(s): Math & Sciences*

*T. Burbine*

*Credits: 4*

**ASTR-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# Biochemistry

The major in biochemistry is administered by the Biochemistry Committee: Professors Chen (chemistry, chair), Frary (biological sciences), Hamilton (chemistry), Knight (biological sciences), Woodard (biological sciences); Assistant Professors Andras (biological sciences), Broaders (chemistry), Camp (biological sciences; on leave 2015-16), McMenimen (chemistry; on leave 2015-16), van Giessen.

## Overview

The major in biochemistry is intended to provide a strong background in the fundamentals of both biology and chemistry and to develop an awareness of the unique principles of biochemistry.

Biochemistry is the study of reactions that underpin the living system. These include the vital metabolic reactions that provide cells with energy to perform myriad activities and functions, and the biosynthetic reactions that enable cells to renew, repair, grow, and divide. The linkage of biochemistry with molecular biology for the past 30 years has brought revolutionary advances in our understanding of the living world, the human organism, disease etiology, and medicine.

The interdisciplinary major in biochemistry offers a rigorous course of study that builds on two years of fundamental course work in biology and chemistry. With this broad preparation, students engage with biochemistry and molecular biology at a very high level, allowing them to integrate their knowledge in molecular and cellular biology, and to think and address issues occurring at the forefront of the biochemical/biomedical sciences. Majors are also encouraged to participate in academic-year and/or summer research and majors usually have more than one research internship experience before graduation.

## Contact Info

Dianne Baranowski, senior administrative assistant  
Wei Chen, chair

## Requirements for the Major

### Credits

- A minimum of 50 credits plus credits for prerequisite courses to Chemistry 346 (or 308). (Students with advanced credits, see below.)

### Courses

Required core curriculum:

- Chemistry 101 (or 160) and 201, General Chemistry I and II
- Chemistry 202 and 302, Organic Chemistry I and II
- Chemistry 346 (or 308), Chemical Thermodynamics
- Biological Sciences 145 (or 160) and 200, Introductory Biology I and II
- Biological Sciences 210, Genetics and Molecular Biology
- Biochemistry 311, Protein Biochemistry and Cellular Metabolism
- Biochemistry 314, Nucleic Acids Biochemistry and Molecular Biology
- Biochemistry 399, Comprehensive Seminar (2 credits)
- 8 additional credits elected from 300-level courses in biochemistry, biology, or chemistry. This requirement is intended to increase the breadth and depth of your knowledge and application of biochemistry through related 300-level course work. Cell Biology (Biology 220) may count in place of one of the 300-level electives.

## Other

- All seniors must give an oral presentation on a biochemical topic in the Senior Symposium.
- Students who are interested in taking the biochemistry core courses (Biochemistry 311 and 314) in their junior year are encouraged to complete at least Chemistry 101 (or 160) and 201 and Biological Sciences 145 (or 160) and 200 during the first year.
- The committee further recommends Biological Sciences 220 and Chemistry 325 to students planning graduate work in biochemistry.

## Students with Advanced Credits

A student coming to the College with advanced credits from IB or A-level course work or Advanced Placement examinations, in accordance with the number of advanced credits she has received, can skip up to four courses at the introductory level: Biological Sciences 145 (or 160), 200; Chemistry 101 (or 160), 201. However, advanced placement courses cannot replace more than 8 credits of the major. A student considering skipping introductory-level courses should consult with the program chair or other members of the Biochemistry Program Committee.

## Course Offerings

### BIOCH-295 Independent Study

*Fall and Spring*

Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments and program in neuroscience and behavior.

*The department*

*Instructor permission required.*

*Notes: Students conducting an independent lab research project for credit in a department, program, or lab covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.*

*Credits: 1-4*

*Course can be repeated for credit.*

### BIOCH-311 Protein Biochemistry and Cellular Metabolism

*Fall*

This course is a rigorous introduction to the study of protein molecules and their role as catalysts in the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principles of thermodynamics.

*Crosslisted as: Biological Sciences 311, Chemistry 311*

*Applies to requirement(s): Math & Sciences*

*V. Lukose*

*Prereq: Biological Sciences 210 and Chemistry 302.; Coreq: BIOCH-311L.*

*Advisory: Biological Sciences 210 can be taken concurrently*

*Credits: 4*

### BIOCH-314 Nucleic Acids Biochemistry and Molecular Biology

*Spring*

This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.

*Crosslisted as: Biological Sciences 314, Chemistry 314*

*Applies to requirement(s): Math & Sciences*

*V. Lukose*

*Prereq: Biological Sciences 210 and Chemistry 302.; Coreq: BIOCH-314L.*

*Advisory: Chemistry 302 can be taken concurrently*

*Credits: 4*

### **BIOCH-395 Independent Study**

*Fall and Spring*

Independent work in biochemistry can be conducted with any member of the biochemistry committee and, upon approval, also with other members of the biological sciences and chemistry departments and program in neuroscience and behavior.

*The department*

*Instructor permission required.*

*Notes: See safety training restrictions in the course description for Biochemistry 295*

*Credits: 1-8*

*Course can be repeated for credit.*

### **BIOCH-399 Comprehensive Seminar**

*Fall*

A seminar series consisting of meetings to discuss articles and material from the current biochemical literature. Students will attend lectures, write papers, and give presentations in culmination of their biochemistry experience. Discussions relevant to graduate school applications and careers in biochemical fields will also be held.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Broaders*

*Restrictions: This course is open to Juniors and Seniors.; This course is limited to Biochemistry majors only.*

*Advisory: Juniors and senior biochemistry majors only.*

*Notes: Highly recommended for junior biochemistry majors; Biochemistry majors are required to complete one semester of this course for graduation.*

*Credits: 2*

*Course can be repeated for credit.*

*Grading: CR/NC Grading only (no letter grading).*

## **See Also**

- Chemistry
- Biological Sciences

# Biological Sciences

The major and minor in biological sciences are administered by the Department of Biological Sciences: Professors Barry, Fink, Frary, Gillis, Knight, Rachootin, Woodard (chair); Associate Professors Bacon, Brodie, Hoopes; Assistant Professors Andras, Camp (on leave 2015-16); Visiting Lecturers Brennan, Schreiber, Tanner.

## Overview

Our major provides many ways of looking at living things. Core courses introduce complementary perspectives on life. Advanced courses bring students to the edge of what we know, and provide a foundation for original work.

Research interests of the faculty include animal behavior, anatomy, human physiology, biochemistry, biomechanics, development, ecology, evolution, immunology, microbial genetics, microbiology, neurobiology, invertebrates, plant diversity, and plant genetics.

The department's facilities include transmission, scanning electron, and fluorescence microscopes, image capture and processing equipment, a tissue culture room, a greenhouse, controlled environment chambers, molecular biology equipment, and several computer-equipped teaching laboratories.

## Contact Info

Sue LaBarre, senior administrative assistant  
Craig Woodard, chair

## Requirements for the Major

### Credits

- A minimum of 32 credits in biological sciences

### Courses

Biology:

- 145, Introductory Biology (any of its offerings; for example BIOL-145AB, BIOL-145GW, etc) or
- 160, Integrated Introduction to Biology and Chemistry
- 200, Introductory Biology II: How Organisms Develop (prereq. a Biology 145 or 160)
- 210, Genetics and Molecular Biology (prereqs. Biology 200 and Chemistry 101; Chemistry 101 may be taken concurrently with Biology 210)
- 220, Cell Biology (prereqs. Chemistry 201 and Biology 200 or 210; Chemistry 201 may be taken concurrently with Biology 220)

One of the following:

- 223, Ecology (prereq. Biology 145 or 160 and at least one semester of college or high school calculus or statistics) or
- 226, Evolution (prereq. Biology 210 or 223)
- Three additional courses (12 credits) at the 300-level in biology. At least two of these (8 credits) must be taken at Mount Holyoke.
- A total of five courses at the 200 and 300 levels are required to be taken with labs.
- Biology 295 or 395 does not count toward the minimum 32 credits in the major.

Required courses outside of biological sciences:

- Chemistry 101 and 201, General Chemistry I and II
- Calculus or Statistics

Recommended courses outside of biological sciences:

- Chemistry 202 and 302, Organic Chemistry I and II
- Physics
- Computer Science

## Requirements for the Minor

### Credits

- A minimum of 16 credits at the 200 and/or 300 level
- Biology 295 and 395 do not count toward the minimum 16 credits in the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of biological sciences can combine their course work in biological sciences with a minor in education. The Massachusetts Department of Elementary and Secondary Education requires specific subject matter knowledge within the biological sciences. In some instances course work in the major coincides with course work required for licensure, in other cases it does not. Information regarding courses necessary for the education minor can be found in the psychology and education section of the course catalogue. Admission to the Licensure Program requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Interested students should schedule an initial advising appointment with Sarah Frenette in the Department of Psychology and Education, preferably by the middle of the sophomore year, to review program requirements and assist in planning course work. Additional information about the Licensure Program, including application materials, can be found online at <https://www.mtholyoke.edu/acad/teach>.

## Course Advice

### Credit in Biology towards the Mathematics and Science II Distribution Requirement

Departmental courses with laboratories satisfy the Group II distribution requirement. Any off-campus biology course taken to satisfy the Group II requirement must have a laboratory component; courses that are introductions to professional specialties dependent on biology (e.g., nutrition or horticulture), or are addressed to technical certification (e.g., emergency medical technician), do not carry Group II credit.

## Course Offerings

The department offers introductory biology in two different forms. The Biology 145 courses are a liberal arts introduction to biology in a small-class atmosphere. Different sections emphasize different topics. Biology 160, which must be taken concurrently with Chemistry 160, offers an integrated introduction to biology and chemistry. Either one is an appropriate choice for students who are considering a major in biology, biochemistry, environmental studies, or neuroscience and behavior. Completion of any of these courses will allow a student to enroll in Biology 200. Students are welcome to email the instructors to find out more about any of the introductory courses.

## Course Offerings

### BIOL-145 Introductory Biology

**BIOL-145AB Introductory Biology: 'Animal Bodies, Animal Functions'**  
*Fall*

How are animal bodies built to deal with living on earth? In this course we will study the function of cells, organs, and organ systems that have evolved to help animals make their way through the physical and chemical environment. In lecture and in lab, we will consider the common needs of animals -- needs such as feeding, breathing, and reproducing -- and the diverse solutions they have devised. A range of life, from unicellular organisms to animals with backbones (including mammals), will be considered.

*Applies to requirement(s): Math & Sciences*

*S. Bacon*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145ABL.*

*Credits: 4*

#### **BIOL-145BN Introductory Biology: 'Introduction to Biological Inquiry'**

*Fall*

This inquiry-based class will help students develop a basic understanding of how knowledge in biology is generated, and begin to acquire the skills necessary to conduct scientific research and to understand basic data analysis. Students will learn basic concepts in biology (with emphasis in organismal biology) as they gain experience formulating hypotheses and critically evaluating evidence.

*Applies to requirement(s): Math & Sciences*

*P. Brennan*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145BNL.*

*Credits: 4*

#### **BIOL-145DL Introductory Biology: 'Diversity of Life'**

*Fall*

We will survey the great diversity of life on earth from the archaeobacteria that live in hot sulfur springs to giant sequoia trees to singing birds. Labs will explore biological diversity via collecting trips around campus as well as laboratory experiments and will introduce students to data collection, manipulation, and analysis.

*Applies to requirement(s): Math & Sciences*

*S. Barry*

*Coreq: BIOL-145DLL.*

*Notes: class will have 24 first year seats and 12 sophomore seats*

*Credits: 4*

#### **BIOL-145GW Introductory Biology: 'A Green World'**

*Fall*

This course examines the plant life in the woods and fields around us, the exotic plants in our greenhouses, and the plants we depend on for food. We will study plants living in surprising circumstances, settling into winter, escaping from gardens, reclaiming farmland, cooperating with fungi and insects, and fighting for their lives. We will find that plants challenge some conventional, animal-based assumptions about what matters to living things. In labs, students will seek to answer their questions about how plants grow in nature, by studying plant structure and function, ecology, and evolution.

*Applies to requirement(s): Math & Sciences*

*A. Frary*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145GWL.*

*Credits: 4*

#### **BIOL-145HG Introductory Biology: 'Biology in the Age of the Human Genome Project'**

*Spring*

The Human Genome Project is leading to great advances in our understanding of the human body and in our ability to manipulate our own genetic information. We will focus on the science behind the Human Genome Project, and the ways in which it affects our lives. This course will also serve as a general introductory

biology course for biology majors as well as nonmajors. We will read articles and books, and make use of the World Wide Web.

*Applies to requirement(s): Math & Sciences*

*C. Woodard*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145HGL.*

*Notes: Registration in one of the two corequisite labs is also required.*

*Credits: 4*

#### **BIOL-145RG Introductory Biology: 'Organismal Biology'**

*Spring*

This course encompasses a broad range of concepts central to our understanding of how organisms function and evolve. We will investigate important biological processes, such as photosynthesis and metabolism, and systems, such as the cardiovascular and immune systems. We will also take a holistic view of biology and use our newly acquired knowledge to explore such diverse topics as: the evolution of infectious diseases, the consequences of development and design on the evolution of organisms, and how the physiology and behavior of animals might affect their responses to global climate change.

*Applies to requirement(s): Math & Sciences*

*R. Brodie*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-145RGL.*

*Notes: Registration in one of the two corequisite labs is also required.*

*Credits: 4*

#### **BIOL-160 Integrated Introduction to Biology and Chemistry**

*Fall*

This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160L). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience.

*Applies to requirement(s): Math & Sciences*

*J. Andras, K. Broaders*

*Restrictions: This course is limited to first-year students.*

*Coreq: CHEM-160 and CHEM-160L.*

*Notes: Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.*

*Credits: 4*

#### **BIOL-200 Introductory Biology II: How Organisms Develop**

*Spring*

An overview of cells to tissues to organisms. Cellular components, the role of the nucleus, cell reproduction, and meiosis will be examined as part of our study of gamete production, fertilization, embryology, and development in an invertebrate (sea urchins), a vertebrate (chick), a fern, and a flowering plant. The basic molecular biology of DNA, RNA, and protein synthesis will be presented and examined in the context of building a fly embryo and a flower.

*Applies to requirement(s): Math & Sciences*

*R. Fink, A. Frary*

*Prereq: Biological Sciences 145 or Biological Sciences 146 or Biological Sciences 160, or Neuroscience and Behavior 100.; Coreq: BIOL-200L.*

*Credits: 4*



**BIOL-203 Teaching Children Science: College Students in the Elementary Classroom**

Fall

This course is designed for science students with interests in teaching and learning with children. It will focus on research, theory and practice pertinent to science education, linking scientific information gained in college classes to children's learning of scientific phenomena. Weekly class meetings (from 1-3 hours) will include laboratory and off-site field investigations. Each student will also become a 'Science Buddy' at a local elementary school, assisting children with hands-on science experiences for at least 1 hour each week.

*Crosslisted as: Educational Studies 203*

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

R. Fink

*Instructor permission required.*

*Prereq: One year of any science, at least one lab course.*

*Advisory: One year of college science (any discipline), at least one course with laboratory. By permission of instructor only: please email rfink or sfrenett if interested in being considered*

*Credits: 4*

**BIOL-206 Local Flora**

Spring

This course offers plant identification and natural history, emphasizing native and introduced trees and wildflowers. On- and off-campus field trips.

*Applies to requirement(s): Meets No Distribution Requirement*

A. Frary

*Credits: 2*

**BIOL-210 Genetics and Molecular Biology**

Fall

A comprehensive study of the fundamental principles of classical and molecular genetics. Major topics include transmission genetics, gene linkage and mapping, molecular approaches to genetic analysis, genetic engineering, gene therapy, developmental genetics, quantitative inheritance.

*Applies to requirement(s): Math & Sciences*

J. Knight, C. Woodard

*Prereq: Biological Sciences 200. Chemistry 101 must also be taken prior or as a coreq.; Coreq: BIOL-210L.; Coreq: CHEM-101.*

*Credits: 4*

**BIOL-220 Cell Biology**

Spring

The aim of this course is to understand the fundamental unit of life--the cell--at the molecular level. We will consider the assembly and structure of cellular membranes, proteins, organelles, and the cytoskeleton, as well as their roles in cellular processes including the capture and transformation of energy, catalysis, protein sorting, motility, signal transduction, and cell-cell communication. Emphasis will be placed upon the diversity of cellular form and function and the cell biological basis for disease. The laboratory portion of this course will illustrate and analyze these phenomena through selected biochemical, genetic, and microscopy-based approaches.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Biological Sciences 200 or Biological Sciences 210, and Chemistry 201.*

*Contact the instructor for permission if you've taken Biological Sciences 200 or Biological Sciences 210 and want to take Chemistry 201 in the same semester as Biological Sciences 220.*

*Advisory: Chemistry 201 can be taken concurrently*

*Credits: 4*

**BIOL-223 Ecology**

Fall

This course will cover the fundamental factors controlling the distribution and abundance of organisms, including interactions with the abiotic environment, fitness and natural selection, population growth and dynamics, species interactions, community dynamics, and diversity. We will address variation across space and time. The course will combine observational, experimental, and mathematical approaches to some of the applications of ecological theory, including conservation, disease dynamics, and biological control.

*Applies to requirement(s): Math & Sciences*

M. Hoopes

*Prereq: Biological Sciences 145 or Biological Sciences 160 and at least one semester of Calculus or Statistics.; Coreq: BIOL-223L.*

*Notes: Biology 223 and/or Biology 226 must be taken for the Biology major.*

*Credits: 4*

**BIOL-226 Evolution**

Spring

The mechanisms of evolutionary change within populations and between species; patterns of change in space, time and form; and the origin of adaptations. These approaches make sense of the diversity of life. Then we turn to the evolution of developmental pathways, as a way of approaching the unity of life.

*Applies to requirement(s): Math & Sciences*

S. Rachootin

*Prereq: Biological Sciences 210 or 223.; Coreq: BIOL-226L.*

*Credits: 4*

**BIOL-234 Biostatistics**

*Not Scheduled for This Year*

The statistics sections of biology articles have become so technical and jargon-filled that many biologists feel intimidated into skipping them or blindly accepting the stated results. But how can we ask relevant questions or push the boundaries of knowledge if we skip these sections? Using lectures, data collection, and hands-on analysis in R, this course will connect statistics to biology to help students develop a gut instinct for experimental design and analysis. We will explore sampling bias and data visualization and review methods and assumptions for the most common approaches with examples from current biological literature and our own data.

*Applies to requirement(s): Math & Sciences*

S. Cox, M. Hoopes

*Prereq: 8 credits in biological sciences or Environmental Studies 200.*

*Credits: 4*

**BIOL-236 Topics in Biological Sciences**

**BIOL-236TA Topics in Biological Sciences: 'Biology of Terrestrial Arthropods'**

Fall

Evolutionary history of the terrestrial arthropods (body plans, relationships, fossil history); physiology (the implications of cuticle, thermoregulation, flight); reproduction (life cycles, metamorphosis, mating systems); behavior (communication, sociality); ecology (parasitism, mutualism, predator-prey and plant-insect interactions). Each student will collect, mount, and identify specimens for her own collection.

*Applies to requirement(s): Math & Sciences*

S. Rachootin

*Instructor permission required.*

*Coreq: BIOL-236TAL.*

*Credits: 4*

**BIOL-295 Independent Study***Fall and Spring**The department**Instructor permission required.*

*Notes: Note: Any student conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research.*

*Credits: 1-4**Course can be repeated for credit.***BIOL-301 Regenerative Medicine: Biology and Bioethics***Fall*

What is regenerative medicine? What is the science that drives new medical therapies using stem cells? We will study the biology of adult, embryonic, and induced pluripotent stem cells, as well as the legal, ethical, and moral implications of using these cells in medical therapies. Each member of the class will participate in a staged debate on these issues for an introductory biology class. Pending funding, we may travel to Washington, D.C. to attend a meeting of the Commission on Bioethics.

*Applies to requirement(s): Math & Sciences**Other Attribute(s): Speaking-Intensive**R. Fink**Instructor permission required.**Prereq: Biological Sciences 220 and instructor permission.**Advisory: permission of instructor only, with Biological Sciences 220 or equivalent expected**Credits: 4***BIOL-302 Molecular Evolution***Not Scheduled for This Year*

This course examines the dynamics of evolutionary change at the molecular level, the effects of various molecular mechanisms on the structure and function of genes and genomes, and the methodology involved in dealing with molecular data from an evolutionary perspective. Lab work will be devoted to learning ways to analyze DNA sequence data and to create and evaluate trees that use molecular data.

*Applies to requirement(s): Math & Sciences**A. Frary**Prereq: Biological Sciences 210 and Biological Sciences 226.; Coreq: BIOL-302L.**Credits: 4***BIOL-303 Microbial Genetics***Spring*

Studies at the molecular level of various aspects of genetics, as expressed in bacterial and viral systems. Topics include patterns and mechanisms of replication, recombination, repair, and mutation of DNA; regulation of gene activity; gene-protein relationships; and genetic engineering. The fourth hour will follow a 'journal club' format with student presentations.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive**J. Knight**Prereq: Biological Sciences 210 and either Biological Sciences 220 or 311.**Credits: 4***BIOL-305 Cellular and Molecular Aspects of Development***Not Scheduled for This Year*

Examines the roles of cellular movement and cellular interaction in the development of multicellular organisms. Topics include cell recognition and adhesion during morphogenesis, the importance of extracellular matrices, and current theories of embryonic pattern formation. Self-designed laboratories

include techniques such as microsurgery and time-lapse video microscopy using a wide variety of embryos and cell types.

*Applies to requirement(s): Math & Sciences**Other Attribute(s): Speaking-Intensive**R. Fink**Coreq: BIOL-305L.**Credits: 4***BIOL-308 Darwin***Not Scheduled for This Year*

This course looks at the scientific content and intellectual context of Darwin's theory of evolution - his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.

*Crosslisted as: History 361DA**Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**S. Rachootin**Prereq: Biological Sciences 226 or History 248.**Credits: 4***BIOL-310 Invertebrate Zoology***Not Scheduled for This Year*

This course looks at the evolutionary relations of the profoundly different groups of animals in light of their structure, development, and fossil history. Emphasizes exceptional organisms that prove - and disprove - biological rules. Themes include coloniality, asexual reproduction, metamorphosis, and making skeletons.

*Applies to requirement(s): Math & Sciences**S. Rachootin**Prereq: Biological Sciences 226.; Coreq: BIOL-310L.**Credits: 4***BIOL-311 Protein Biochemistry and Cellular Metabolism***Fall*

This course is a rigorous introduction to the study of protein molecules and their role as catalysts in the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principles of thermodynamics.

*Crosslisted as: Biochemistry 311, Chemistry 311**Applies to requirement(s): Math & Sciences**V. Lukose**Prereq: Biological Sciences 210 and Chemistry 302.; Coreq: BIOL-311L.**Advisory: Biological Sciences 210 can be taken concurrently**Credits: 4***BIOL-314 Nucleic Acids Biochemistry and Molecular Biology***Spring*

This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions incorporate many recent advances brought about by recombinant DNA technology.

*Crosslisted as: Biochemistry 314, Chemistry 314**Applies to requirement(s): Math & Sciences**V. Lukose**Prereq: Biological Sciences 210 and Chemistry 302.; Coreq: BIOL-314L.*

*Advisory: Chemistry 302 can be taken concurrently*  
*Notes: Please sign up for this course as Biochemistry 314*  
*Credits: 4*

**BIOL-315 Behavioral Ecology**

*Not Scheduled for This Year*

In this course, students learn to view and understand animal behavior within an evolutionary context. The mechanistic side of behavior is investigated and students explore how behavioral traits originate and evolve over time. Students will integrate their knowledge of how organisms work with an appreciation of why they work the way they do. At the end of the course, students will understand basic concepts in behavioral biology and know many of the experiments that have facilitated our understanding of this field. They will be able to construct hypotheses and design experiments that address behavioral phenomena. The laboratory portion of this course is based on individual projects.

*Applies to requirement(s): Math & Sciences*

*R. Brodie*

*Prereq: 8 credits of 200-level work from Biological Sciences; Coreq: BIOL-315L.*

*Credits: 4*

**BIOL-316 Scanning Electron Microscopy**

*Not Scheduled for This Year*

Includes theory and operation of the scanning electron microscope and preparation of biological and geological materials for observation. The versatile use of the microscope will be emphasized and will include low magnification, high resolution, and back scattered (reflected) electron modes of operation as well as operation at different pressures. Energy dispersive X-ray microanalysis will be introduced.

*Applies to requirement(s): Meets No Distribution Requirement*

*B. Carbajal-Gonzalez*

*Prereq: 4 credits at the 200 level from Biological Sciences or Geology.; Coreq:*

*BIOL-316L.*

**BIOL-317 Immunology**

*Not Scheduled for This Year*

This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as mechanisms for the identification and removal of foreign pathogens. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and pathogen evasion strategies. Emphasis will be placed on the human immune response, with the use of clinical case studies to reinforce these ideas, although experimental models will also be discussed. In the final section of the course, students will research and deliver an oral presentation on an immunology topic of interest.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Biological Sciences 210 and 220.*

*Notes: The lecture for this course meets at the same time as the lecture for Biology 319 but this course does not include a lab.*

*Credits: 4*

**BIOL-318 Aquatic Biology**

*Not Scheduled for This Year*

In this course, we will focus on marine coastal and open ocean habitats as well as freshwater systems, including lakes, ponds, rivers, creeks, and wetlands. For oceans, we will explore such topics as currents, the interaction of climate and oceans, nutrient cycling and ecosystems. Our study of freshwater systems will focus on cycles, water chemistry and flora and fauna of local freshwater habitats.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): Writing-Intensive*

*R. Brodie*

*Prereq: Biological Sciences 223 or Biological Sciences 226.; Coreq: BIOL-318L.*

*Credits: 4*

**BIOL-319 Immunology with Laboratory**

*Not Scheduled for This Year*

This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as mechanisms for the identification and removal of foreign pathogens. Additional topics may include: autoimmunity, allergy, vaccination, transplantation, cancer, immune deficiency, and pathogen evasion strategies. Emphasis will be placed on the human immune response, with use of clinical case studies to reinforce these ideas, although experimental models will also be discussed. The laboratory portion will include experience with basic immunology techniques, followed by an extensive six-week independent project that culminates in a final research paper.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Biological Sciences 210 and 220.; Coreq: BIOL-319L.*

*Notes: The lecture for this course meets at the same time as Biology 317, but this course includes a laboratory.*

*Credits: 4*

**BIOL-320 Introduction to Transmission Electron Microscopy**

*Fall*

Basic principles of transmission electron microscopy (TEM) and potential uses in biological studies. Each student selects a project and learns the fundamentals of specimen preparation, operation of the TEM, and image acquisition.

Preparation, assessment and interpretation of the resulting electron micrographs culminate in an individual portfolio.

*Applies to requirement(s): Meets No Distribution Requirement*

*B. Carbajal-Gonzalez*

*Prereq: Biological Sciences 220.*

*Credits: 2*

**BIOL-321 Conference Course**

Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

**BIOL-321AM Conference Course: 'Art, Music, and the Brain'**

*Fall*

Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

*Crosslisted as: Music 321AM*

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Barry, L. Laderach*

*Restrictions: This course is limited to seniors.*

*Prereq: 8 credits at the 200 level in Biological Sciences, Neuroscience and Behavior, Studio Art, Art History, or Music.*

*Notes: students studying art and music are encouraged to enroll*

*Credits: 4*

**BIOL-321BA Conference Course: 'Biology of Aging'**

*Fall*

Biology of Aging explores the molecular mechanisms regulating human aging. Topics include general biology of aging, genetics of longevity, cellular aging, human longevity, and potential interventions to modulate human aging. Emphasis will be placed on age-related diseases as well, including cancer, diabetes, and Alzheimer's disease. In the laboratory component, we will examine

genetic and pharmacological ways to regulate lifespan of the model organism, *C. elegans*.

*Applies to requirement(s): Math & Sciences*

*K. Schreiber*

*Prereq: Biological Sciences 210 and Biological Sciences 220.; Coreq: BIOL-321BAL.*

*Credits: 4*

#### **BIOL-321MC Conference Course: 'Marine Conservation Biology'**

*Not Scheduled for This Year*

This seminar is based entirely on published research related to issues in marine conservation biology. It will introduce students to the latest research by leading scientists in ocean science and is highly relevant to current pressing concerns about global environmental change. The focus on primary literature and student-led discussions will help students improve their abilities to read, analyze and discuss primary literature. Those progressing to graduate school in the next year or two will feel more confident in delving into the literature surrounding their research interests and in discussing published findings and current ideas with colleagues.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Brodie*

*Prereq: Biological Sciences 223 and Biological Sciences 226.*

*Credits: 2*

#### **BIOL-321ME Conference Course: 'Molecular Ecology'**

*Spring*

Over the past quarter century, molecular genetic methods have become increasingly important in ecological research. In this course, we will examine contemporary molecular genetic tools and learn how they can be used to answer ecological questions. Topics will include: reconstruction of ancestral relationships; measuring the size, diversity, and spatial structure of populations; characterization of migration and dispersal patterns; and identification of sensitive or threatened species and populations. We will explore these themes through foundational texts and current scientific literature, and we will analyze molecular genetic datasets in class to gain familiarity with available techniques.

*Applies to requirement(s): Math & Sciences*

*J. Andras*

*Prereq: Biological Sciences 210 or 223 or 226.*

*Credits: 4*

#### **BIOL-322 Comparative Biomechanics**

*Not Scheduled for This Year*

The main objective of this course is to explore organismal structure and function via an examination of the basic physical principles that guide how living things are constructed and how organisms interact with their environment. We will use the combined approaches of the biologist and engineer to study the impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of animal locomotion, and learn how biologists working in diverse areas (e.g., ecology, development, evolution, and physiology) gain insight through biomechanical analyses.

*Crosslisted as: Physics 222*

*Applies to requirement(s): Math & Sciences*

*G. Gillis*

*Prereq: 8 credits from Biological Sciences except Biological Sciences 200.; Coreq: BIOL-322L.*

*Credits: 4*

#### **BIOL-325 Plant Diversity and Evolution**

*Fall*

This course explores the tremendous diversity of the plant kingdom, emphasizing the local flora. Evolutionary relationships are discussed on the basis of comparisons of reproductive biology, morphology, anatomy, cell structure, and molecular biology.

*Applies to requirement(s): Math & Sciences*

*A. Frary*

*Prereq: 2 courses from Biological Sciences 200, Biological Sciences 210, Biological Sciences 223, or Biological Sciences 226.; Coreq: BIOL-325L.*

*Notes: offered alternate years*

*Credits: 4*

#### **BIOL-326 Ocean Blues: State of the World's Oceans**

*Fall*

This seminar explores the science behind pressing issues facing our oceans, such as coastal eutrophication, ocean acidification and overfishing. Professors from the Five College Coastal and Marine Sciences (FCCMS) certificate program, representing different science disciplines, will engage with students in this discussion-based course. Students will gain a greater understanding of the scientific approaches being used to investigate ocean ecosystem health. They will also learn to analyze scientific literature and engage constructively in scholarly discussions. In the lab component of this course, students will use the ponds on the Mount Holyoke campus to learn how to monitor the chemical, geological and biological properties of marine and freshwater ecosystems.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*R. Brodie*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Any 200-level science.; Coreq: BIOL-326L.*

*Advisory: Any 200 level science, preference will be given to juniors and seniors who are participating in the Coastal and Marine Sciences certificate program*

*Notes: Ocean Blues can be applied to any of the course categories required for the certificate.*

*Credits: 4*

#### **BIOL-327 Microbiology**

*Fall*

This course is a general study of microorganisms and their activities, including form and structure; biochemical processes of growth, metabolism, and energy storage; distribution in nature and relationships to other organisms; cycles of matter; beneficial and detrimental effects on humans; and physical and chemical effects microorganisms make in their environment.

*Applies to requirement(s): Math & Sciences*

*E. Mearls, K. Flanagan, S. Massoni*

*Prereq: Biological Sciences 220 or 311 and either BIOL-210 or 223.; Coreq: BIOL-327L.*

*Credits: 4*

#### **BIOL-328 Human Physiology**

*Spring*

A consideration of the physiological processes involved in the control of human body functions. We will study the mechanisms for regulating individual organ systems and how these mechanisms respond to changing needs of the individual. Our examination of the physiological controls will include an analysis of the underlying cellular and molecular processes that drive the mechanisms and integrate the activities of the different systems.

*Applies to requirement(s): Math & Sciences*

*S. Bacon*

*Prereq: Biological Sciences 220 or 311.; Coreq: BIOL-328L.*

*Credits: 4*

#### **BIOL-331 Theory and Application of Conservation Biology**

*Spring*

This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Labs will include field trips to collect observational and experimental data and indoor exercises to explore the concepts of rarity, coexistence, and population viability

with mathematical models. A community-based learning aspect is possible for the final project in this class.

*Applies to requirement(s): Math & Sciences*

*M. Hoopes*

*Prereq: Biological Sciences 223, 226, 315, or Environmental Studies 200.; Coreq: BIOL-331L.*

*Credits: 4*

### **BIOL-332 Macroevolution**

*Fall*

This course presents the science of biological form and its relation to adaptation, development, and the modes of evolutionary change. Emphases include primary theoretical literature, whole organisms, and the emerging field of evolutionary developmental biology.

*Applies to requirement(s): Math & Sciences*

*S. Rachootin*

*Prereq: Biological Sciences 226.*

*Notes: Biology majors who arrange a lab project in this class can count this course as a lab course.*

*Credits: 4*

### **BIOL-333 Neurobiology**

*Fall*

We will study the electrical and chemical signals underlying the generation of the nerve impulse and synaptic transmission. We will then explore neuronal circuits underlying learning and memory, movement, and sensory perception.

*Applies to requirement(s): Math & Sciences*

*G. Tanner*

*Prereq: Biological Sciences 200, Biological Sciences 220, and 4 credits from Chemistry or Physics.; Coreq: BIOL-333L.*

*Notes: preference given to seniors*

*Credits: 4*

### **BIOL-335 Mammalian Anatomy**

*Not Scheduled for This Year*

This course will examine the fundamental structural organization of the mammalian body. The lecture portion of the class will focus largely on humans, and students will gain practical insight into other mammalian systems in the laboratory.

*Applies to requirement(s): Math & Sciences*

*G. Gillis*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits at the 200-level from Biological Sciences, except Biol-200.; Coreq: BIOL-335L.*

*Notes: Course open to 12 juniors and 12 seniors.*

*Credits: 4*

### **BIOL-336 Bacterial Cell Biology**

*Not Scheduled for This Year*

Long considered to be simple 'bags of enzymes,' bacteria are now appreciated to be highly ordered and dynamic cells. Bacterial cells organize their genetic material, assemble cytoskeletons, localize proteins, construct organelle-like compartments, differentiate, and communicate with one another to coordinate multicellular behaviors. This course will explore the exciting new field of bacterial cell biology via the primary scientific literature. Substantial student participation in the form of group work and discussions will be expected.

*Applies to requirement(s): Math & Sciences*

*A. Camp*

*Prereq: Biological Sciences 220.*

*Credits: 4*

### **BIOL-337 Symbiotic Interactions**

*Spring*

From mutualism to parasitism, symbiotic interactions are a universal feature of life. In this seminar we will study the mechanisms underlying symbiotic interactions and consider their significance for the ecology and evolution of organisms. Through foundational texts and current scientific literature, we will explore some of the most spectacular and important examples of contemporary symbioses - from coral reefs, to infectious diseases, to the vast communities of microbes that live on and in our bodies - and we will learn how symbiosis is responsible for major milestones in the history of life, such as the origin of the eukaryotic cell, the emergence of land plants, and the evolution of sex.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): Writing-Intensive*

*J. Andras*

*Prereq: Biological Sciences 223 or 226.*

*Credits: 4*

### **BIOL-340 Eukaryotic Molecular Genetics**

*Fall*

In this course we will examine the role of molecular genetic analysis in the study of phenomena such as human disease (e.g., breast cancer), animal development, and gene regulation. We will also study genetic engineering of plants and animals. There will be group discussions of original research articles and review articles.

*Applies to requirement(s): Math & Sciences*

*C. Woodard*

*Prereq: Biological Sciences 200 and 210.*

*Credits: 4*

### **BIOL-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes: NOTE: See safety training restrictions in description of Biological Sciences 295*

*Credits: 1-8*

*Course can be repeated for credit.*

### **BIOL-399 Journal Club / Data Hub**

*Fall*

Reading and understanding research reports from the primary scientific literature is an essential skill for any scientist. Likewise, critiquing experimental proposals and freshly-minted data is one of the core components of the pursuit of science. Using the Biology Department Seminar series as a springboard, this course seeks to familiarize students with the process of understanding, appreciating, and critiquing scientific manuscripts. Additionally, drawing on projects being proposed and executed under the auspices of Biology 395, this course seeks to help students develop comfort discussing 'fresh' scientific data. This course will provide a valuable way to connect with active scientists, both developing and experienced, from within and beyond Mount Holyoke.

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Tanner*

*Prereq: 8 credits in Biological Sciences.*

*Notes: Reading materials will be drawn primarily from research and review articles in the primary scientific literature. Data will be presented by students actively engaged in research projects. We will discuss data and readings as a group in class meetings.*

*Credits: 1*

*Course can be repeated for credit.*

*Grading: CR/NC Grading only (no letter grading).*

## **See Also**

- Biochemistry

# Five College Certificate Buddhist Studies

## Overview

Buddhism began in India some two and a half millennia ago. Since that time it has evolved through a number of transformations and has been transmitted to numerous cultures. Buddhism has had a great impact upon the lives of individuals and the development of societies, and it has made many contributions to various spheres of culture, for example to art, literature, philosophy and religion.

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Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study through the Five Colleges.

Each student pursuing the Buddhist studies certificate will choose, in consultation with one of the MHC Buddhist studies advisors, a course of study to fulfill the requirements of the certificate. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

## Requirements for the Certificate

### Courses

- At least seven courses, one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mount Holyoke, Smith; or UMass; comparable upper-level courses at Amherst)
- At least one course in three different disciplines of Buddhist studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.)
- At least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (nineteenth–twenty-first century) and in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West.
- Up to two canonical or appropriate colloquial Asian language courses may count toward the certificate.

Students must receive a grade of at least B in each course counting toward the certificate. Courses must be 3 credits or more to count toward the certificate.

Courses taken abroad or outside the Five Colleges may count toward the certificate only if they would be approved for credit toward the major in the appropriate department of the student's home institution.

For students who may wish to pursue a certificate in Buddhist studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). Up to two courses in a relevant language can count toward the certificate, although we strongly encourage these students

to continue language study beyond the first-year level. Language study is not required, however.

## Faculty/Contact

For further information, contact professors Indira Peterson or Ajay Sinha or associate professor Susanne Mrozik (certificate program chair; on leave Spring 2016) or see [www.fivecolleges.edu/sites/buddhism/certificate](http://www.fivecolleges.edu/sites/buddhism/certificate).

# Chemistry

The chemistry major and minor are administered by the Department of Chemistry: Professors Chen, Gomez (chair), Hamilton; Associate Professor Cotter; Assistant Professor Broaders, McMenimen (on leave 2015-16), van Giessen.

## Overview

Chemistry is the study of the composition, synthesis, physical properties, and transformations of materials, including biological substances, technological materials, and natural products. The goals of the chemistry major are to give students a firm foundation in the fundamental principles of chemistry, its subdisciplines, and their interrelationships; to develop a proficiency in experimental technique, design, and interpretation; and to expose students to contemporary research questions and applications. This is accomplished through hands-on experience with modern instrumentation throughout the curriculum, a broad array of advanced course work, and engagement in active discussion and collaboration with the chemistry faculty.

## Contact Info

Maria Gomez, chair  
Dina Bevivino, senior administrative assistant

## Requirements for the Major

Recognizing that the physical sciences in general, and chemistry in particular, can be the starting point for a broad variety of career trajectories, the department offers two tracks to the chemistry major, sharing a common disciplinary core. Track A is a specialist track, designed as preparation for doctoral study. Students who want to focus their undergraduate education on the chemical sciences, but who are considering professions that do not necessarily require a doctorate in the discipline—such as science studies, secondary school science teaching, science writing/journalism—may wish to consider Track B, a generalist track that encourages them to locate their subject-matter expertise in multiple contexts: within the sciences, within the current social matrix, and within the historical scope of human knowledge.

These courses of study are not mutually exclusive, and students following either as their principal route to the major are encouraged to consider incorporating some of the spirit of the other track into their educational program.

### Track A (Predoctoral)

#### Credits

- A minimum of 36 credits in chemistry including six core courses
- A year of calculus (Mathematics 101 and 102)
- A year of calculus-based physics (Physics 110 and 201)

#### Courses

- Core courses in chemistry:
  - 101/160 and 201, General Chemistry I and II
  - 202 and 302, Organic Chemistry I and II
  - 308, Chemical Thermodynamics
  - 325, Atomic and Molecular Structure and
  - 399, Comprehensive Seminar (two semesters)
  - 8 or 12 credits in elective courses, at least four of which must be at the 300 level. Physics 205, Introduction to Mathematical Methods for Scientists, can be counted as a chemistry elective.

#### Other

- An individual oral presentation at the annual Senior Symposium for those submitting an honors thesis

### Track B (Generalist/State of Massachusetts Secondary Teaching Licensure)

#### Credits

- A minimum of 36 credits in chemistry, including five core courses
- A year of calculus (Mathematics 101 and 102)
- A semester of calculus-based physics (Physics 110)

#### Courses

- Core courses in chemistry:
  - 101/160 and 201, General Chemistry I and II
  - 202 and 302, Organic Chemistry I and II
  - 308, Chemical Thermodynamics
  - 399, Comprehensive Seminar (two semesters)
- Elective courses must include at least one from each of the following categories. Permission to use a course other than those listed here must be obtained from the department chair.
  - Biochemistry: Chemistry 212, Chemistry of Biomolecules; Chemistry 311, Protein Biochemistry and Cellular Metabolism or Chemistry 314, Nucleic Acids Biochemistry and Molecular Biology.
  - History and Philosophy of Science: Critical Social Thought 248, Science, Revolution, and Modernity.
  - Earth and Environment: Environmental Studies 100, Introduction to Environmental Studies; or any geology course
  - Biology: 145, Introductory Biology; or 200, Introductory Biology II: How Organisms Develop

#### Other

- An individual oral presentation at the annual Senior Symposium for those submitting an honors thesis
  - This requirement may be waived for a student enrolled in Education 331, Student Teaching during the second semester of her senior year.

The chemistry major can be pursued at several levels of intensity. To get to the junior and senior years and enjoy the greatest opportunity for advanced courses and independent work, the department recommends the following schedule for students entering the major at 101.

	Fall	Spring
Fy	Chemistry 101 or 160	Chemistry 201
	Mathematics 101	Mathematics 102
Soph	Chemistry 202	Chemistry 302
	Physics 110	Physics 201
Jr	Chemistry 308	Chemistry
Sr	Additional electives and independent work	

Students entering the major at Chemistry 201 or 202 gain additional flexibility in planning their course work. Students who would like a chemistry major with a biochemical emphasis should consider including some or all of the following courses in their programs: Chemistry 212, 311, and 314 (these students should note the biology prerequisites for Chemistry 311 and 314).

Independent work is encouraged and usually takes the form of work on a problem allied to the research interests of a faculty member, details of which are available from the chemistry department office. A number of Mount Holyoke College students participate in the department's summer research program (eight-ten weeks of paid, full-time research), a valuable addition to their education. Students may pursue independent work at any time in their Mount Holyoke careers. The department is extremely well equipped for research, including two high-field nuclear magnetic resonance (NMR) spectrometers, two atomic force microscopes (AFM), several gas (GC) and high performance liquid (HPLC) chromatographs, numerous infrared (IR), ultra-violet/visible (UV-Vis) and fluorescence spectrometers, in addition to specialized equipment for microwave promoted synthesis of peptides and organic molecules, calorimetry, dynamic light scattering, optical microscopy, electrochemistry and computational molecular modeling.

Students planning graduate study in chemistry should be aware that some programs require additional background in mathematics and physics. Given the current emphasis on molecular biology in chemical research, students may find courses in biology particularly valuable.

## ACS Certification of an Undergraduate Degree in Chemistry

The Department of Chemistry is approved by the American Chemical Society. The Committee on Professional Training of the American Chemical Society sets the criteria for approval of a chemistry program; the chair of the approved program certifies annually those students who have met the curricular guidelines.

## Requirements for the Minor

### Credits

- At least 16 credits at the 200 level or above
- At least 4 of these credits must be at the 300 level.

## Teacher Licensure

Students interested in pursuing licensure in the field of chemistry can combine their course work in chemistry with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of chemistry, please consult your advisor or the chair of the chemistry department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department.

Licensure requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the chemistry department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### Choosing a First Chemistry Course

The chemistry department offers three points of entry into the curriculum. Chemistry 101, General Chemistry I, is usually the first course for an entering Mount Holyoke student who has taken fewer than two years of high school chemistry. Chemistry 101 provides such a student with an opportunity to develop

her understanding of the foundations of reaction chemistry, thermochemistry, electronic structure, chemical bonding, and acid-base chemistry.

Students interested in studying biochemistry, or interested in satisfying pre-health requirements, may find it helpful to take both introductory biology and introductory chemistry in their first semester. Biology 160 and Chemistry 160 integrate topics from biology and chemistry to give an introduction to both disciplines. The 8-credit course has about six hours of lecture/discussion and one four-hour lab per week. The course prepares students to continue in both second semester chemistry (Chemistry 201) and second semester biology (Biology 200) in the spring semester.

Many students enter Mount Holyoke College with a substantial background in chemical principles. These students should strongly consider one of the chemistry department's 200-level courses. Such students include those who have taken two years of high school chemistry, completed A-level chemistry or the International Baccalaureate, taken the Advanced Placement examination in chemistry with a score of 4 or 5, or taken the Achievement Test in chemistry with a score of 650 or higher. Chemistry 201, General Chemistry II, is usually the appropriate choice. In addition, one year of high school calculus with a grade of B or better is required for the fall version of Chemistry 201. In this course, students extend their understanding of electronic structure, kinetics, equilibrium, spontaneity and electrochemistry. Special topics based on faculty interests and expertise are also introduced to provide context for discussion.

## Course Offerings

### CHEM-101 General Chemistry I

*Fall*

This course provides introduction and development of fundamental concepts including stoichiometry, reactions in aqueous solutions, thermochemistry, atomic structure, chemical bonding, and acid-base reactions. The laboratory emphasizes basic skills, quantitative chemical measurements, and principles discussed in lectures.

*Applies to requirement(s): Math & Sciences*

*D. Cotter, M. Gomez*

*Coreq: CHEM-101L.*

*Credits: 4*

### CHEM-160 Integrated Introduction to Biology and Chemistry

*Fall*

This 8-credit course serves as a gateway to both the biology and chemistry core curricula. The course introduces and develops fundamental concepts in chemistry while also exploring the diverse range of strategies adopted by living systems to survive in different environments. This course prepares students for further study in chemistry (Chemistry 201) and/or biology (Biology 200). Students must register for both Biology 160 and Chemistry 160 as well as a single lab section (listed under Chemistry 160). Recommended for students interested in completing pre-health requirements or advanced study in biochemistry or neuroscience.

*Applies to requirement(s): Math & Sciences*

*K. Broaders*

*Restrictions: This course is limited to first-year students.*

*Coreq: BIOL-160 and CHEM-160L.*

*Notes: Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.*

*Credits: 4*

### CHEM-201 General Chemistry II

*Spring*

This course provides background in basic principles of physical, analytical, and inorganic chemistry essential to the study of all chemical phenomena. Topics include elementary principles of molecular electronic structure, quantitative



treatment of chemical equilibrium with applications to solubility, acid-base, and electron transfer reactions, introduction to chemical kinetics and thermodynamics, and the chemistry of coordination compounds. Laboratory experiments will include classical analytical and kinetic techniques, preparation of inorganic compounds, and an introduction to ab initio electronic structure calculations.

*Applies to requirement(s): Math & Sciences*

*M. Gomez, A. van Giessen*

*Prereq: Chemistry 101 or Chemistry 160 with C or better grade.; Coreq: CHEM-201L.*

*Credits: 4*

### **CHEM-202 Organic Chemistry I**

*Fall*

Introduces organic chemistry, emphasizing the principles governing broad classes of reactions. Topics include stereochemistry, nucleophilic substitution and elimination reactions, the chemistry of alkanes, alkenes, alkynes, alcohols, and ethers, and an introduction to infrared and nuclear magnetic resonance spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.

*Applies to requirement(s): Math & Sciences*

*D. Cotter, D. Hamilton*

*Prereq: Chemistry 201 with grade of C or better.; Coreq: CHEM-202L.*

*Credits: 4*

### **CHEM-208 Introduction to Materials**

*Fall*

This course provides an introduction to different types of materials, including metals, ceramics, polymers and composites, emphasizing structure and property relationships. The principles behind the design and implementation of materials as well as advances in materials in the areas of nano-, bio- and electronic technology will be presented. Class time is split among lecture, discussion and laboratory.

*Applies to requirement(s): Math & Sciences*

*W. Chen*

*Prereq: Chemistry 201, Physics 110 and Math 101.; Coreq: CHEM-208L.*

*Credits: 4*

### **CHEM-212 Chemistry of Biomolecules**

*Not Scheduled for This Year*

An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. Structures of important biomolecules. The role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are considered, including those of proteins, carbohydrates, lipids, and nucleic acids.

*Applies to requirement(s): Math & Sciences*

*K. McMenimen*

*Prereq: Chemistry 202.*

*Notes: This course is not intended for Biochemistry majors, who must complete Biochemistry 311 and 314. First priority will be given to sophomores and juniors.*

*Credits: 4*

### **CHEM-213 Chemistry of Biomolecules with Lab**

*Not Scheduled for This Year*

An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. Structures of important biomolecules. The role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are considered, including those of proteins, carbohydrates, lipids, and nucleic acids.

*Applies to requirement(s): Math & Sciences*

*K. McMenimen*

*Prereq: Chemistry 202.; Coreq: CHEM-213L.*

*Notes: This course is not intended for Biochemistry majors, who must complete Biochemistry 311 and 314. First priority will be given to sophomores and juniors.*

*Credits: 4*

### **CHEM-224 Lab in Analytical Chemistry**

*Instructor permission required.*

### **CHEM-224AR Lab in Analytical Chemistry: "Art Analysis"**

*Fall and Spring*

This course introduces concepts of analytical chemistry under the theme of 'Chemistry in Art'. The topics of quantitative chemical analysis and instrumental analysis are discussed through hands-on observation based experiments in collaboration with the Mount Holyoke College art museum. Experimental techniques -- such as gas chromatography, mass spectrometry, X-ray fluorescence, UV visible spectroscopy, infrared spectroscopy, and scanning electron microscopy -- are incorporated for the analysis of paintings and art objects.

*Applies to requirement(s): Meets No Distribution Requirement*

*H. Jayathilake*

*Instructor permission required.*

*Prereq: Chemistry 201 or 202 previously or concurrently.*

*Notes: Half-semester course.*

*Credits: 1*

### **CHEM-226 Poisons: Death by Chemistry**

*Fall*

This course will look at the effect of poisons at the molecular, cellular, and physiological levels from the chemistry and biochemistry perspective. We will discuss: the classification of poisons and the common structural elements of the molecules within each class; the interaction of toxic molecules with proteins and nucleic acids present in the cell; the physiologic effect of toxins on different systems of the body; dosage effects and pharmacokinetics; the mechanisms by which antidotes work; and the analytical techniques that toxicologists use to determine which poisons are present in the body. The different classes of proteins will be discussed in the context of historical case studies.

*Applies to requirement(s): Math & Sciences*

*A. van Giessen*

*Prereq: Chemistry 201 with grade of C or better.*

*Credits: 4*

### **CHEM-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes: Note: Students conducting an independent laboratory research project for course credit in a department, program, or laboratory covered by the College's chemical hygiene plan must participate in a safety training session before beginning research. Cou*

*Credits: 1-4*

*Course can be repeated for credit.*

### **CHEM-302 Organic Chemistry II**

*Spring*

A continuation of Chemistry 202 that addresses the chemistry of aromatic compounds, the carbonyl group, and a number of other functional groups. Examples drawn from compounds of biological interest. The laboratory includes organic synthesis and the identification of unknown compounds by chemical and spectroscopic means.

*Applies to requirement(s): Math & Sciences*

*D. Cotter, D. Hamilton, K. Broaders*

*Prereq: Chemistry 202 with grade of C or better.; Coreq: CHEM-302L.*

Notes: Lab sections 05, 06, and 07 require permission of instructor.

Credits: 4

### CHEM-304 Advanced Organic Chemistry Laboratory

Spring

This half-semester course, starting after spring break, applies and builds upon the techniques and tools of synthetic organic chemistry acquired during previous laboratory classes. Experiments will be selected to provide exposure to contemporary synthetic methods, to offer examples of the application of sophisticated reagents, to afford practice in modern separation and purification approaches, and provide scope for hands-on acquisition of Nuclear Magnetic Resonance (NMR) spectra.

Applies to requirement(s): Meets No Distribution Requirement

A. Figueiredo

Instructor permission required.

Coreq: CHEM-302.

Notes: Second half of semester

Credits: 1

### CHEM-307 Chemical Thermodynamics

Not Scheduled for This Year

A consideration of the contribution of thermodynamics to the understanding of 'driving forces' for the physical chemical changes and the nature of the equilibrium state.

Applies to requirement(s): Math & Sciences

W. Chen

Prereq: Mathematics 102, Physics 110, and Chemistry 202 with grade of C or better.

Credits: 4

### CHEM-308 Chemical Thermodynamics with Lab

Fall

A consideration of the contribution of thermodynamics to the understanding of the 'driving forces' for physical chemical changes and the nature of the equilibrium state.

Applies to requirement(s): Math & Sciences

W. Chen

Prereq: Mathematics 102, Physics 110, and Chemistry 202 with grade of C or better.; Coreq: CHEM-308L.

Credits: 4

### CHEM-311 Protein Biochemistry and Cellular Metabolism

Fall

This course is a rigorous introduction to the study of protein molecules and their role as catalysts of the cell. Topics include general principles of protein folding, protein structure-function correlation, enzyme kinetics and mechanism, carbohydrate and lipid biochemistry, and metabolic pathways (catabolic and anabolic) and their interaction and cross-regulation. Biological transformation of energy is considered in light of the principle of thermodynamics.

Crosslisted as: Biochemistry 311, Biological Sciences 311

Applies to requirement(s): Math & Sciences

V. Lukose

Prereq: Biological Sciences 210 and Chemistry 302.; Coreq: CHEM-311L.

Advisory: Biological Sciences 210 can be taken concurrently

Credits: 4

### CHEM-314 Nucleic Acids Biochemistry and Molecular Biology

Spring

This course is an in-depth examination of DNA and RNA structures and how these structures support their respective functions during replication, transcription, and translation of the genetic material. Emphasis is on the detailed mechanisms associated with each step of gene expression. Discussions

incorporate many recent advances brought about by recombinant DNA technology.

Crosslisted as: Biochemistry 314, Biological Sciences 314

Applies to requirement(s): Math & Sciences

V. Lukose

Prereq: Biological Sciences 210 and Chemistry 302.; Coreq: CHEM-314L.

Advisory: Chemistry 302 can be taken concurrently

Credits: 4

### CHEM-317 Introduction to Polymer Chemistry

Not Scheduled for This Year

An introduction to the study of molecules of high molecular weights with emphasis on synthetic rather than naturally occurring polymers. Topics include polymerization, structures, molecular weight determination, molecular weight distribution, chain configurations, rubber elasticity, and thermodynamics and statistical mechanics of polymer solutions.

Applies to requirement(s): Math & Sciences

W. Chen

Prereq: Chemistry 302.

Notes: offered once every three years

Credits: 4

### CHEM-325 Atomic and Molecular Structure with Lab

Spring

This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds.

Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.

Applies to requirement(s): Math & Sciences

W. Chen

Prereq: Mathematics 102, Chemistry 202, and Electromagnetism (Physics 216/190/201), all with grade of C or better. Mathematics 203 is recommended.;

Coreq: CHEM-325L.

Credits: 4

### CHEM-326 Atomic and Molecular Structure

Not Scheduled for This Year

This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds.

Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.

Applies to requirement(s): Math & Sciences

W. Chen

Prereq: Mathematics 102, Chemistry 202, and Electromagnetism (Physics 216/190/201), all with grade of C or better. Mathematics 203 is recommended.

Credits: 4

### CHEM-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering

Not Scheduled for This Year

The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.

Crosslisted as: Physics 328

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Writing-Intensive

*M. Gomez*

*Prereq: Math 102 and Physics 216.*

*Credits: 4*

### **CHEM-334 Advanced Inorganic Chemistry**

*Spring*

The implications of molecular symmetry as expressed in the language of group theory are explored in some depth. Group theory provides the context for a discussion of the structural and spectroscopic properties of inorganic compounds, particularly those of the transition metals.

*Applies to requirement(s): Math & Sciences*

*D. Cotter*

*Prereq: Chemistry 302 and 325 (Chemistry 325 may be taken concurrently with this course. Apply for instructor permission in this case.)*

*Notes: offered every other year*

*Credits: 4*

### **CHEM-337 Physical Organic Chemistry**

*Not Scheduled for This Year*

An introduction to the concepts and methods of physical organic chemistry. An examination of the mechanistic principles underlying free radical, ionic, pericyclic, and photochemical reactions, and the experimental and theoretical support for mechanistic postulates. Topics will include qualitative molecular orbital concepts, reaction kinetics, thermodynamics, and an introduction to computational methods.

*Applies to requirement(s): Math & Sciences*

*G. Snyder*

*Prereq: Chemistry 302.*

*Credits: 4*

### **CHEM-339 The Organic Chemistry of Biological Pathways**

*Spring*

This course explores the underlying organic chemistry of biological pathways and thereby seeks to build a framework for understanding biological transformations from the perspective of mechanistic organic chemistry. Beginning with common biological mechanisms, and drawing parallels with their sophomore organic chemistry counterparts, a broad overview will be constructed of the pathways by which the key classes of biological molecules--lipids, carbohydrates, amino acids, nucleotides--are manufactured, modified, and consumed. Several specific biosyntheses will also be dissected from a mechanistic perspective. These case studies will include antibiotics, an alkaloid, and heme.

*Applies to requirement(s): Math & Sciences*

*D. Hamilton*

*Prereq: Chemistry 302 and permission of instructor.*

*Credits: 4*

### **CHEM-344 Physical Chemistry of Biochemical Systems**

*Not Scheduled for This Year*

This course provides an overview of the fundamental principles of physical chemistry with an emphasis on their application to the study of biological molecules and processes. Topics will include quantum mechanics, statistical mechanics and thermodynamics. Discussion of applications will relate commonly used experimental techniques -- such as spectroscopy and calorimetry -- to the fundamental principles on which they are based. In addition, students will gain experience and confidence in the use of mathematical models to describe biochemical systems.

*Applies to requirement(s): Math & Sciences*

*A. van Giessen*

*Prereq: Chemistry 202, Math 102 and Physics 110 with a grade of C or better.*

*Credits: 4*

### **CHEM-346 Physical Chemistry of Biochemical Systems With Lab**

*Fall*

This course provides an overview of the fundamental principles of physical chemistry with an emphasis on their application to the study of biological molecules and processes. Topics will include quantum mechanics, statistical mechanics and thermodynamics. Discussion of applications will relate commonly used experimental techniques -- such as spectroscopy and calorimetry -- to the fundamental principles on which they are based. In addition, students will gain experience and confidence in the use of mathematical models to describe biochemical systems.

*Applies to requirement(s): Math & Sciences*

*A. van Giessen*

*Prereq: Chemistry 202, Math 102 and Physics 110 with a grade of C or better.;*

*Coreq: CHEM-346L.*

*Credits: 4*

### **CHEM-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes: Note: See safety training restrictions in description of Chemistry 295*

*Credits: 1-8*

*Course can be repeated for credit.*

### **CHEM-399 Comprehensive Seminar**

*Fall and Spring*

A seminar series consisting of meetings on alternate weeks to discuss articles from the current chemical literature. The readings will prepare students for attendance at lectures on the chosen topics in the remaining weeks. The lectures are given primarily by visiting speakers, but they may include department faculty. Students will serve as discussion leaders, and each student will write a paper on a presentation of her choice.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Gomez*

*Restrictions: This course is open to Juniors and Seniors.; This course is limited to Chemistry majors only.*

*Credits: 2*

*Course can be repeated for credit.*

*Grading: CR/NC Grading only (no letter grading).*

## **See Also**

- Biochemistry
- Engineering
- Dual Degree Engineering

# Chinese

The minor in Chinese is administered by the Asian Studies Committee: Professors Gabriel (economics; on leave Fall 2015), Hachiyonagi (art), Hashmi (international relations), Khory (politics), I. Peterson (Indian literature, cultural history, and Hinduism), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature; on leave 2015-16); Lecturers Xu (Chinese) and Yan (Chinese); Teaching Associate Kao (Chinese); Visiting Lecturer Lee (Chinese).

## Overview

The Chinese program offers four levels of courses. In addition to intensive training of skills in listening, speaking, reading, and writing, the program emphasizes the connection between curriculum and career and tries to create opportunities for students to use their acquired language skills in daily life and to learn other subjects. Fourth level Chinese courses are designed with the concept of “using Chinese to learn” and a specific subject to be studied in Chinese (such as film, journalism, and business). The department has a summer intensive language program at Peking University and a spring abroad program at Shanghai University of Finance and Economics. Students who study Chinese may choose to complete the minor in Chinese listed here or the major in East Asian Studies for which language study is a principal component.

## Contact Info

Kristin McMillan, senior administrative assistant  
Sohail Hashmi, chair  
Website: <http://www.mtholyoke.edu/acad/asian/>

## Requirements for the Minor

### Credits

- At least 16 credits of Chinese language courses at the 200 level or higher

### Courses

- At least two 300-level courses in Chinese
- Independent Studies (295 or 395) do not count toward the minor
- Language courses that are not taken at MHC must be approved by the head of the Chinese program at Mount Holyoke College to count toward the minor
- Courses taught in English do not count toward the minor

## Course Offerings

### ASIAN-212 Second Year Chinese I

Fall

This course places equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia materials.

*Applies to requirement(s): Humanities; Language*

L. Yan

*Prereq: Asian Studies 111.; Coreq: ASIAN-212L.*

*Advisory: Asian Studies 111 or equivalent (contact Ms. Yan for placement)*

*Credits: 6*

### ASIAN-213 Second Year Chinese II

Spring

This course continues Asian Studies 212, Second Year Chinese I. There is equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia practice.

*Applies to requirement(s): Humanities; Language*

L. Xu

*Coreq: ASIAN-213L.; Prereq: Asian Studies 212.*

*Advisory: Asian Studies 212 or equivalent (contact Ms. Xu for placement)*

*Credits: 6*

### ASIAN-310 Third Year Chinese I

Fall

This course helps students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language*

A. Kao

*Prereq: Asian Studies 213.*

*Advisory: Asian Studies 213 or equivalent (contact Ms. Wang for placement)*

*Credits: 4*

### ASIAN-311 Third Year Chinese II

Spring

This course continues Asian Studies 310, Third Year Chinese I, in helping students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Applies to requirement(s): Humanities; Language*

A. Kao, L. Xu

*Prereq: Asian Studies 310.*

*Credits: 4*

### ASIAN-312 Newspaper Reading and Journalistic Practices in China

Fall

This course advances students' Chinese reading, writing, listening, and speaking skills by studying journalistic reports on the most pressing issues in China and the U.S. It also introduces the formal expressions, writing styles, and terminology commonly used in Chinese media. In addition, the course intends to help familiarize students with various media channels and agencies, understand the challenges of journalistic practice in the internet age, and enhance students' critical thinking and analytical skills by broadening their perspective and comparing Chinese and English media sources. Conducted mainly in Chinese with the addition of relevant English materials.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

L. Xu

*Prereq: Asian Studies 311.*

*Advisory: Asian Studies 311 or equivalent (contact instructor for placement)*

*Credits: 4*

### ASIAN-313 Advanced Chinese Reading

#### ASIAN-313LW Advanced Chinese Reading: 'Literary Works and Social Issues'

*Not Scheduled for This Year*

The course will advance students' communication skills in Chinese language through the study of contemporary Chinese literary and nonliterary works. The focus of the course is on short stories by famous writers such as Yu Hua, Su Tong, and Wang Meng. The course also features other types of literary materials such as essays, drama scripts, poems, and television dramas. Materials on pressing social, political, and economic issues from scholarly Chinese journals, newspapers, and Web sites will also be used. The class will be conducted entirely in Chinese.

*Applies to requirement(s): Language; Multicultural Perspectives*

*L. Xu*

*Prereq: Asian Studies 311.*

*Credits: 4*

#### **ASIAN-314 Learning Chinese through Film**

*Fall*

This course will improve students' four communication skills (reading, writing, listening, and speaking) by studying contemporary Chinese films, including several prize winners/nominees by internationally acclaimed directors such as Zhang Yimou, Li An, and Chen Kaige. The class will watch the films and then use the synopses and selected dialogues from the scripts as reading materials to facilitate both linguistic and cultural learning. Social and cultural issues reflected in the films will be discussed. The class will be conducted mainly in Chinese.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*L. Xu*

*Prereq: Asian Studies 311.*

*Advisory: Asian Studies 311 or equivalent (contact Ms. Xu for placement)*

*Credits: 4*

#### **ASIAN-315 Business Chinese**

*Spring*

This course will improve students' four communication skills (reading, writing, listening, speaking) by studying business-related materials in Chinese. Teaching materials include essays, dialogues, business cases, newspaper articles, and supplementary audio-visual materials. Students will learn about the economic and business environment in China. Through case study, students will learn about the business models of selected influential Chinese companies and of international firms that successfully entered the Chinese market. The course will develop students' Chinese proficiency at an advanced level, focusing on language skills for use in business. The class will be conducted entirely in Chinese.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*L. Yan*

*Prereq: Asian Studies 311.*

*Credits: 4*

### **See Also**

- East Asian Studies
- Asian Studies

# Classics

The major and minor in classics is administered by the Department of Classics and Italian: Professors Debnar (on leave Spring 2016), Sumi; Associate Professor Arnold.

## Overview

The discipline of classics comprises the study of the language, literature, history, culture, and society of the Greeks and Romans and of the ancient Mediterranean world from about the eighth century BCE to the fifth century of our own era (c. 476 CE). Literary genres (such as epic poetry, drama, and historiography), political institutions and ideals (such as democracy and free speech), as well as principles of philosophy and science are all part of the rich legacy that the ancient Greeks and Romans bequeathed to western Europe. Many of their ideas and institutions were consciously revived in the Renaissance and Enlightenment and remain with us today.

The department offers courses in ancient Greek and Latin at all levels (for Sanskrit, see Asian Studies), as well as a wide array of courses (in English) approaching the culture and history of Greek and Roman antiquity from a variety of perspectives. Majors have the opportunity to spend part or all of their junior years abroad (e.g., in Rome, Athens, or Great Britain).

The department offers four majors. The classics major is a 40-credit major combining the study of both ancient Greek and Latin with a variety of courses in ancient history, art, philosophy, politics, or religion. Students who declare a classics major automatically fulfill the College's "outside the major" requirement.

Students may also major in Greek or in Latin or in ancient studies.

## Contact Info

Kristin McMillan, senior administrative assistant  
Geoffrey Sumi, professor of Classics

## Requirements for the Major

### Credits

- A minimum of 40 credits, including:
  - At least 8 total credits in each language at the 200 level or above.
  - At least 20 credits at the 300 level, 12 of which must be in Latin or Greek.
  - After consulting with her advisor, a major may choose from a variety of related courses in art history, Asian studies, classics (in English), history, politics, or religion at the 200 level or above. Courses at the 100 level normally do not count toward the major; however, in the case of second (or third) languages, 8 credits of Greek, Latin, or Sanskrit at the 100 level may count toward the major.

Students anticipating graduate work in classics should begin the study of both Greek and Latin as soon as possible.

## Requirements for the Minor

### Credits

- A minimum of 16 credits in the ancient languages, including at least 4 at the 300 level
- The 16 credits must include courses in both languages; 4 credits at the 100 level in the second language may count toward the minor.

## Teacher Licensure

Students interested in pursuing licensure in the fields of Latin and classics can combine their course work in Latin and classics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the majors of Latin and classics, please consult your advisor or the chair of the classics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the classics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in Great Britain. Arcadia College and College Year in Athens both offer programs in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also apply to summer sessions of the American School of Classical Studies at Athens.

## Course Offerings

### CLASS-205 Cleopatra: "The Not Humble Woman"

*Not Scheduled for This Year*

In this course Cleopatra will be considered both as a political figure of importance in her own right and also as an enemy queen, representing a presumptuous challenge to the political hegemony and cultural values of the Romans. She may serve, therefore, as a lens through which one may view social and political tensions within Roman society over the nature of authority and empire. Readings include Vergil, Horace, Propertius, Lucan, Caesar, Sallust, Plutarch and the plays of Shakespeare and Shaw, where she is ambivalently portrayed as a woman who desires power or, contrariwise, as a romantic idealist who scorns temporal powers in fulfillment of private desires.

*Applies to requirement(s): Humanities*

*B. Arnold*

*Notes: Taught in English*

*Credits: 4*

### CLASS-211 Gods and Mortals: Ancient Greek and Roman Myth

*Fall*

We will accompany Odysseus on his return from Troy, retrieve the Golden Fleece with Jason, and race with Ovid through his witty--and often troubling--retelling of Greek myths from a Roman perspective. This course examines how Greek and Roman authors and artists from very different periods used myth to explore questions about life, art, and politics. Works include: Homer, *Odyssey*; Apollonius of Rhodes, *Argonautica*; Ovid, *Metamorphoses* and *Heroides*; Greek tragedy, and ancient images representing myths.

*Applies to requirement(s): Humanities*

*P. Debnar*

*Advisory: Most seats will be reserved for first-years and sophomores*

*Notes: Taught in English. Optional screenings of films related to ancient myth.*

*Credits: 4*

**CLASS-212 Greek Tragedy, American Drama, and Film***Not Scheduled for This Year*

This course examines the critical influence of the three most important Athenian dramatists, Aeschylus, Sophocles, and Euripides, on the works of modern dramatists and filmmakers, including Eugene O'Neill, Tennessee Williams, Arthur Miller, Roman Polanski, Woody Allen, Ridley Scott, Jules Dassin, Theodoros Angelopolous, and others. Attention is given to the different concepts of tragedy underlying the genre, such as the tragedy of self-knowledge and illusion, the tragedy of desire, the tragedy of sin and redemption, and tragedy as protest against social injustice.

*Applies to requirement(s): Humanities**B. Arnold**Notes: Taught in English. 2 meetings (75 minutes) plus 1 screening**Credits: 4***CLASS-225 Athenian Democracy and Its Foes***Spring*

Democracy first took root in Athens in the late sixth century BCE and flourished, with only brief interruptions, until the city came under the power of Macedon in the latter part of the fourth century BCE. This course will trace the development of Athenian democracy and examine such topics as citizenship; the role of women, the family, and non-citizens in Athens; the legal system; education; and public entertainment. It will also compare democratic Athens with Sparta, its antithesis in the classical period. Sources will include Herodotus, Thucydides, Aristophanes, Plato, Aristotle, Demosthenes, and others.

*Applies to requirement(s): Humanities**P. Debnar**Credits: 4***CLASS-228 Ancient Rome***Fall*

Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome's republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.

*Crosslisted as: History 228**Applies to requirement(s): Humanities**G. Sumi**Credits: 4***CLASS-260 Knowing God***Spring*

This course examines the following key texts from the ancient world that treat significantly the problem of knowing God and the mystery enveloping such knowledge: Sophocles' *Oedipus the King*, Plato's *Phaedo*, Cicero's *Concerning the Nature of the Gods*, Job, Paul's *Epistle to the Romans*, and others. Attention is also given to the different ways of thinking about the divine and human natures in these works, which are broadly reflective of Graeco-Roman and Judaeo-Christian value systems.

*Applies to requirement(s): Humanities**B. Arnold**Credits: 4***CLASS-295 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-4**Course can be repeated for credit.***CLASS-329 Politics and Greek Tragedy***Not Scheduled for This Year*

Students in this course will explore ancient Greek tragedy as a way of thinking through such central problems of political life as freedom, identity, responsibility, and justice. The course will place the ancient texts in their particular historical context, while also attending to the material as a springboard for confronting contemporary political questions. The course will also address the broader implications of turning to ancient material and to literature as sources for political theorizing.

*Crosslisted as: Politics 329**Applies to requirement(s): Social Sciences**E. Markovits**Prereq: 8 credits in Politics or Classics.**Credits: 4***CLASS-349 Socrates Against the Sophists***Not Scheduled for This Year*

In a number of Plato's dialogues we find the character Socrates debating various sophists--itinerant teachers-for-hire whose views were often diametrically opposed to Socrates' own. This seminar is structured around a close, careful reading of three such dialogues: the Euthydemus, the Protagoras, and the Gorgias. These dialogues will offer a general introduction to Socratic philosophy, but we will also focus on a few issues in much greater detail. Chief among those special topics will be questions about the nature and value of moral knowledge, the possibility of moral education, and the efficacy of the Socratic method of inquiry.

*Crosslisted as: Philosophy 350NT**Applies to requirement(s): Humanities**D. Hagen**Prereq: 8 credits in Philosophy or Classics (or in a combination of Philosophy and Classics).**Credits: 4***CLASS-395 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-8**Course can be repeated for credit.***See Also**

- Ancient Studies
- Greek
- Latin

# Five College Certificate in Coastal and Marine Sciences

## Overview

The Five College Coastal and Marine Sciences certificate enables students to select from a wide variety of marine-science-related courses, including coastal and marine ecology/geology, resource management and public policy, oceanography and coastal engineering to create a cohesive concentration.

Under the guidance of their faculty advisor for the certificate, students complete the three components of the program:

- a progressive series of courses available within the five campuses and in approved academic off-campus programs, such as Sea Education Association, School for Field Studies, Williams-Mystic, Duke University Marine Lab, Shoals Marine Lab, and others.
- proficiency in field/lab work through intensive field courses or internships.
- and a “capstone” independent, marine-related research project that will count toward the certificate.

## Requirements for the Certificate

Requirements, as applicable to those joining the certificate program in 2015-16. (Students who began the certificate before Spring 2015 may complete the former or current requirements.)

## Courses

- A minimum of six approved courses (18 credit minimum), including at least one course in each of the following three categories:
  - marine ecology and biodiversity
  - marine geology and chemistry
  - resource management and policy
- At least three of the six courses must be above introductory level, and in at least two fields of study (for example, they must not all be geology courses).
- At least two of the six courses must have a heavy concentration in coastal and marine sciences. These are annotated as such on the list of approved courses for the certificate available at: <https://www.fivecolleges.edu/marine/courses>. An introductory course in oceanography is strongly recommended.
- Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.
- Courses taken at other institutions (study abroad, domestic exchange, and transfer credits) may be applied towards the certificate, as long as approved by the certificate advisor. Study away programs with courses frequently approved for the certificate are listed on the certificate’s website: [www.fivecolleges.edu/marine/opportunities](http://www.fivecolleges.edu/marine/opportunities)

## Field/Lab Experience

Students must demonstrate competency in data collection by completing a minimum of 80 cumulative hours of coastal and marine-related field and/or lab work. This can be achieved by an appropriate combination of:

- Courses that include field/lab experience (field trips, outdoor or indoor laboratory or practicum, field research). These courses may be taken among the Five Colleges or an approved study away program.
- An approved summer internship, job, or volunteer experience in a coastal or marine environment.
- Work on the independent, marine-related research project (see below).

Field opportunities: [www.fivecolleges.edu/marine/opportunities](http://www.fivecolleges.edu/marine/opportunities)

Students must meet with FCCMS advisors ahead of time to ensure that internships, courses, field trips, etc. will meet the field/lab requirement. Students are required to keep a log of their field/lab experience hours for advisor approval and submission with the certificate application, available at [www.fivecolleges.edu/marine/certificate](http://www.fivecolleges.edu/marine/certificate), and are encouraged to meet with their FCCMS advisor once per semester to review progress.

## Independent Research Project:

Students must consult with FCCMS advisors to develop and complete an independent marine-related research project typically completed during the junior or senior year. Research projects may be based upon work begun during an internship, field course, volunteer or job experience. Requirements for this research project include:

- A research project proposal, which must be submitted to the FCCMS advisor for review before the research is conducted; the research itself may be overseen by another faculty member or scientist. The research project proposal form is available at: [www.fivecolleges.edu/marine/certificate](http://www.fivecolleges.edu/marine/certificate)
- Poster presentation: The research project will culminate in a poster, to be presented at FCCMS symposia offered in November and April. Students will seek feedback from FCCMS advisors during poster development, prior to poster presentation.

## Faculty/Contact

Students interested in working toward the FCCMS should contact Cindy Bright, Program Coordinator, at [marinesci@smith.edu](mailto:marinesci@smith.edu) or 413-585-3799 to schedule an introductory meeting. After beginning the introductory course of study, students must select a FCCMS faculty advisor. Advisors at Mount Holyoke College are Renae Brodie (biological sciences), and Al Werner (geology). Further information is available at <https://www.fivecolleges.edu/marine/certificate>



# Five College Certificate in Cognitive Neuroscience

## Overview

Cognitive neuroscience is the study of mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The program of study is designed to offer students the opportunity to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The certificate program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy, and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

The certificate encourages students to follow a program distinct from, and yet complementary to, majors such as neuroscience and behavior, philosophy, or psychology.

## Requirements for the Certificate

### Courses

- At least one course in each of six areas of study:
  - Overview of cognitive science
  - Scientific foundations (physics, computer science, chemistry, and biology)
  - Research methods, design, and analysis
  - Philosophy of mind
  - Neuroscience (neuroanatomy and neurophysiology)
  - Advanced topics
- At least one semester of independent research through a thesis, course project, or special study. The course project may be completed in conjunction with one of the classes listed under the Research Methods area. An adviser-approved summer research project would also meet the research requirement.

## Faculty/Contact

For further information, consult with the Mount Holyoke College advisor for this certificate, Katherine Binder, Department of Psychology and Education, or see [www.fivecolleges.edu/sites/cogneuro/](http://www.fivecolleges.edu/sites/cogneuro/).

## See Also

- Neuroscience and Behavior

# College Courses

College Courses are liberal arts courses taught outside of departments or programs.

## Course Offerings

### **COLL-110 Science in the World**

*Fall*

This seminar is designed for students who have transferred to Mount Holyoke to pursue a major in the sciences or mathematics. Through it, we connect you to people and resources that will help you fully engage in the sciences at Mount Holyoke. We will study an interdisciplinary science topic (the biology of stress), use the primary literature as a text, and gain practice with writing. You will learn some of the common expectations of upper-level science courses and find out about resources to help you succeed. In addition, you will gain practice assessing and articulating your skills as we walk through finding and applying for a science or math internship.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Bacon, B. Packard*

*Restrictions: Course limited to transfer students in their first semester*

*Credits: 1*

### **COLL-211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education**

*Fall*

Learn to speak with confidence and clarity about your summer internship or research project. What have you learned? How is it useful? What are your next steps? Students will reflect on their experience and collaborate with others to generate useful knowledge. Required for the Nexus but open to all students. For more information, email [nexus@mholyoke.edu](mailto:nexus@mholyoke.edu).

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Douglas, E. Townsley*

*Notes: Class meeting dates: 9/14, 9/21, 9/28, 10/5, 10/19, 10/23 (LEAP Symposium), 10/26. All students will present at LEAP Symposium on 10/23.*

*Credits: 2*

### **COLL-225 Topics in Leadership**

#### **COLL-225LP Topics in Leadership: 'Leadership and Public Service'**

*Fall*

What does leadership in the public sphere look like? What does it mean to be an influential leader as an elected official, a policy advocate, or a public servant? In this six-week course, we will examine research literature and case examples, and hear from speakers from different aspects in the public service realm. Topics will include leadership capacities, issue advocacy, working with constituents, women's experiences, and effective mentoring and networking. Students will complete one project relevant to public impact.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Lansberry, B. Packard*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Half-semester course.*

*Credits: 1*

*Course can be repeated for credit.*

*Grading: CR/NC Grading only (no letter grading).*

#### **COLL-225WL Topics in Leadership: 'Women, Business, and Leadership Development'**

*Not Scheduled for This Year*

What does leadership mean and what does it look like? What does it mean to become as leader in a business context? And what does this mean for women? In this half-semester course, we will examine research literature and case examples from various business contexts including small businesses, nonprofits, and larger corporations. Topics will include: leadership capacities, models of leading and managing, effective mentoring and networking, women's career development, and negotiation and influence.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Lansberry, B. Packard*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Half-semester course.*

*Credits: 1*

*Grading: CR/NC Grading only (no letter grading).*

### **COLL-250 Seminar**

#### **COLL-250WG Seminar: 'War: What Is It Good For?'**

*Spring*

A multidisciplinary examination of the various ways humans have understood, represented, experienced, and justified war over time and across cultures. The course considers the representation of war through art, literature, and music. It analyzes possible causes of war, including innate human drives, gender differences, socialization, and economic and resource competition. In addition, it examines justifications for war from a range of ethical perspectives. Faculty from various disciplines will be asked to guest lecture.

*Applies to requirement(s): Humanities*

*S. Hashmi*

*Credits: 4*

# Complex Organizations

The minor in complex organizations is administered by the Economics department. Advisors in Complex Organizations: Michael Robinson (economics, chair); Assistant Professor Steven Schmeiser. Faculty: Michael Robinson (economics, chair); Assistant Professor Steven Schmeiser, Visiting Professor Butterfield. Visiting Lecturer Stenn.

## Overview

The Complex Organizations Program is an interdisciplinary liberal arts offering that focuses on the behavior of individuals and groups in a variety of organizational settings. The program studies the theory and nature of organizations and challenges students to examine critically and imaginatively a range of current issues affecting organizational life (ethics, decision making, privacy, patterns and practices of discrimination, finance, career paths). The program is meant to complement a major in any field by providing a number of methodologies for dealing flexibly with the issues graduates will face in the workplace.

## Contact Info

Dawn Larder, senior administrative assistant  
Michael Robinson, chair

## Requirements for the Minor

### Credits

- 16 credits

### Courses

- 16 credits at the 200 or 300 level selected from the complex organizations courses listed in this section. (With the chair's permission, comparable Five College courses may be elected.)
- Courses included in the minor may not be the same courses used for the completion of a major.

### Other

- An internship in an organization is strongly encouraged but not required for the minor.

## Course Offerings

### COMOR-205 Financial Accounting

*Spring*

The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret, and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic (+, -, \*, /) and a familiarity with a spreadsheet program is suggested.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Non-Liberal Arts*

*S. Schmeiser*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### COMOR-212 Individuals and Organizations

*Fall*

This course focuses on individual and small-group behavior in the organizational setting. The basic objective is to increase knowledge and understanding of human behavior in organizations - especially each individual's own behavior. Three types of knowledge are stressed: (1) intellectual information regarding human behavior in an organizational context; (2) understanding of oneself as a person and as a leader; and (3) behavioral skills in dealing with people.

*Crosslisted as: Psychology 212*

*Applies to requirement(s): Social Sciences*

*D. Butterfield*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### COMOR-218 Perspectives in Global Business

*Fall*

We will study the behavior of consumers, producers, and their interactions in markets. How do consumer, producer, and social welfare depend on market organization and regulatory institutions? How do competition and international trade affect consumers and firms? How do the decisions that businesses make affect employees, customers, suppliers, the community, and the environment? How do businesses make decisions about advertising and pricing? We will use case studies and microeconomic theory to explore these and other questions.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Schmeiser*

*Credits: 4*

### COMOR-249 Non-Profit Business Practice

*Spring*

This course introduces students to the issues and challenges of leading a non-profit organization. Covered topics include dealing with boards, workers and volunteers and external agencies. We will consider funding and revenue sources as well as cost management. Finally, the course will explore strategic planning and program evaluation. The course will feature an embedded practitioner with substantial leadership experience in higher education.

*Applies to requirement(s): Social Sciences*

*M. Robinson*

*Notes: The course will be a case study based course and students will be required to do a substantial project on a non-profit of their choosing.*

*Credits: 4*

### COMOR-295 Independent Study

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### COMOR-299 Leadership in the Liberal Arts

#### COMOR-299LA Topic: Leadership in the Liberal Arts

*Spring*

What makes a great leader? Can we identify who should be a leader? Are leaders born or made? How does an education in the liberal arts prepare someone to become a leader? Through reading a mix of the Great Books of Western Civilization (e.g., Homer, Plato, Shakespeare) and contemporary classics in leadership studies, we will explore these and many other related questions.

*Applies to requirement(s): Social Sciences*

*J. Hartley*

*Credits: 4*

**COMOR-349 Advanced Topics:****COMOR-349EN Advanced Topics: 'Entrepreneurship'***Fall*

This course is for students interested in starting their own businesses, creative ventures, or social enterprises to solve local or global problems. We will explore what it means to have an entrepreneurial attitude, lifestyle and mindset, and the relational brokerage work involved in advancing entrepreneurial ideas.

Throughout the course, students will gain hands-on experience with putting theories into action as they utilize the lean business model canvas to advance their ventures. The course will contribute to students' ability to identify important personal and societal needs (along with the values that drive them), and to understand how different business models can be harnessed to address those needs.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Stenn*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

**COMOR-395 Independent Study***Fall and Spring**The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**Related Courses in Other Departments**

Available for credit in complex organizations. See department listings for course descriptions.

*Economics*

215	Economics of Corporate Finance
301	Advanced Game Theory
307	Seminar in Industrial Organization
338	Money and Banking
345	Corporate Governance

*International Relations*

270	American Foreign Policy
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*Politics*

313	Politics of Poverty
353	Politics of Work

**See Also**

- Economics
- Global Business

# Computer Science

The major and minor in computer science are administered by the Department of Computer Science: Associate Professors Ballesteros, Lerner, St. John; Assistant Professors Pon-Barry, Sheldon. Visiting Lecturers DeFlumere, Klemperer.

## Overview

Computer science is an exciting field with applications across many other disciplines, including biology, chemistry, physics, environmental science, mathematics, economics, sociology, psychology, and art. The main role of a computer scientist is that of a problem solver. A degree in the field signifies formal training in computational and analytical approaches to problem solving as well as the skills necessary to develop software to tackle new challenges. These computational approaches can be applied to a wide spectrum of problems, including protein folding and flexibility, modeling and forecasting bird migration, improving on the capabilities of search engines to retrieve the most relevant documents, understanding how the connectedness provided by social networks impact the lives we lead, supporting scientists in the management and analysis of the data they collect, developing video games and computer animations, and more. In truth, it is difficult to think of a scenario in which the tools acquired in computer science do not provide a powerful advantage.

## Getting Started

The recommended way to begin a study of computer science is with Computer Science 101. This course is an introduction to the use of computers as a problem-solving tool. Students with programming experience may consider beginning with 201. Any member of the computer science faculty can advise students who have questions about their course of study. COMSC-101 and 201 are offered both semesters.

## Contact Info

Wendy Queiros, senior administrative assistant  
Barbara Lerner, chair

## Requirements for the Major

### Credits

- A minimum of 40 credits

### Courses

- Computer science (36 credits):
  - 101, Problem Solving and Object-Oriented Programming
  - 201, Advanced Object-Oriented Programming
  - 211, Data Structures
  - 221, Computer System & Assembly Language
  - 312, Algorithms
  - 322, Operating Systems
  - Three additional computer science courses (12 credits). Two of these must be at the 300 level (8 credits). The third may be at either the 200 level or 300 level (4 credits). Independent study courses do not count as electives.
- Mathematics (4 credits):
  - 232, Discrete Mathematics

The skills and abstract reasoning of mathematics are especially important in computer science. It is strongly recommended that students take additional mathematics courses (at least through Mathematics 101 and 102). Mathematics 211, Linear Algebra, is very useful for some fields, like machine learning and computer graphics. Computer science majors who elect a mathematics or

statistics minor may not count Mathematics 232 for credit in both mathematics or statistics and computer science.

Students may also count Philosophy 225, Symbolic Logic as an elective because of its strong connection to the foundations of computer science.

Students planning to pursue an advanced degree in computer science should take additional computer science courses and include independent research leading to a thesis in their plans.

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

- Computer science:
  - 101, Problem Solving and Object-Oriented Programming
  - 201, Advanced Object-Oriented Programming
  - 211, Data Structures
  - Two additional computer science courses (8 credits), including one at the 300 level. The second can be at either the 200 level or 300 level.

## Other

### Honors

To graduate with honors in computer science, a student must complete a project and write an accompanying thesis. This is often a full year commitment, during which the student works closely with a faculty member to explore a topic in depth by reading research papers, writing programs, and experimenting with ideas. Preliminary research usually begins in the summer following her junior year, with the student submitting and defending a thesis proposal early in the fall of her senior year. Upon department approval of this proposal, she will complete the research during her senior year, writing and defending her thesis in the spring. Some honors students attend conferences and/or coauthor papers with their mentors.

## Programming-Intensive Courses

Courses designed to offer students significant software design and programming experience are labeled as "Programming intensive."

## Course Offerings

### COMSC-100 An Introduction to Computer Science

*Fall and Spring*

An introduction to basic computer science concepts with a focus on Python programming to manipulate images and sounds. Laboratory assignments will provide the main programming opportunities with Python, images, and sounds, while lectures will cover topics such as the origins of computing, computer architecture, artificial intelligence, and robotics.

*Applies to requirement(s): Math & Sciences*

*B. Lerner, The department*

*Coreq: COMSC-100L.*

*Notes: Students should NOT take this course after Computer Science 101*

*Credits: 4*

**COMSC-101 Problem Solving and Object-Oriented Programming***Fall and Spring*

Computers are used every day for an enormous variety of tasks, from playing games and chatting with friends to transferring billions of dollars, delivering radiation treatments, and controlling the electrical grid. Computer programs are an essential ingredient in allowing for this great diversity of applications. In this course, you will learn to create your own programs, based on core programming concepts and analytical problem solving approaches. You will develop dynamic programs by first using Adobe Flash AS3 (ActionScript 3), the technology behind many Web applications. The last portion of the course will teach you Java, a very popular modern programming language. We assume no prior study of computer science. Programming intensive.

*Applies to requirement(s): Math & Sciences**A. DeFlumere, A. St. John, The department**Coreq: COMSC-101L.**Credits: 4***COMSC-103 Networks***Fall*

How do opinions, fads, and political movements spread through society? What makes food webs and financial markets robust? What are the technological, political, and economic forces at play in online communities? This course examines connections between the social, technological, and natural worlds through the lens of networks. Students will learn basics of graph theory and game theory and apply them to build mathematical models of processes that take place in networks.

*Applies to requirement(s): Math & Sciences**D. Sheldon**Credits: 4***COMSC-106 Introduction to Scientific Computing***Spring*

The matrix-based programming language Matlab will be used to introduce students to programming and fundamental computing methodologies such as top-down design and objects. Course work will involve vectors, matrices, numerical integration and differentiation, curve-fitting and graphics. The course is programming intensive.

*Applies to requirement(s): Meets No Distribution Requirement**A. St. John**Prereq: Mathematics 101.**Credits: 2***COMSC-109 iDesign Studio***Fall*

Designers are continually innovating ways of incorporating technology into today's world, from projections of butterflies on Grammy performance dresses to "smart" purses that sense when your wallet is missing. The recent emergence of low-cost, user-friendly components is making this new world of design accessible to a broad community. In this course, students will think critically about products already in the marketplace and will be given the tools to create their own designs. A sequence of hands-on workshops on electronics basics and microcontroller programming will provide the surprisingly minimal level of comfort and background in technology required to produce prototypes of these designs.

*Applies to requirement(s): Math & Sciences**P. Klemperer**Credits: 4***COMSC-201 Advanced Object-Oriented Programming***Fall and Spring*

This course builds on the basic programming concepts learned in Computer Science 101. Emphasis is on developing the skills needed to write more

sophisticated programs. This includes strategies to aid in assuring the correctness of programs through the use of assertions and unit testing as well as advanced Java features such as inheritance, polymorphism, and network programming. We will also introduce some widely used data structures such as vectors and linked lists. This course is programming-intensive.

*Applies to requirement(s): Math & Sciences**H. Pon-Barry, The department**Prereq: Computer Science 101 with a grade of C or better.; Coreq: COMSC-201L.**Credits: 4***COMSC-211 Data Structures***Fall and Spring*

Using Java. Solving problems with computers is accomplished by writing programs that operate on data to produce a desired result. The way data is organized and presented to the program can significantly affect its efficiency and simplicity and can sometimes determine whether or not a program can be written to solve the problem at all. This course presents ways of organizing data into 'data structures' and analyzes how structuring the data can improve program performance. This course is programming intensive.

*Applies to requirement(s): Math & Sciences**P. Klemperer, The department**Prereq: Computer Science 201.**Credits: 4***COMSC-215 Software Design***Fall*

Building large software systems introduces new challenges to software development. Appropriate design decisions early in the development of large software can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging, and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, and designing concurrent and fault tolerant systems. Programming intensive.

*Applies to requirement(s): Math & Sciences**B. Lerner**Prereq: Computer Science 201.**Credits: 4***COMSC-221 Computer System & Assembly Language***Fall and Spring*

This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture. Specific topics include assembly language programming, memory, and parallelism. This course is programming intensive.

*Applies to requirement(s): Math & Sciences**L. Ballesteros, The department**Prereq: Computer Science 201; Computer Science 211 also recommended.**Credits: 4***COMSC-243 Topic:****COMSC-243SP Topic: 'Scientific and Parallel Computing'***Fall*

How powerful is your smartphone, tablet, or laptop? Can a computer predict earthquakes or simulate climate change? How much processing power does it take to render a 3D movie? Parallelism is ubiquitous in computing, especially scientific computing, as it increases system performance in the face of ever more challenging applications. Parallelism complicates everything from hardware design to operating systems to algorithms and programming. This course examines issues and techniques for parallel programming, the scientific

applications of parallelism, and the efficiency and complexity of parallel algorithms.

*Applies to requirement(s): Math & Sciences*

*A. DeFlumere*

*Prereq: Computer Science 201.*

*Credits: 4*

### **COMSC-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### **COMSC-311 Theory of Computation**

*Fall*

Are there any limits to what computers can do? Does the answer to this question depend on whether you use a PC or a Mac? Is C more powerful than PASCAL?

This seminar explores these questions by investigating several models of computation, illustrating the power and limitations of each of these models, and relating them to computational problems and applications. Topics include finite state automata, pushdown automata, grammars, Turing machines, the Universal Turing Machine, and computability.

*Applies to requirement(s): Math & Sciences*

*A. St. John*

*Prereq: Computer Science 201 and Mathematics 232.*

*Credits: 4*

### **COMSC-312 Algorithms**

*Spring*

How does Mapquest find the best route between two locations? How do computers help to decode the human genome? At the heart of these and other complex computer applications are nontrivial algorithms. While algorithms must be specialized to an application, there are some standard ways of approaching algorithmic problems that tend to be useful in many applications. Among other topics, we will explore graph algorithms, greedy algorithms, divide-and-conquer, dynamic programming, and network flow. We will learn to recognize when to apply each of these strategies as well as to evaluate the expected runtime costs of the algorithms we design.

*Applies to requirement(s): Math & Sciences*

*D. Sheldon*

*Prereq: Computer Science 211 and Mathematics 232.*

*Credits: 4*

### **COMSC-316 Software Practicum**

*Not Scheduled for This Year*

Tired of writing programs that nobody ever uses? Then, this is the course for you. Software enables enterprises to carry out previously tedious or impossible tasks, but many organizations lack the resources to develop needed software. You will apply your programming skills to develop and deliver software to meet the requirements of a client from the community. You will learn critical communication skills required to work with a client, work as a team with classmates, and experience the software lifecycle from requirements elicitation through delivery. You will synthesize many topics learned in courses as well as new technologies required to complete the project. Programming intensive.

*Applies to requirement(s): Math & Sciences*

*The department*

*Instructor permission required.*

*Prereq: Computer Science 215.*

*Credits: 4*

### **COMSC-322 Operating Systems**

Computer Science 3

*Fall*

An introduction to the issues involved in orchestrating the use of computer resources. Topics include operating system evolution, file-handling systems, memory management, virtual memory, resource scheduling, multiprogramming, deadlocks, concurrent processes, protection, and design principles. Course emphasis: understanding the effects of operating system design on computer system performance. <bThis course is programming intensive</b.

*Applies to requirement(s): Math & Sciences*

*A. DeFlumere*

*Prereq: Computer Science 211 and 221.*

*Credits: 4*

### **COMSC-331 Computer Graphics**

*Not Scheduled for This Year*

The creation of pictorial images using a computer. Topics include drawing of two- and three-dimensional scenes using OpenGL and other graphical environments; transformations of objects (translations, scalings, rotations, shearings) using homogeneous coordinates; creating perspective in three-dimensional drawing; algorithms for enhancing realism and visual effect; and the mathematical underpinnings of graphic design. Students will complete a number of graphics projects based on readings and class discussion. *This course is programming intensive.*

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Computer Science 101 and 211, and at least one of the following:*

*Mathematics 203, 211, or 232.*

*Advisory: Computer Science 211 may be taken concurrently*

*Credits: 4*

### **COMSC-334 Artificial Intelligence**

*Not Scheduled for This Year*

An introduction to artificial intelligence (AI) research issues in fields such as Natural Language Processing and Machine Learning. This course is programming intensive.

*Applies to requirement(s): Math & Sciences*

*H. Pon-Barry*

*Prereq: Computer Science 211 and Mathematics 232.*

*Credits: 4*

### **COMSC-335 Machine Learning**

*Not Scheduled for This Year*

How does Netflix learn what movies a person likes? How do computers read handwritten addresses on packages, or detect faces in images? Machine learning is the practice of programming computers to learn and improve through experience, and it is becoming pervasive in technology and science. This course will cover the mathematical underpinnings, algorithms, and practices that enable a computer to learn. Topics will include supervised learning, unsupervised learning, evaluation methodology, and Bayesian probabilistic modeling. Students will learn to program in MATLAB or Python and apply course skills to solve real world prediction and pattern recognition problems. Programming Intensive.

*Applies to requirement(s): Math & Sciences*

*D. Sheldon*

*Prereq: Computer Science 211, Mathematics 232, and Mathematics 101.*

*Credits: 4*

### **COMSC-336 Intelligent Information Retrieval**

*Not Scheduled for This Year*

Introduces the basic concepts, methodologies, and research findings in information retrieval. Special topics include Web searching, cross-language retrieval, data mining, and data extraction. Completion of this course will

provide the necessary foundation to work in today's business environment where competitive advantage is obtained by retrieving needed information.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Computer Science 211.*

*Credits: 4*

#### **COMSC-341 Topics**

##### **COMSC-341PL Topics: 'Programming Language Design and Implementation'**

*Not Scheduled for This Year*

Ever wonder why there are so many semicolons in Java programs, or what it would mean for a language to not be object-oriented? In this course, we will explore issues related to the design and implementation of programming languages. Along the way, we will discover answers to these questions and more. Topics will include syntax, semantics, runtime support for languages as well as an introduction to functional programming.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Computer Science 211.*

*Credits: 4*

##### **COMSC-341SN Topics: 'Search Technologies for Data Science'**

*Fall*

The explosion of new unstructured and structured data on the web increases the need for approaches for processing very large data sets. In this course, we will explore tools and techniques such as Map-Reduce and Hadoop in the context of search technologies such as web search (e.g. Google) and recommender systems.

*Applies to requirement(s): Math & Sciences*

*L. Ballesteros*

*Prereq: Computer Science 211.*

*Credits: 4*

##### **COMSC-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **See Also**

- Engineering



# Conceptual Foundations of Science

## *Environmental Studies*

240 The Value of Nature

317 Perspectives on American Environmental History

## *History*

284 History, Ecology, and Landscape

The minor in conceptual foundations of science is administered by the Conceptual Foundations of Science Committee: Professors Lass (anthropology), Peterson (physics and mathematics), Rachootin (biological sciences); Associate Professors Cotter (chemistry and critical social thought, co-chair), Farnham (environmental studies), Mitchell (philosophy); Assistant Professor Singer (English, co-chair).

## Overview

The minor in conceptual foundations of science explores the creation, transmission, and use of knowledge about the natural world.

## Contact Info

Donald Cotter, co-chair

Kate Singer, co-chair

## Requirements for the Minor

### Credits

- A minimum of 16 credits

### Courses

- A Gateway Course:
  - Critical Social Thought 248, Science, Revolution, and Modernity, or
  - Environmental Studies 240, The Value of Nature
- Three additional 4-credit courses, at the 200 or 300 level, chosen in consultation with a faculty advisor from the committee, from the faculty-approved list for the minor.
- One-time or occasional offerings appropriate for the minor not appearing on the list of approved courses may be included with approval of the committee chair.
- Students may also take appropriate course work at other schools with approval of the committee chair.

## Related Courses

Approved courses for the Conceptual Foundations of Science minor include:

### *Anthropology*

235 Development of Anthropological Thought

240 Medical Anthropology

334 Memory, History, and Forgetting

### *Biological Sciences*

308 Darwin (same as History 361)

### *Critical Social Thought*

248 Science, Revolution, and Modernity

# Critical Social Thought

The major and minor in critical social thought are administered by the Critical Social Thought Committee: Professor Cocks (politics, director of advising), Hornstein (psychology), Remmler (German studies); Associate Professor Alderman (English; on leave 2015-16), Cotter (chemistry), Crumbaugh (Spanish, Latina/o, and Latin American Studies), Day (on leave Spring 2016), Martin (English), Rundle (theatre arts, gender studies), Wilson (economics and Africana studies). Assistant Professor Hernandez (Spanish, Latina/o, and Latin American Studies; on leave 2015-16).

Affiliated faculty: Blaetz (film studies), Datla (history), Davis (art history), Douglas (psychology), Gabriel (economics), Gill (politics), Gudmundson (Latin American studies), Gundermann (Spanish, gender studies), Lawrence (educational studies), Markovits (politics), Moseley (economics), Renda (gender studies), Rogers (English), Savoy (environmental studies), Smith (politics), Tucker (sociology), Wartenberg (philosophy).

## Overview

Critical social thought is designed for students with a passion for ideas, a desire to ask probing questions about social realities, and an independent approach to education. This interdisciplinary program explores the place of thought in history and society, and the ways in which ideas both generate and are generated by concrete practice. Critical social thought embraces the historical forces that have shaped contemporary experience; the creative expressions that have emerged to represent that experience; and the conceptual and political tensions between truth and uncertainty, individuality and community, power and freedom, cruelty and justice in the modern age. Treating common sense and conventional beliefs as points of departure rather than predetermined points of arrival, critical social thought pivots on questioning the taken-for-granted from all angles.

While acquainting students with a variety of intellectual traditions, this program also requires each of its majors and minors to combine different thinkers and currents of thought to engage with a theme or question of her original design. A few examples of past themes students have chosen to pursue are: the Western canon and its critics, the causes of peace and conflict, postcolonial studies, architecture and the social organization of space, social inequality, ethical values and social change, disenchantment, fractured identities in cross-cultural context.

## Contact Info

Patricia Ware, senior administrative assistant  
Iyko Day, chair  
Website: <http://www.mtholyoke.edu/acad/criticalsocialthought>

## Requirements for the Major

### Declaring the Major

Each student who majors in critical social thought (CST) shall meet with the program chair and the director of advising, preferably during the first semester of her sophomore year, to discuss her intellectual interests and to select two advisors from the critical social thought faculty who will help her sculpt her curriculum around a central question of her choice. To declare her major in the program, the student must submit to the chair a title describing her question, a list of the courses she proposes to take for credit in her major, and the signatures of her two CST advisors. Later, she must compose a two-to-three-page proposal

that identifies the focus of her program, explains its genesis and significance, and lists the courses she has taken and intends to take to satisfy the requirements of the major. A draft of this proposal must be submitted to the program chair for faculty discussion and approval four weeks before the end of the first semester of the student's junior year, or four weeks before the end of the second semester of her sophomore year if she plans to be away in the fall of her junior year.

Normally, students will have the opportunity to write their proposals as part of one of the foundational courses, 248, 249, or 250/250CL. In their senior seminar at the 300-level, students will be expected to present their proposals as they hone the abstract of their final research paper.

## Credits

- A minimum of 40 credits in the program, including three core courses
- 20 of the 40 credits shall be at the 300 level and divided between two or more departments or programs.
- No more than a total of 8 credits of independent study (295, 395) may be counted toward the major in addition to 8 credits of 395 senior thesis work.

## Courses

- Required core courses (students may take all of these core courses but must take at least):
  - 248, Science, Revolution, and Modernity, or
  - 249, Topics in Critical Social Thought, or
  - 250/250CL, Classics in Nineteenth-Century Critical Social Thought; and
  - 253, Critical Race Theory, or
  - 256, Rethinking (Under)Development in Latin America, or
  - 280, Literary and Cultural Theory, and
  - a 300-level seminar
- Majors are also required to take at least one course within four of the program's six fields, which are briefly described below. Courses to fulfill this requirement may be selected in consultation with a major's advisors from either traditional disciplines or other interdisciplinary programs, as well as from CST courses.
- Critical social thought is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

### Declaring the Minor

Each student who wishes to minor in critical social thought shall meet with the program chair, preferably by the end of the second semester of her sophomore year, to discuss her minor interest and to select an advisor from the program faculty. In consultation with her advisor, the student shall shape her minor program around a question of her own design. By the end of her junior year, she shall submit to the program chair a two-page proposal that explains the substantive focus of her minor and lists the courses that count toward it.

A draft of this proposal must be submitted to the program chair for faculty discussion and approval weeks before the end of the first semester of the student's junior year, or four weeks before the end of the second semester of her sophomore year if she plans to be away in the fall of her junior year.

Normally, students will have the opportunity to write their proposals as part of one of the foundational courses, 248, 249, or 250/250CL.

## Credits

- At least 16 credits, including three courses at the 200 level or higher and at least one course at the 300 level

## Courses

- At least one core course at the 200 level (see above)
- The four courses must cross at least two departments.

## For New Students

First-year students who are considering critical social thought as a major are encouraged to select courses with a critical or philosophical slant at the 100 and 200 level in the traditional disciplines and in other interdisciplinary programs (including, but not limited to, area studies programs, environmental studies, gender studies, and film studies). A small sample of courses appropriate for first-year students with an interest in CST are the following: Economics 210, Marxian Economic Theory; Gender Studies 101, Introduction to Gender Studies; Religion 226, Introduction to the Philosophy of Religion. First-year students strongly interested in CST as a major may also apply to the instructors of 200-level courses in CST (CST-223 through CST 256).

First-year students interested in critical social thought are urged, moreover, to arrange a meeting with the program chair, Iyko Day, and/or the director of advising, Joan Cocks, at their earliest convenience.

Students may also consider first-year seminars taught by faculty in the program such as: FYSEM-110AN Animals and Others, FYSEM-110CW Goodbye, Conventional Wisdom, FYSEM-110ML U.S. Multiethnic Literatures: Refracting America, FYSEM-110RR Remembering as Reconciliation in the Wake of Violence.

## The Fields and Illustrative Courses

CST majors are required to take at least one course in at least four of the following six fields. Ordinarily, a major decides with her advisors what course would satisfy a given field. If, however, a student wishes either a fuller description or examples of courses that would satisfy each of the fields, she should consult the CST website at <http://www.mtholyoke.edu/acad/criticalsocialthought/courses>, where she will find illustrative courses for each, as well as a more thorough description of the field itself.

**Social and Political Theory:** On key tendencies and genres of critical inquiry, and competing conceptions of freedom, power, justice, and the good life

**Order and Transformation:** On the interplay between continuity and change, stability and disorder, tradition and experimentation in thought and practice

**Cultural Expression and Social Reality:** On the interpenetration of cultural representations, modes of perception, technological innovations, and practical reality

**Class and Political Economy:** On different social organizations of material production and their implications for relations among individuals, social groups, regions, and peoples

**Race, Ethnicity, and Nationality:** On racial power relations, colonial and postcolonial identities, ethnic and communal solidarities and hostilities, and varieties of nationalism

**Gender and Sexuality:** On identities and relations grounded in the masculine/feminine distinction; and their transformation by ordinary and unconventional selves, marginal subcultures, social movements, and state policy.

## Course Offerings

### CST-223 United Colors of Neoliberal America

*Not Scheduled for This Year*

What can Brown do for you? This question captures a central theme of this course: how a word like 'Brown' evolved from a 1970s signifier of antiracist coalition building into a motto of the United Parcel Service (UPS), selling speed, efficiency, and access to networks of the global economy. Using interdisciplinary methods, we will explore the way multicultural imagery, Civil Rights discourse, and state policy have converged in the service of global capitalism. Focusing on fiction (egs. Octavia Butler, Karen Yamashita), film (egs. *Crash*, *Sleep Dealers*) and secondary sources, we will examine the impact of neoliberal multiculturalism and how cultural producers amplify and challenge its logics.

*Crosslisted as: English 223*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*I. Day*

*Credits: 4*

### CST-248 Science, Revolution, and Modernity

*Not Scheduled for This Year*

Introduces critical analysis of science and technology by tracing the historiography of the Scientific Revolution. The significance of this extended intellectual episode has been assessed in radically different ways throughout the intervening centuries. As such, it provides a fertile ground on which to pose and answer important questions about science and its role in society. What does it mean to regard science as 'revolutionary'? How are scientific developments shaped by, and how do they shape, the social, economic, and political worlds in which they are embedded? How is our contemporary understanding of science and technology influenced by the stories we tell about the past?

*Crosslisted as: History 248*

*Applies to requirement(s): Humanities*

*D. Cotter*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Gateway course for minor in Conceptual Foundations of Science*

*Credits: 4*

### CST-249 Topics in Critical Social Thought

### CST-250 Topics in Critical Social Thought

#### CST-250CL Topics in Critical Social Thought: 'Classics in Nineteenth-Century Critical Social Thought'

*Not Scheduled for This Year*

An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Fyodor Dostoyevsky, focusing on the style as well as the substance of their theoretical works. The course will highlight their competing notions of the clash between appearance and reality, the logic and historical trajectory of domination and subordination, the basis and function of religion and morality, and the place of reason and irrationality in social life.

*Crosslisted as: Politics 239*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is limited to first years, sophomores and juniors*

*Credits: 4*

**CST-252 Topics in Critical Social Thought**

**CST-253 Introduction to Twentieth-Century Critical Race Theory**

*Fall*

This course examines the discursive relationship between race and law in contemporary U.S. society. Readings examine the ways in which racial bodies are constituted in the cultural and political economy of American society. The main objective is to explore the rules and social practices that govern the relationship of race to gender, nationality, sexuality, and class in U.S. courts and other cultural institutions. Thinkers covered include W.E.B. DuBois, Kimberle Crenshaw, Derrick Bell, and Richard Delgado, among others.

*Crosslisted as: Africana Studies 208*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Wilson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: Critical Social Thought 248, 249, or 250 recommended but not required*

*Credits: 4*

**CST-256 Rethinking (Under)Development in Latin America**

*Spring*

When and how did the notion of 'development' emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term 'under-development' imply? Throughout Latin America, such language proves problematic not only as a material reality but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about 'underdevelopment' through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century.

*Crosslisted as: Latin American Studies 287DE*

*Applies to requirement(s): Humanities*

*J. Crumbaugh*

*Credits: 4*

**CST-280 Literary and Cultural Theory**

*Fall*

An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will focus on crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.

*Crosslisted as: English 280*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Rodgers*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**CST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**CST-391 Pivotal Political Ideas**

**CST-391CF Pivotal Political Ideas: 'Citizen and the Foreigner'**

*Spring*

On the antinomy of the citizen and the foreigner. We will examine both classic theories of citizenship and practical challenges to those theories posed by diasporic groups and other cultural strangers such as exiles, refugees, economic

migrants, and stateless populations. We also will consider the pressures placed on traditional notions of citizenship by transnational social and environmental problems, as well as by the power of global economic forces over domestic political communities.

*Crosslisted as: Politics 391CF*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in politics, international relations, critical social thought, or permission of instructor.*

*Credits: 4*

**CST-391CN Pivotal Political Ideas: 'The Idea of Conservatism'**

*Not Scheduled for This Year*

This course explores such contested political concepts as democracy, power, nationalism, freedom, identity, alienation, civil society, and the public sphere - as those concepts have been interpreted by diverse currents of political thought. This fall we will examine the idea of conservatism, focusing on the intellectual legacy of Edmund Burke, Leo Strauss, and Ayn Rand, as well as the political writings of contemporary conservatives and the platforms of popular tendencies such as the Tea Party movement.

*Crosslisted as: Politics 391CN*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Critical Social Thought or Politics.*

*Credits: 4*

**CST-391CP Pivotal Political Ideas: 'The Concept of Power'**

*Not Scheduled for This Year*

This course explores such contested political concepts as democracy, freedom, alienation, civil society, and the public sphere, as those concepts have been interpreted by diverse currents of political thought. We will focus on the concept of power, with special emphasis on the work of three maverick scholars -- Michel Foucault, Judith Butler, and James C. Scott -- who in different ways have shaken up both conventional and radical thinking on the subject.

*Crosslisted as: Politics 391PW*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Critical Social Thought or Politics.*

*Credits: 4*

**CST-391CT Pivotal Political Ideas: 'Capitalism'**

*Fall*

After reviewing the classic defense of capitalism as an engine of freedom, progress, and productivity, we will examine major shifts in the critique of capitalism from the early 19th to the early 21st century. This critical conceptual history will range over successive claims that capitalism foments labor exploitation and class inequality, imperialism, instrumentalism, the commodification of culture, the privatization of the commons, and the re-making of subjectivities to suit market imperatives. The course will conclude with Pope Francis's charge that the global capitalist system endangers 'whatever is fragile, like the environment' and devours everything 'in the way of increased profits.' Is Francis right, and if so, what are possible cures for these ills?

*Crosslisted as: Politics 391CT*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Prereq: One course in political theory or critical social thought.*

*Credits: 4*

**CST-391SV Pivotal Political Ideas: 'Sovereignty'**

*Not Scheduled for This Year*

An exploration of the idea of sovereignty, from its articulation as absolute monarchical authority in the 16th and 17th centuries to its metamorphosis as popular sovereignty in the 18th and 19th centuries to current debates over whether sovereign power is outmoded both domestically and in international relations. Drawing on historical as well as political theoretical texts, we will assess sovereign power and sovereign freedom as political ideals and consider whether we should lament or applaud the difficulty of actualizing them in political life.

*Crosslisted as: Politics 391SV*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Critical Social Thought, Politics, or International Relations.*

*Credits: 4*

**CST-392 Portraits of Political Thinkers**

**CST-392HA Portraits of Political Thinkers: 'Hannah Arendt'**

*Not Scheduled for This Year*

This topics course explores the life, affiliations, and ideas of a political theorist who has made a special contribution to the self-understanding of our age. In addition to the writings by that thinker, we also will read biographies and secondary commentaries as well as selected essays by authors who have influenced our thinker or who have been influenced by her or him. The thinker for this year is Hannah Arendt, who has written controversial but influential works on revolution, violence, and totalitarianism; the nation-state and statelessness; imperialism and racism; and anti-Semitism and Zionism.

*Crosslisted as: Politics 392HA*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 4 credits in political theory, philosophy, or critical social thought.*

*Credits: 4*

**CST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# Five College Certificate in Culture, Health, and Science (CHS)

## Overview

The certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to explore human health, disease, and healing from an interdisciplinary perspective. The CHS program recognizes that the study of any aspect of health requires theoretical frameworks and research strategies that integrate physical, political, psychological, and socio-cultural elements of human experience – and students in this rigorous program thus design a plan of study that links the natural sciences, social sciences, and humanities.

Under the guidance of faculty advisors on each campus, students take CHS-approved courses available within the five colleges and complete an independent research project or internship.

Completing a CHS certificate provides students a solid liberal arts background and equips them with a range of tools to think cross-culturally about health issues. Students will learn, for example, to:

- Recognize historical patterns of intervention and disease transmission;
- Be media literate and assess various forms of technological advancement for health;
- Navigate healthcare systems and be an advocate for themselves and others;
- Recognize important contributions from multiple disciplines in the realm of health promotion, disease eradication, and global health.

It is increasingly clear that the best health practitioners, researchers, and policy analysts need to understand how behavior influences disease distribution, how biomedical categories change across time and culture, and how political and socioeconomic factors are integral to both intervention protocols and the manifestation of disease. They also must understand how to interpret and communicate research results to audiences of policy makers and to the general public.

The interdisciplinary CHS training is aimed at developing the above skills. CHS students take courses in a range of fields, are exposed to a variety of scholars and practitioners across the five colleges and beyond, and conduct an independent capstone project to bring these experiences together.

## Requirements for the Certificate

### Courses

- Seven CHS-approved courses with a grade of B or better, with at least one course from each of the five categories:
  - Biocultural Approaches: Courses providing interdisciplinary and/or comparative approaches that explore the interdependent influences on human health and disease.
  - Mechanisms of Disease Transmission: Courses on mechanisms of disease growth and transmission within individuals and populations.

- Population, Health, and Disease: Courses exploring the relationships among social, behavioral, economic, and other aggregate population forces on human health and disease.
- Ethics, Policy, and Practice: Courses that cover structures of knowledge about health and healthcare decision-making, including ethical and philosophical issues and their corresponding policy platforms, as well as the implementation of healthcare in practice.
- Research Design and Analysis: Courses involving research design and methods that expose students to concepts of evidence, data collection, research ethics, measurement, and analysis.
- An approved independent research project, such as an internship, thesis, Division III project, course project, independent study, or other activity acceptable to the CHS campus advisor.

## Further Details

- Students must receive a grade of “B” or better in each of their seven chosen courses.
- No course can be used to satisfy more than one category.
- At least four of the courses must be above introductory level.
- No more than three courses can “double count” toward a student’s major. The remaining four courses must be from departments outside your major.
- If possible, it is best to begin with courses in Categories 1 and 2.
- It is also recommended, but not required, that at least one of your courses expose you to knowledge of health and disease processes at the level of the population.
- Four semesters—or the equivalent—of a second language is also recommended but not required. Such language training may be required for students seeking internships and summer research positions available through the program.

## Faculty/Contact

For further details, consult a Mount Holyoke College CHS certificate advisor: James Harold (philosophy), Lynn Morgan (anthropology), or Pam Matheson (pre-health advising). Also see [www.fivecolleges.edu/sites/chs/](http://www.fivecolleges.edu/sites/chs/) for a complete list of CHS campus advisors, CHS-approved courses, internship opportunities, and upcoming events.

# Curricular Support Courses

There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.

## Course Offerings

### CUSP-105 Speaking from Experience

*Fall and Spring*

Especially designed for seniors, this speaking-intensive two-credit course will help students reflect on, learn from, and speak about their unique Mount Holyoke experiences as they transition into their next steps after graduation. Using the same techniques that professional actors use to relax, focus their message and connect with their audience, students will improve their ability to communicate with confidence, express themselves authentically and inspire others.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Curricular Support*  
S. Daniels, M. Shea

*Restrictions: This course is limited to seniors.*

*Notes: Half-semester course. Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

*Credits: 2*

### CUSP-134 Effective Writing, Revising, And Communication

*Fall and Spring*

This course is intended for students who are new to American academic writing or identify as non-native speakers of English. Students should also be enrolled in a writing-intensive course. Through discussion and analysis of their own writing and peer work, students evaluate the effectiveness of their written communication and writing process. A variety of strategies for strengthening written communication are applied to current writing projects. Planned topics include incorporating and citing sources, English structure and vocabulary, writing to an audience, constructing effective paragraphs, and drafting and revision.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Curricular Support*  
A. Lawlor, M. Shea

*Instructor permission required.*

*Notes: Meets second half of the semester only. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

*Credits: 1*

*Course can be repeated for credit.*

*Grading: CR/NC Grading only (no letter grading).*

### CUSP-202 Community-Based Learning: Networks, Reflection, and Meaning

*Fall*

Community-based learning that effectively develops civic leaders and engages purposefully in community development requires students to develop networking, reflection, and analytic practices. Readings on civic engagement, discussions and exercises will advance campus and community networks, writing and oral reflection on field experiences, and information-sharing so students will better understand themselves and communities. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning; Curricular Support*

*A. Bloomgarden*

*Instructor permission required.*

*Advisory: For current CBL Fellows only. Instructor permission required.*

*Notes: Meets Wednesdays, 7-9pm, dates to be announced. There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

*Credits: 2*

### CUSP-203 Integrating Learning, Service, and Social Action

*Spring*

Connecting community-based learning to social justice advocacy requires experience with asset-based community analysis, and skills for project planning, implementation, and assessment. Students will develop logic models for social change and participate in exercises and reflections that enhance their capacity to support organizational community partnership development. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning; Curricular Support*  
A. Bloomgarden

*Instructor permission required.*

*Advisory: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

*(Students who entered before Fall 2008)*

*Notes: Meets 2/4, 2/20, 3/4, 4/1, and 4/22. Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

*Credits: 2*

### CUSP-212 Peer Mentoring: Theory and Practice

*Spring*

This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Curricular Support*  
A. Martin

*Instructor permission required.*

*Notes: Meets second half of the semester on Mondays from 7:00 to 9:50 pm.*

*Remember, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

*Credits: 2*

### CUSP-216 MaGE Training and Practicum

*Fall*

This course is an introduction to theories and practices of collaborative learning for students in the Computer Science Megas and Gigas Educate (MaGE) peer mentoring program. We will draw on existing research, practice sessions, and class discussion to craft our philosophies of peer mentoring and to develop effective practical strategies.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Curricular Support*  
H. Pon-Barry

*Instructor permission required.*

*Notes: Note: There is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation.*

*Credits: 2*

# Dance

## Mount Holyoke Faculty

Professors Coleman, C. Flachs, R. Flachs (chair), Freedman; Assistant Professor Matteson (on leave 2015-16); Lecturer/Musician Jones; Visiting Artists Madden, Salyers, M. Sylla, S. Sylla, Trenner, Vega, Wolfzahn.

## Five College Faculty

Professors Blum (Smith), Hill (FCDD), Lowell (Hampshire), Woodson (Amherst); Assistant Professors Aiken (Smith), Dennis (UMass), Goffe (Hampshire), Hauser (Smith), Tome (Smith), Vacanti (UMass); Musicians Arslanian (UMass), Vargas (Smith).

## Overview

The Five College Dance Department combines the programs of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst. The faculty meets to coordinate curricula, course scheduling, performances, and other services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange, and student travel; students may take a dance course on any of the five campuses and receive credit at their home institution.

Please consult the Five College Dance Department website at <https://www.fivecolleges.edu/dance> for up-to-date listings, faculty, and guest artists. Each semester, a listing of the current Five College dance courses, with specified times and locations, is available online at <https://www.fivecolleges.edu/academics/courses/dance>.

## Contact Info

Cathleen Smelcer, senior administrative assistant  
Rose Flachs, chair

## Requirements for the Major

How does the body speak? What physical, cultural, and aesthetic principles inform the embodiment and skillful practice of different dance traditions? How is choreography inspired and developed, and what are the key tools of its craft? The dance major offers the opportunity to investigate these and other questions through a curriculum of core courses and areas of concentration emphasizing technical training, creative practice, and critical/theoretical understanding. The major is designed to prepare students for dance careers in choreography and performance; science, somatics, and arts therapies; education and community engagement; and history, theory, and criticism.

The department is renowned for its extensive studio offerings in ballet technique, contemporary/modern technique, and repertory/performance, as well as its rotating offerings in West African dance, hip hop, tap, jazz, Indian classical dance, tango, contact improvisation, and musical theatre. Theory courses range from Scientific Foundations in Dance to Studies in Dance History, Analysis of Rhythm, and Choreography. This range of courses is further augmented by more than 100 theory and studio courses offered annually through the Five College Dance Department.

## Credits

Dance 1

- 48 credits, including: 36 credits from the core curriculum and 12 credits from a declared area of concentration. The dance major's program is designed in consultation with her advisor and approval of the department chair.

## Courses

### Core Courses:

- Dance 151: Elementary Composition (4 cr)
- Dance 171: Dance History (4 cr)
- Dance 241: Scientific Foundations of Dance (4 cr)
- Dance 272: Dance and Culture (4 cr)
- Dance 287: Rhythmic Analysis I (4 cr)
- Dance 390: Senior Capstone Seminar (2 cr fall and 2 cr spring)
- Six 2-credit dance courses (12 cr) of technique in at least two idioms.

### Concentrations:

Each concentration consists of 12 additional credits with a minimum of 8 credits at the 300 level. Planning for each concentration may include, but is not limited to, the courses listed below. In some cases, courses from other departments may be substituted for the concentrations and require the approval of the department chair.

- Choreography and Performance:
  - Dance 252: Intermediate Composition (4 cr)
  - Dance 309: Dance Repertory: Ballet Variations (4 cr)
  - Dance 353: Advanced Composition (4 cr)
  - Dance 387: Rhythmic Analysis II: Performance (4 cr)
  - Two 2-credit 300-level technique or repertory courses
- Dance Science, Somatics, and Arts Therapies
  - Dance 285: Laban Movement Analysis (4 cr)
  - HACU 247 at Hampshire College: The Sustainable Self: Resources for Body and Mind (4 cr)
  - Dance 342: Advanced Scientific Foundations of Dance (4 cr)
  - Dance 377: Advanced Studies: Special Topics (4 cr)
  - Kinesiology 311 at UMass Amherst: Anatomy of Human Motion (4 cr)
- History, Theory, and Criticism
  - Dance 273 at UMass Amherst: Dance Studies (4 cr)
  - Dance 368 Writing about Dance (4 cr)
  - Dance 377 Advanced Studies: Special Topics (4 cr)
  - HACU 311 at Hampshire College: The Round Table: Research in Dance (4 cr)

## Requirements for the Minor

The dance minor is intended to provide a well-rounded and in-depth introduction to dance as an art form. All minors must be approved by the department chair. Additionally, minors must serve on crew for dance concerts.

## Credits

- A minimum of 24 credits

## Courses

- Dance 151: Elementary Composition (4 cr)
- Dance 171: Dance History (4 cr)
- Dance 241: Scientific Foundations of Dance (4 cr)
- Dance 272: Dance and Culture



- A minimum of two courses of dance technique or repertory (Dance 305) (4 cr)
- An additional 4 credits at the 300 level, either in theory or technique (4 cr)

## Teacher Licensure

Students interested in pursuing licensure in the field of dance can combine the core courses in the dance major and required technique courses with a minor in education. Students need to consult with the dance department chair and faculty for the teacher licensure program.

## Course Offerings

### Dance Theory

#### DANCE-151 Elementary Composition

*Fall*

A study of the principles and elements of choreography. How is movement design and meaning constructed? How do the different dimensions of the medium of dance inform and inspire choreographic choices? Course work will focus on experiential and analytical approaches to these questions through readings, video viewings and guided improvisational and compositional explorations of such issues as sensation, time, rhythm, desire, image, shape, space, and effort quality. Students will experiment with a range of tools and strategies for dance making, including movement phrasing, musical structure, collage, group forms, improvisational scoring, and the design of movement in relation to objects and environments.

*Applies to requirement(s): Humanities*

*J. Coleman*

*Credits: 4*

#### DANCE-154 Community Crossover

*Not Scheduled for This Year*

This introductory course will train students to teach dance in such settings as senior centers, hospitals, health clinics, and youth recreation centers. In the studio, students will learn how to construct classes for specific community sites. Selected videos and readings will provide a context for discussion and assist in the development of individual students' teaching styles.

*Applies to requirement(s): Physical Education*

*Other Attribute(s): Community-Based Learning*

*J. Falk*

*Notes: This course grants academic credits; no PE units can be earned via this course.*

*Credits: 4*

#### DANCE-171 Dance History

*Not Scheduled for This Year*

This course is designed to present an overview of dance as a performing art in the twentieth century. Through readings, video and film viewings, guest performances, individual research projects, and classroom discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde experimentation, African American dance forms, jazz dance, and other cultural dance traditions.

*Applies to requirement(s): Humanities*

*C. Flachs*

*Credits: 4*

#### DANCE-241 Scientific Foundations of Dance

Selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.

#### DANCE-241AK Scientific Foundations of Dance: 'Anatomy and Kinesiology' *Fall and Spring*

This course offers an in-depth experiential study of the human body's skeletal and muscular systems, with additional information on bone growth and development, joint architecture, injuries and their prevention, and the discovery of personal alignment anomalies. Course work will include lecture, laboratory sessions, assigned readings, exams, the creation of a body map and the development of a personalized therapeutic regime.

*Applies to requirement(s): Humanities*

*T. Freedman, A. Olsen*

*Credits: 4*

#### DANCE-252 Intermediate Composition

*Spring*

Intermediate Composition is structured as a workshop for students to explore and expand their own artistic vision. Through the process of problem solving, risk taking, the sharing of ideas, and careful listening, students will discover more about their own movement vocabulary, artistic perspective, and individual creative processes. It will increase students' understanding of inspiration and intention as they relate to choreography, as well as encourage active consideration of choreographic possibilities for space, time, performer/audience interaction, energetic qualities, use of text, music, and physical and environmental intelligence.

*Applies to requirement(s): Physical Education*

*C. Salyers*

*Credits: 4*

#### DANCE-261 Dance Education

#### DANCE-261DE Dance Education: 'The Power of Dance: Education and Beyond'

*Not Scheduled for This Year*

This course is designed for students of many fields, including dance, education, and psychology to answer questions such as: How do I access learning and teaching through the medium of the body and movement? How do I teach others how to become change agents through dance? How can I create a program of dance that will challenge and invigorate young people in schools, so that all youth can have access and share their own inspiring movement and culture? How do I work with and master existing educational parameters, standards and frameworks and still stay in touch with the reason I dance, and the reasons people dance and want to dance?

*Applies to requirement(s): Humanities*

*J. Falk*

*Notes: There will be field trips, teaching opportunities, advocacy experiences, and readings, discussion, studio work, movement and lecture.*

*Credits: 4*

#### DANCE-261MM Dance Education: 'Methods and Materials'

*Not Scheduled for This Year*

An overview of the history, philosophy, and developmental curriculum of dance education in the United States. We will cover broader educational learning theories, multiple intelligence theory, Understanding by Design, and the development and implementation of national standards in dance. This course will help the student develop skills in curriculum development in theory and practice, for elementary and secondary education, and stay current in dance education and advocacy work around the globe. Special topics include working

with learners with special needs, dance and social justice, perception of dance and dance education in terms of race, class, and gender.

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

**DANCE-272 Dance and Culture**

*Not Scheduled for This Year*

What are the functions that dance serves in society? How does the dancing body signify cultural values? How is dance a vehicle for the articulation of cultural identities? This course attempts to answer these questions from the perspective of dance anthropology and, on occasion, dance history. We will analyze documentaries and texts that illustrate the diverse manners in which dance ethnographers and historians approach the study of dance as a cultural expression. Balancing breadth and depth, the course focuses on a handful of dance forms from North America, Latin America, Africa, Asia, the Middle East, and Europe.

*Applies to requirement(s): Humanities*

*L. Tome*

*Credits: 4*

**DANCE-287 Rhythmic Analysis I**

*Fall*

The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition (visual aspects of music and movement), communication between dancer and musician, and music listening.

*Applies to requirement(s): Humanities*

*P. Jones*

*Credits: 4*

**DANCE-295 Independent Study**

*Fall and Spring*

Students interested in independent study in dance (Dance 295) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week).

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-305 Dance Repertory**

*Instructor permission required.*

**DANCE-305CR Dance Repertory: 'Contemporary Repertory'**

*Fall and Spring*

This course is designed for advanced students interested in performing. The work developed will be performed on the fall Faculty Concert.

*Applies to requirement(s): Physical Education*

*C. Flachs, R. Flachs*

*Instructor permission required.*

*Advisory: Five College Faculty audition*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-305RB Dance Repertory: 'Ballet Repertory'**

*Not Scheduled for This Year*

This course is designed for advanced students interested in performing. The work developed will be performed on the fall Faculty Concert.

*Applies to requirement(s): Physical Education*

*C. Flachs, R. Flachs*

*Instructor permission required.*

*Advisory: By audition*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-305RM Dance Repertory: 'Modern Repertory'**

*Fall*

This course is designed for advanced students performing in 'Megawatt' by Pilobolus for the fall Faculty Dance Concert. Rehearsals will take place prior to the start of Fall classes and continue throughout the semester.

*Applies to requirement(s): Physical Education*

*J. Coleman, T. Freedman*

*Instructor permission required.*

*Advisory: By audition*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-309 Dance Repertory: Ballet Variations**

**DANCE-309BV Dance Repertory: Ballet Variations: 'Classical Ballet Variations'**

*Not Scheduled for This Year*

This course is designed for intermediate- to advanced-level dance students who wish to study classical ballet variations. The course examines the evolution of classical ballet choreography and compares and contrasts the many revivals and remakes of classical full-length productions. Students will learn variations from Swan Lake, Giselle, and Cinderella. Requirements outside of the classroom include viewing videotapes, researching choreography, and attending live performances. Pointe shoes are optional.

*Applies to requirement(s): Humanities*

*R. Flachs*

*Credits: 4*

**DANCE-377 Advanced Studies**

**DANCE-387 Rhythmic Analysis II: Performance**

*Not Scheduled for This Year*

A continuation of Dance 287. The focus now shifts specifically to performance and the notation of complex rhythmic structures. Working as an ensemble, the class will create a music/dance suite, using body music, movement, vocal work, and music visualization as our inspiration. Emphasis will be placed on odd and mixed meters and rhythmical accuracy. Students will contribute both movement and musical material. Class time will be run like a professional rehearsal. Outside work will focus on musical research, choreography, and music notation. This suite will be performed at Blanchard Campus Center at a date to be determined.

*Applies to requirement(s): Humanities*

*P. Jones*

*Prereq: Dance 287.*

*Credits: 4*

**DANCE-390 Senior Capstone Seminar**

*Fall and Spring*

Each dance major will be expected to be involved in a senior project during her final year of study. She should sign up for Dance 390, for both fall and spring semesters. Senior projects can vary, from choreographic or performance work to research topics.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Flachs, R. Flachs*

*Restrictions: This course is limited to seniors.*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-395 Independent Study**

*Fall and Spring*

Students interested in independent study in dance (Dance 395) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week.

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for additional PE units and/or academic credit.*

## **Performance Studies**

### **DANCE-113 Beginning Modern**

*Fall*

An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required.

*Applies to requirement(s): Physical Education*

*C. Salyers*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-114 Advanced Beginning Modern**

*Spring*

Advanced beginning modern technique. The course will concentrate on aspects of strength, flexibility, and anatomical integration in order to improve technical skills. Improvisation as well as various body therapies will be included in the class format.

*Applies to requirement(s): Physical Education*

*P. Matteson*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-119 Contact Improvisation**

*Fall*

Contact improvisation is a duet movement form that explores communicating through the language of touch, momentum, and weight. Classes will develop simple solo and duet skills - rolling, falling, balance, counterbalance, jumping, weight sharing, and spirals.

*Applies to requirement(s): Physical Education*

*F. Wolfzahn*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-120 Beginning Ballet**

*Fall*

Students will study the basic movements and fundamentals of classical ballet. The movements are taught in a pure form, at a relaxed pace before proceeding to more complex combinations. Ballet I sets the groundwork for the movements and musicality of the ballet lesson.

*Applies to requirement(s): Physical Education*

*R. Flachs*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-121 Advanced Beginning Ballet**

*Spring*

A continuation of the knowledge gained in Ballet I. The class will emphasize maintaining correct body placement, coordination of the arms and head while using the whole body for dance. Curriculum covered will include the small and big classical poses and an increase in the allegro portion of the class.

*Applies to requirement(s): Physical Education*

*R. Flachs*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-127 Renaissance and Baroque Dance I**

*Fall*

Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: Music 147F*

*Applies to requirement(s): Physical Education*

*N. Monahin, M. Pash*

*Notes: 1 PE unit.*

*Credits: 1*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-128 Renaissance and Baroque Dance II**

*Spring*

Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: Music 147F*

*Applies to requirement(s): Physical Education*

*N. Monahin, M. Pash*

*Prereq: Dance 127 or Music 147D.*

*Credits: 1*

### **DANCE-132 Beginning Hip-Hop**

*Not Scheduled for This Year*

This class will introduce students to the basic elements of various styles of hip-hop dance including breaking, popping, locking, and contemporary music video style. In addition, students will learn the history of hip-hop-Rs four elements: breaking, MCing, DJing, and graffiti. Each class will start with a warm-up focusing on hip-hop fundamentals, and conclude with a short combination fusing these diverse styles together.

*Applies to requirement(s): Physical Education*

*J. Weber*

*Credits: 1*

*Course can be repeated for additional PE units and/or academic credit.*

### **DANCE-137 Beginning Tap**

*Not Scheduled for This Year*

Tap I approaches tap dance from the very beginning (the most fun of all!), learning basic vocabulary, developing a sense of rhythm, and understanding the immediate and historical connection between tap dance and jazz music. Class will include periodic video showings and lecture/demonstrations regarding tap dance history and styles.

*Applies to requirement(s): Physical Education*

*J. Hilberman*

*Credits: 1*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-141 West African Drumming for Dance**

*Fall and Spring*

Using authentic African drums, students will learn to play the various rhythms that accompany the dances taught in the West African dance class.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Sylla*

*Notes: No PE units. Drums will be provided by the instructor. Drummers are encouraged to play for the Dance 142 class following this class, if they are they are not also enrolled in it.*

*Credits: 1*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-142 West African Dance**

*Fall and Spring*

The objectives of the course are for students to understand the profound influence African dance has had on American dance forms, to understand the significance of dance in African culture, and to understand the connection between drummer and dancer and to appreciate and respect a culture that is different yet similar in many ways to American culture.

*Applies to requirement(s): Physical Education*

*M. Sylla, S. Sylla*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-143 Cultural Dance: Classical Indian Dance**

*Spring*

This course is an introduction to the basic patterns of formal Indian classical dance movement that include gestures and facial expression in expressive and mimetic interpretations through poetry, music compositions, and rhythmic structures. A study of mudras (hand gestures) will include practice and memorizing an established vocabulary of gestures from a ninth-century classical dance text. Using these gestures we will explore their application within a traditional/contemporary framework of movement, poetry, and spoken ideas. Readings and videos will be assigned to augment class work for historical, religious, and cultural understanding of dance in India.

*Applies to requirement(s): Physical Education*

*R. Devi*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-144 Tango**

*Fall*

Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Cuban Salsa Rueda is a unique Salsa Game developed in Havana, Cuba. Class will include the steps, the history, and anecdotes about the culture of tango and salsa. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather-soled shoes or bring socks.

*Applies to requirement(s): Physical Education*

*D. Trenner*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-153 Introduction to Percussive Dance**

*Spring*

Explore the joy of making music with your feet! This course will give you a foundation in the technique and style of four diverse percussive dance traditions:

Appalachian clogging, rhythm tap, Cape Breton step dancing, and body percussion. The class is designed for beginners, and the steps will be broken down into clear, approachable elements. Community, rhythm, playfulness, and musicality will be emphasized. Tap shoes recommended.

*Applies to requirement(s): Physical Education*

*E. Grace*

*Credits: 2*

**DANCE-212 Partnering (Intermediate)**

*Not Scheduled for This Year*

This course offers tools to generate trust-oriented, intricate, three-dimensional partnering. As a safe and supportive ensemble, students will enter into physical investigations of weight sharing, body-part manipulations, off-balance support, lifting and being lifted, negative space, resistance, and various ways of harnessing forces of momentum. Duets, trios, and groups will collaboratively create set partner dances using a series of construction/reconstruction steps challenging technical range while honoring idiosyncrasy. There will be repeated opportunities in the last part of class to perform.

*Applies to requirement(s): Meets No Distribution Requirement*

*P. Matteson*

*Advisory: Designed for students with some prior dance experience.*

*Credits: 2*

**DANCE-215 Intermediate Modern**

*Not Scheduled for This Year*

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity).

*Applies to requirement(s): Physical Education*

*T. Freedman*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-216 Intermediate Modern**

*Fall and Spring*

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

*Applies to requirement(s): Physical Education*

*E. Lukasewski, P. Matteson*

*Notes: Meets with Dance 318.*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-217 Intermediate/Advanced Modern Improvisation**

*Not Scheduled for This Year*

This course will focus on the development of improvisational dance skills and the way these inform choreographic sourcing strategies. Classes will begin with improvisational movement explorations that emphasize shifting between the comfortable/familiar and the new/unknown. Students will then collaboratively build movement choreographies using compositional methods that draw from the improvisations. There will be repeated opportunities in the last part of class to perform this material from different points of view.

*Applies to requirement(s): Physical Education*

*P. Matteson*

*Prereq: A college dance course.*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-222 Intermediate Ballet**

*Fall*

This course is designed for the intermediate-level dancer. It will include a logical and efficient development of exercises culminating with varied allegro

combinations. The class will provide the student the opportunity to acquire endurance and learn artistic expression. The importance of musicality within the technique will be a fundamental aspect of the class.

*Applies to requirement(s): Physical Education*

*C. Flachs*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-223 Intermediate Ballet**

*Spring*

Continues to perfect the classical ballet technique, concentrating on small and big poses at the barre, pirouettes and adagio work in the big poses in the center, and jumps in the small and big poses in the allegro section of the class. More complex grand allegro will be presented.

*Applies to requirement(s): Physical Education*

*C. Flachs*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-227 Ballet IV: Pointe**

*Fall and Spring*

This course will focus on intermediate-to-advanced pointe technique. Class will begin with a condensed barre and center, devoting the last hour to pointe work. Concentration will be placed on strengthening the foot and ankle and the development of artistry within the technique.

*Applies to requirement(s): Physical Education*

*M. Madden*

*Advisory: Intermediate pointe technique level required*

*Credits: 1*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-232 Intermediate Hip-Hop**

*Not Scheduled for This Year*

Journey through time and experience the evolution of hip-hop from its old-school social dance roots to the contemporary phenomenon of commercial choreography that hip-hop has become. Using film and text in addition to studio work, this class will create a framework from which to understand and participate in the global culture of hip-hop dance.

*Applies to requirement(s): Physical Education*

*J. Weber*

*Notes: Audition at first class.*

*Credits: 1*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-233 Intermediate Jazz**

*Not Scheduled for This Year*

Emphasis on extended movement phrases, complex musicality, and development of jazz dance style.

*Applies to requirement(s): Physical Education*

*The department*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-237 Intermediate Tap**

*Spring*

Tap II expands the vocabulary skills of the beginner, and seeks to increase speed and technical ability while deepening the dancer's connection to music. Class will include periodic video showings and lecture/demonstrations regarding tap dance history and styles.

*Applies to requirement(s): Physical Education*

*C. Menninga*

*Credits: 2*

#### **DANCE-238 Musical Theatre/Intermediate Jazz**

*Fall and Spring*

This class is for the intermediate- to advanced-level dance student. It is designed to challenge and further develop jazz technique and performance quality, while also teaching students about individual styles of well-known jazz and musical theatre choreographers. Students will need both flat dance shoes and character shoes, and at least an intermediate level of dance technique. There will be a potential audition process to be in this class, therefore students should have a back-up class chosen in case they are not ready for an intermediate-level class.

*Applies to requirement(s): Physical Education*

*D. Vega*

*Advisory: intermediate-level dance ability*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-317 Advanced Modern**

*Not Scheduled for This Year*

Advanced study in modern technique focuses on body level issues of strength, support, alignment, articulation, initiation, and performance issues of rhythmic and spatial clarity, intention, embodiment, intricate coordinations, and expanding personal vocabularies. The course is taught by a rotating array of Guest Artists offering students experience and insight into a variety of stylistic traditions in contemporary dance technique.

*Applies to requirement(s): Physical Education*

*The department*

*Instructor permission required.*

*Advisory: Students must pass the Advanced Placement Audition to receive permission for this course.*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-318 Advanced Modern**

*Fall and Spring*

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

*Applies to requirement(s): Physical Education*

*P. Matteson, C. Salyers*

*Advisory: advanced placement*

*Notes: Meets with Dance 216.*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-324 Advanced Ballet**

*Fall*

This course is the study of advanced classical ballet technique. The class focuses on the artistry and musicality of movement incorporating turns, adagio, allegro, batterie, and grand allegro. The last half hour of class is devoted to advanced pointe technique.

*Applies to requirement(s): Physical Education*

*C. Flachs, R. Flachs*

*Advisory: advanced placement*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

#### **DANCE-325 Advanced Ballet**

*Spring*

Course is for advanced dancers and will stress complex classical ballet technique combinations, concentrating on turns at the barre, turns in the big poses in the centre, and batterie in the allegro. Artistry, presentation, and musicality of dance will be incorporated, with the grande allegro serving as the focus of the class. The last half hour will be devoted to advanced pointe technique.

*Applies to requirement(s): Physical Education*

*C. Flachs, R. Flachs*

*Instructor permission required.*

*Advisory: Advanced placement*

*Credits: 2*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-337 Advanced Tap**

*Not Scheduled for This Year*

In this advanced class, students will focus on continued development of technical skills, understanding basic jazz music forms, developing a vocabulary of 'trick' or 'flash' steps, and gaining a historical perspective on tap dance. Class will include periodic video showings and lecture/demonstrations regarding tap dance history and styles.

*Applies to requirement(s): Physical Education*

*J. Hilberman*

*Instructor permission required.*

*Credits: 1*

*Course can be repeated for additional PE units and/or academic credit.*

**DANCE-353 Composition III: Senior Choreography Lab**

*Not Scheduled for This Year*

*Applies to requirement(s): Humanities; Physical Education*

*The department*

*Instructor permission required.*

*Credits: 4*

# Nexus in Development Studies

The Nexus in Development Studies is administered by a faculty advisory group led by Professor Hanson (history, on leave spring 2016) and Assistant Professor Corson (environmental studies).

## Overview

For the Development Studies Nexus, students devise their own plan in consultation with the track chair and must seek advance approval from the chair. Sustainable development implies use of natural resources and organization of economic activity in ways that can be maintained indefinitely. In order for development to be sustainable, all regions of the world and all social classes must have political and economic agency. This recognizes that as people meet the needs (including social, political, cultural, economic, and health) of current generations without compromising the ability of future generations to also meet their needs, they do so through fair and equitable processes of production, distribution, and consumption.

## Contact Info

Eleanor Townsley, Nexus director  
Catherine Corson, track chair  
Holly Hanson, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
  - Each student will choose a set of courses that relate to her particular interests in the field of development. The approved courses are focused on development-related issues, but other courses could also count for the Nexus. Interested students should consult with Professor Hanson.
- College 210 (the 2-credit “pre-experience” course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### *Anthropology*

245 Global Health and Humanitarianism

### *College*

210 Ready for the World: Preparing for Your Internship and Research Project  
211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### *Critical Social Thought*

256 Rethinking (Under)Development in Latin America

### *Economics*

213 Economic Development: A Survey  
314 Economic Development in the Age of Globalization

### *Environmental Studies*

337 Interdisciplinary Perspectives on Environment and Development  
341 Science and Power in Environmental Governance

### *Geography*

208 Global Movements: Migrations, Refugees and Diasporas  
217 The African Environments  
313 Third World Development  
319 Africa: Problems and Prospects

### *Politics*

373 The Politics of Transformation in China and India

## See Also

- Environmental Studies
- Sustainability Studies

# East Asian Studies

The major in East Asian studies is administered by the Asian Studies Committee: Professors Gabriel (economics; on leave Fall 2015), Hachiyangi (art), Hashmi (international relations), Khory (politics), I. Peterson (Indian literature, cultural history, and Hinduism; on leave Spring 2016), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature; on leave 2015-16); Associate Professors Chen (politics), Datta (history), Mrozk (religion; on leave Spring 2016), Steinfels (religion); Assistant Professor Babul (anthropology; on leave 2015-16); Lecturers Xu (Chinese) and Yan (Chinese); Teaching Associate Kao (Chinese); Five College Assistant Professor Sbaiti (history; on leave 2015-16); Five College Senior Lecturer Brown (Japanese); Five College Lecturers Arafah (Arabic), Massey (Korean), Park (Korean); Visiting Lecturer Lee (history).

## Overview

One of four interdisciplinary majors within the Asian Studies program, East Asian studies allows students to specialize in the history, languages, cultures, and politics of East Asia. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

Language study is the core component of the major. We offer four levels of instruction in Chinese, three in Japanese, up to two in Korean, and a basic course in Sanskrit. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke and particularly the large numbers of students from Asian countries or with an Asian background.

Most of our students spend a semester or a summer in study abroad programs. Mount Holyoke College has affiliated programs or exchanges in China at Shanghai University of Finance and Economics, Beijing Language and Culture University (summer), and University of Hong Kong, China; in Japan at the Associated Kyoto Program (year) and the Japan Women's University; and in South Korea at the Ewha Womans University and the Sookmyung Women's University.

Asian studies majors and minors graduate to pursue careers in fields as varied as education, business, NGOs, journalism, the arts, government service, and graduate study.

## Contact Info

Kristin McMillan, senior administrative assistant  
Sohail Hashmi, chair  
Website: <http://www.mtholyoke.edu/acad/asian/>

## Requirements for the Major

### Credits

A minimum of 40 credits of course work on East Asia. Any course that devotes 50 percent or more of its substance to East Asian countries, peoples, or issues may be included in the major. One course on East Asian diasporas (e.g., Asian American studies) may count toward the major. Requirements for the major are:

## Courses

- Four courses (16 credits), equivalent to two years of college-level study of an East Asian language—Chinese, Japanese, or Korean. Japanese, Chinese, and Korean are taught at Mount Holyoke and elsewhere in the Five Colleges. A maximum of 16 lower-level language credits and a total of 24 language credits can be counted toward the major.
- History 137, Modern East Asia.
- At least three additional courses (12 credits), including at least one from each of the following two groups:
  - Group One: Humanities (literature, art, history, philosophy, and religion and interdisciplinary courses in these areas). Note: language courses are not included in this group. In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.
  - Group Two: Social Sciences (anthropology, economics, geography, international relations, linguistics, politics, and sociology interdisciplinary courses in these areas).
- At least three courses (12 credits) must be 300-level courses. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course. One of the three 300-level courses must be a non-language course.

## Requirements for the Minor

Minors in Chinese and Japanese are available; see their own sections of the catalog.

## Related Courses

Most East Asian studies courses at Mount Holyoke are listed below, but students should also consult the catalogue entries or websites of other departments, including art history, history, international relations, politics, and religion. East Asian Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College or individual college websites).

Please consult the chair of the Asian Studies Committee for guidelines regarding Asian languages not taught in the Five Colleges.

## Courses Counting toward the Major, 2015-16

### Anthropology

204 Anthropology of Modern Japan

### Art History

261 Arts of China

262 Arts of Japan

360CG Seminar in Asian Art: 'Curating Global Contemporary Art'

### Art Studio

269 Japanese Papermaking

### Asian Studies

110 First-Year Chinese I

111 First-Year Chinese II

120 First-Year Japanese I

160 First-Year Korean I

212 Second-Year Chinese I

213 Second-Year Chinese II

215 Androgyny and Gender Negotiation in Contemporary Chinese

### Women's Theater

222 Second-Year Japanese I

262 Second-Year Korean I



- 264 Twentieth-Century Korea through Fiction and Film  
 310 Third-Year Chinese I  
 311 Third-Year Chinese II  
 312 Newspaper Reading and Journalistic Practice in China  
 313LW Advanced Chinese Reading: Literary Works and Social Issues  
 314 Learning Chinese through Film  
 340 Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone

*Economics*

- 202 East Asian Economic Development

*English*

- 334BG Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'  
 374 Introduction to Asian American Literature

*History*

- 137 Modern East Asia 1600–2000  
 238 The Qing Empire  
 296CH Women in History: 'Women in Chinese History'  
 331CH Asian History: 'China's Tumultuous Twentieth Century'  
 331PC Asian History: 'Popular Culture in East Asia'

*Politics*

- 208 Chinese Politics  
 228 East Asian Politics  
 359 Democratization and Civil Society in East Asia  
 373 Politics of Transformation in China and India

*Religion*

- 241 Women and Buddhism  
 263 Introduction to Buddhism  
 267 Buddhist Ethics

*Russian and Eurasian Studies*

- 312 Silk Roads: Ancient and Modern Highways across the Eurasian Continent

**See Also**

- Asian Studies
- Chinese
- Japanese

# Economics

The economics major and minor are administered by the Department of Economics: Professors Christiansen, Gabriel, Hartley, Moseley, Paus (Director of Global Initiatives), Robinson (chair); Associate Professors Adelman (on leave Fall), Katherine Schmeiser, Wilson; Assistant Professor Steven Schmeiser; Visiting Professor Khan; Visiting Lecturers Blume-Kohout, Tierney, and Van den Berg.

## Overview

An economics student will acquire the necessary analytical tools to understand contemporary economic issues and to take reasoned positions in debates about economic and social policy. She will be in a position to apply these tools in a multitude of areas in her future career. Many of the world's most pressing problems—discrimination, environmental destruction, inequality, inflation, poverty, underdevelopment, unemployment—are economic in nature. Economics is concerned with the study of the causes and the possible solutions to these and other economic and social problems. Macroeconomics deals with the economy as a whole, with the forces behind economic growth, the problems occurring in the growth process (such as business cycles, inflation, and unemployment), and government policies to address these problems. Microeconomics focuses on the efficient allocation of resources among alternative uses and addresses such questions as how individuals, firms, and societies decide what to produce, how to produce, and how to distribute the output. Economists study these important issues by combining theoretical models and data analysis. The great human interest of the subject, together with the rigor of its analysis, gives the study of economics its stimulating quality.

## Contact Info

Dawn Larder, senior administrative assistant  
Michael Robinson, chair

## Requirements for the Major

### Credits

- A minimum of 32 credits in the department beyond the 100 level

### Courses

- Economics 211, Macroeconomic Theory
- Economics 212, Microeconomic Theory
- Economics 220, Introduction to Econometrics or Economics 320, Econometrics. (Psychology 201, or Sociology 225, or Statistics 140, 240, or 340 may be substituted but will not count toward the 32 credits of Economics courses required at minimum.)
- Three 300-level courses (two of these must be taken at Mount Holyoke)
- 8 additional credits at either the 200 or 300 level

Students typically begin their study of economics with Introductory Economics (110), which is the prerequisite for intermediate level courses. There are a number of 200-level courses that can be taken as a first course in economics, though these courses are not open to first-semester students without previous economics experience.

## Other

- Majors are encouraged to undertake independent study and research projects under faculty supervision (394 and 395) in their senior year.

The objective of the core courses is to examine intensively the theoretical tools used in professional economic research. One or more of the core courses is

required for each 300-level course in the department. At the intermediate level, a student can choose from a wide array of courses that apply economic theory to particular areas, drawing and building on the concepts and analytical tools developed in the introductory courses. Most 300-level courses are applied courses as well, but the level of analytical sophistication is higher, and students are expected to write substantial analytical research papers. The applied areas offered in the department cover a wide range of subjects, including comparative economic systems, economic development, economic history, economics of corporate finance, economics of race, environmental economics, health economics, history of economic thought, economics of cyberspace, industrial organization, international economics, labor economics, money and banking, and public finance.

## Requirements for the Minor

Students are encouraged to consult a faculty member for advice in planning a coherent economics minor.

## Credits

- A minimum of 16 credits at the 200 level and above with at least 4 credits at the 300 level

## Course Advice

### Introductory Courses

Students may begin the study of economics with Introductory Economics (110). Students should consult the department chair before selecting courses if they received a 4 or 5 on one or both of the advanced placement exams in economics, took "A-levels," or took the International Baccalaureate in economics. The department offers placement exams for those students who have previously covered introductory micro and macroeconomics.

### 200-Level Courses Without Prerequisites

These courses are open to all students (excluding first-semester students). They are designed to give students from other disciplines access to specialized courses in economics without taking Introductory Economics.

### Independent Research

We strongly encourage students to pursue independent research under Economics 295 or 395. These courses, which are offered for a variable number of credits, provide opportunities for many different kinds of independent projects. Both 295 and 395 typically encompass a small research project, possibly in conjunction with faculty research.

A student works individually on her thesis over a two-semester period, first by registering for Economics 394, the senior seminar, in the fall and then by finishing with 395 in the spring (4 credits in each semester) for a total of 8 credits. Each thesis is supervised by a committee of two faculty members, one of whom serves as the primary advisor.

A one-semester 395 project may not be counted toward the courses required for the major or minor at the 300 level. For a two semester 394-395 project culminating in a thesis, the second semester may count toward this requirement.

## Course Offerings

### 100-Level Courses

**ECON-110 Introductory Economics**  
*Fall and Spring*

Introduction to economic issues and the tools that economists use to study those issues: supply and demand, decision making by consumers and firms, market failures, economic output and growth, fiscal and monetary policy in relation to unemployment and inflation, and international economics. Topics include both the study of markets and the need for public policy/government action to address market failures.

*Applies to requirement(s): Social Sciences*

*M. Blume-Kohout, J. Hartley, S. Khan, H. Van den Berg, L. Wilson*

*Credits: 4*

## 200-Level Courses Without Economics 110

### Prerequisite

#### ECON-203 Environmental Economics

*Spring*

Application of economic analysis to environmental issues. Topics include: relationships between growth, development, and the environment; effects of externalities on market outcomes; market and nonmarket solutions to environmental problems; cost-benefit and risk-benefit analysis; efficient and equitable use of depletable and nondepletable natural resources.

*Applies to requirement(s): Social Sciences*

*J. Christiansen*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: Not open to first-year students as their first course in economics*

*Credits: 4*

#### ECON-205 Women in Business

*Spring*

This course explores a number of economic issues relevant to women in the economy and an introduction to the economic concepts and analytical tools necessary to understand those issues. We will pay particular attention to the issues faced by professional women and women in business. We will examine issues of gender equality and discrimination, the interaction between family roles and work, and the challenges faced by women in running large organizations.

*Applies to requirement(s): Social Sciences*

*M. Robinson*

*Prereq: 4 credits in Economics.*

*Advisory: Not open to first-year students as their first course in economics*

*Credits: 4*

## 200-Level Courses

#### ECON-202 East Asian Economic Development

*Fall*

This course provides an overview of economic development in East Asia. The complex interplay of public policy, global competition, and domestic economic relationships in China, Japan, and Korea will serve as the core subject matter of the course, though patterns of economic development in Indonesia, Malaysia, and Singapore will also be discussed. Special attention is given to conditions under which regional economies have successfully blended elements of import-substituting industrialization with export-oriented growth. The course will conclude with a discussion of the impact of the regional economic crisis, the current wave of reforms, and the potential for future growth and development.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Gabriel*

*Prereq: 4 credits in Economics.*

*Advisory: Not open to first-year students as their first course in Economics.*

*Credits: 4*

#### ECON-210 Marxian Economic Theory

*Fall*

Introduction to the Marxian theory of capitalism, as presented in the three volumes of *Capital*. Marxian theory is applied to analyze the causes of contemporary economic problems, such as unemployment and inflation, and the effectiveness of government policies to solve these problems. Comparisons made between Marxian theory and mainstream macro- and microeconomics.

*Applies to requirement(s): Social Sciences*

*L. Wilson*

*Prereq: 4 credits in economics.*

*Advisory: Not open to first-year students as their first course in economics.*

*Credits: 4*

#### ECON-211 Macroeconomic Theory

*Fall and Spring*

Intermediate macroeconomic theory. Analysis of causes of long-run economic growth and short-run business cycles. Study of different macroeconomic models, consumption, investment, government spending, net exports, money supply, and money demand. Examination of fiscal and monetary policy and U.S. economic relations with the rest of the world.

*Applies to requirement(s): Social Sciences*

*J. Hartley, H. Tierney*

*Prereq: Economics 103, 104, or 110.*

*Notes: Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.*

*Credits: 4*

#### ECON-212 Microeconomic Theory

*Fall and Spring*

Theoretical analysis of consumer and firm behavior, the role of prices in an economic system with various market structures, interrelationships of product and factor markets in a general equilibrium model, and the implications of the price system for resource allocation and economic welfare.

*Applies to requirement(s): Social Sciences*

*K. Schmeiser*

*Prereq: Economics 103, 104, or 110 and Mathematics 101.*

*Notes: Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course. The department does not recommend taking this as the first course in Economics.*

*Credits: 4*

#### ECON-213 Economic Development: A Survey

*Fall and Spring*

A study of micro-economic development topics related to how households in lower-income countries consume and produce food. Topics include the causes and consequences of hunger and malnutrition, the agricultural household model, household-level food production and demand, intra-household allocation and bargaining, human and social capital investments and their impacts on food production and consumption, land rights and land use, child labor, and risk, credit and insurance markets used by agricultural households.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Khan*

*Prereq: Economics 103, 104, or 110.*

*Credits: 4*

#### ECON-215 Economics of Corporate Finance

*Fall*

An investigation of the economic foundations for investment, financing, and related decisions in corporations. Topics include capital markets and institutions; analysis of financial statements; sources and uses of funds; capital budgeting and risk; cost of capital; portfolio theory; the impact of corporate decisions on the economy. Some attention given to recent developments in the stock market, in the merger movement, and in international finance. See

<http://www.mtholyoke.edu/courses/sgabriel/215.html><http://www.financeclass.us> for a more detailed description.

*Applies to requirement(s): Social Sciences*

*S. Gabriel*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: Economics 103, 104, or 110.*

*Credits: 4*

### **ECON-218 International Economics**

*Fall and Spring*

The first part of the semester investigates reasons why nations trade and factors that determine trade patterns, focusing on examples of agricultural and food trade. Using the basic tools of microeconomics, it considers the welfare and distributional impacts of free trade among countries. Further topics include barriers to trade, reasons for limiting trade, international food and agricultural policy, and current trade policy issues. The second part introduces the students to basic models in international finance and studies applications of current policy issues such as fixed exchange rates and the Euro.

*Applies to requirement(s): Social Sciences*

*H. Van den Berg*

*Prereq: Economics 103, 104, or 110.*

*Credits: 4*

### **ECON-220 Introduction to Econometrics**

*Fall and Spring*

A study of statistical methods applied to economic and social data. Measures of central tendency and dispersion, point and interval estimation, hypothesis testing, simple correlation, and simple and multiple regression analysis.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Adelman, M. Robinson*

*Prereq: Mathematics 101 and Economics 103, 104, or 110.; Coreq: ECON-220L.*

*Notes: Not open to students who have taken college-level statistics, including IB courses with a statistics component.*

*Credits: 4*

### **ECON-249 Topics in Economics**

## **300-Level Seminars**

### **ECON-301 Advanced Game Theory**

*Spring*

The course will illustrate and analyze the strategies used in making interrelated decisions. We will develop game theoretical tools and apply them to examples from economics, business, politics, and even sports. Topics include the prisoner's dilemma, signaling, coordination, voting, and competition. We analyze games in static and dynamic environments with perfect and imperfect information.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Schmeiser*

*Prereq: Economics 211 and 211.*

*Credits: 4*

### **ECON-307 Seminar in Industrial Organization**

*Spring*

Analysis of theoretical models and empirical studies on the economic performance of industries. Approaches studied include transaction cost economics, game theory, and pricing models. Topics include advertising, research and development, and relationships between government and business such as regulation and antitrust laws.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Schmeiser*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Economics 212.*

*Credits: 4*

### **ECON-310 Public Finance Seminar**

*Spring*

This course provides an overview of the ways in which government policies on taxation and spending affect outcomes for individuals (e.g., poverty, health, income) and for society (e.g., inequality, social mobility, economic growth). Topics will include the theory of taxation, public goods, and externalities. Students will apply these theories to current policy debates. Possible applications include healthcare, education, TANF, unemployment insurance, and Social Security.

*Applies to requirement(s): Social Sciences*

*M. Blume-Kohout*

*Prereq: Economics 212.*

*Credits: 4*

### **ECON-312 Seminar in International Trade**

*Fall*

Examines current events in international trade. The emphasis of this course is on current trade policy debates in the WTO agenda. It investigates topics such as the expansion of regional trade agreements, environmental and labor standards, the TRIPs agreement, agricultural protection and market access, trade in services, and electronic commerce.

*Applies to requirement(s): Social Sciences*

*S. Khan, K. Schmeiser*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Economics 212, 216, or 218.*

*Notes: alternates with Economics 313*

*Credits: 4*

### **ECON-314 Economic Development in the Age of Globalization**

*Spring*

We analyze the challenges and opportunities of globalization for the prospects of economic development in latecomers. We study the debates among orthodox and heterodox economists about the development impact of international trade, foreign direct investment and the globalization of production chains, financial capital flows, and the structure of global governance in these areas. We explore how the rise of China impacts other developing countries. We include case studies, debates and simulations.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*E. Paus*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Jr, Sr with Economics 213 and either ECON-211 or 218.*

*Credits: 4*

### **ECON-315 History of Economic Thought**

*Spring*

Study of the historical development of economics by reading the original works of the 'great masters': Smith, Ricardo, Marx, Marshall, and Keynes. Also examines the influence of the social context in which these theories were developed. Provides a historical perspective on modern microeconomics and macroeconomics - how these modern theories are similar to and different from earlier theories.

*Applies to requirement(s): Social Sciences*

*F. Moseley*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Economics 211 and Economics 212.*

*Credits: 4*

**ECON-320 Econometrics***Fall*

A study of advanced statistical methods in quantifying economic theory. Emphasis on the practical application of regression analysis to test economic theory, especially where the assumptions underlying ordinary least squares analysis are violated. Examines several different subjects that illustrate empirical economic research.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Blume-Kohout*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Jr, Sr with Economics 211, 212 and 220.*

*Credits: 4*

**ECON-338 Money and Banking***Fall*

Monetary theory and policy. Overview of financial markets and institutions. Explores the nature of money and the effects of changing money supply on the economy, theories of money demand, the various methods by which monetary policy can be conducted and the advantages and disadvantages of each, methods of banking regulation and the attendant problems that arise, and important episodes in monetary history (e.g., the Great Depression).

*Applies to requirement(s): Social Sciences*

*H. Tierney*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Economics 211 with Math 101 recommended.*

*Credits: 4*

**ECON-345 Corporate Governance***Fall*

This seminar course studies the theory and practice of corporate governance. Topics include the legal and regulatory environment in which corporations operate, agency theory, executive compensation, the board of directors, debt covenants, corporate control, and stakeholder rights. We will analyze and evaluate current events in corporate governance using the tools discussed in class.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Schmeiser*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Economics 211 and 212.*

*Credits: 4*

**ECON-347 Political Economy of G20***Fall*

This seminar looks at both recent and potential future economic and political developments in the G-20, comprising nineteen of the world's most important economies plus the European Union. Together these countries represent roughly two-thirds of the world's population, eighty percent of international trade, and ninety percent of global GDP. This international body has taken on a new prominence that will shape the debates over the direction the global economy should take in the coming decades. We shall focus on these debates, on the comparative economic performance of the countries involved, and on the challenges that increasing financial instability, socioeconomic inequality, and ecological degradation present for global governance.

*Applies to requirement(s): Social Sciences*

*J. Christiansen*

*Prereq: Economics 211.*

*Advisory: Economics 211*

*Credits: 4*

**ECON-349 Advanced Topics in Economics****ECON-349MM Advanced Topics in Economics: 'Economics of Immigration'***Spring*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive; Topics Course*

*H. Van den Berg*

*Prereq: Economics 211 and 212.*

*Credits: 4*

**ECON-351 History of Development Economic Thought***Fall*

A topical coverage of development economics used in conventional textbooks does not do justice to the evolution of integrated thinking in the field. A topical organization also does not do justice to the topic linkages or to the important debates in the field. This course adopts a history of macro development economics thought approach with an emphasis on alternative approaches right up to the current debates. While the field started in the 1940s, the influence of classical economists including Marx on the pioneering development economists and the field will also be traced.

*Applies to requirement(s): Social Sciences*

*S. Khan*

*Prereq: Economics 211 and 212.*

*Credits: 4*

**ECON-394 Senior Seminar for Thesis Students***Fall*

This course guides thesis students through the thesis process. We will discuss how to do economic research, how to do a research proposal, and how to write a literature review. Students will then complete a proposal and write their own review. Over the course of the semester, they will be matched with advisors in the department and will complete their theses in a section of Economics 395 with their advisor in the spring.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Robinson*

*Restrictions: This course is limited to seniors.*

*Prereq: Economics 211, 212, and 220 and one 300-level Economics course.*

*Notes: Thesis students are expected to enroll in this course to begin their thesis. However, we will continue to allow two semesters of 395 to constitute a thesis if appropriate.*

*Credits: 4*

**Independent Research****ECON-295 Independent Study***Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**ECON-395 Independent Study***Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# Nexus in Educational Policy and Practice

## *Education*

205 Racism and Inequality in Schools and Society  
233 Educational Psychology

The Nexus in Educational Policy and Practice is administered by a faculty advisory group led by Sarah Frenette (psychology and education).

## Overview

The Nexus in Educational Policy and Practice is intended to provide students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the Nexus offers varied perspectives on contemporary contexts and historical moments that shape and define knowledge, behavior, structures, organizations, and policies both in and out of educational settings. Examples of these varied perspectives include Education: Policy and Politics; Philosophy and the Child; International Education; Women, Leadership and Higher Education; Education, Health, and Sports Pedagogy; Education and the Arts; Environmental Education.

## Contact Info

Eleanor Townsley, Nexus director  
Sarah Frenette, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
  - Students in this track must seek approval from the track chair after developing a brief proposal outlining their specific area of focus and the specific courses they plan to take to complete the Nexus.
- College 210 (the 2-credit “pre-experience” course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### *College*

210 Ready for the World: Preparing for Your Internship and Research Project

211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### *Complex Organizations*

212 Individuals and Organizations

## See Also

- Educational Studies
- Psychology and Education

# Educational Studies

The minor in educational studies is administered by the Educational Studies Committee: Professors Lawrence (psychology and education), Smith (politics); Associate Professors Arnold (classics), Wilson (economics); Assistant Professors Reilly (psychology and education), Jacoby (psychology and education); Senior Lecturer Allen (physical education and athletics); Lecturer Glasser (English); and Sarah Frenette (psychology and education, acting chair).

## Overview

The minor in educational studies provides students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the minor offers varied perspectives on contexts and historical moments that shape and define knowledge, behavior, structures, and policies both in and out of classrooms. Students planning to minor in educational studies must consult with a member of the program committee to discuss an area of interest and design a plan of study. A brief proposal and plan of study outlining the focus of the minor and the courses making up the minor must be approved by the program chair. The culminating experience of the minor is a 2-credit Educational Studies course requiring students to analyze and synthesize key ideas that have emerged from their focused study. Students will work with a faculty advisor as they write and present a capstone paper.

Please note: this minor in educational studies does not lead to teacher licensure. For information on the education minor leading to teacher licensure, please consult the Psychology and Education chapter, which provides detailed information on the course requirements and application procedures for teacher licensure programs.

## Contact Info

Sarah Frenette, acting chair

## Requirements for the Minor

### Credits

- 18 credits

### Courses

- Education 205, 220, or Educational Studies 215
- Three courses at the 200 level or above focusing on a specific area of study. (Some possible areas of study include: Knowledge and the Humanities, National and International Perspectives on Education, Gender and Education, Teaching and Learning, Sport Pedagogy.)
- Educational Studies 290, a capstone-type independent study (2 credits)

### Other

- One Independent Study (395) can be applied to the minimum minor requirements but cannot be substituted for one of the designated courses in education or educational studies.

## Course Offerings

### EDUST-203 Teaching Children Science: College Students in the Elementary Classroom

Fall

This course is designed for science students with interests in teaching and learning with children. It will focus on research, theory and practice pertinent to science education, linking scientific information gained in college classes to children's learning of scientific phenomena. Weekly class meetings (from 1-3 hours) will include laboratory and off-site field investigations. Each student will also become a 'Science Buddy' at a local elementary school, assisting children with hands-on science experiences for approximately 1 hour each week.

*Crosslisted as: Biological Sciences 203*

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*R. Fink*

*Instructor permission required.*

*Prereq: One year of any science, at least one lab course.*

*Advisory: One year of college science (any discipline), at least one course with laboratory. By permission of instructor only: please email rfink or sfrenette if interested.*

*Credits: 4*

### EDUST-215 Ideas and Ideals in Public Education

*Not Scheduled for This Year*

*Applies to requirement(s): Social Sciences*

*L. Reilly*

*Credits: 4*

### EDUST-250 Special Topics in Educational Studies

#### EDUST-265 Children's Literature for Educators

*Not Scheduled for This Year*

This course introduces various genres of children's literature, including literature for adolescents; explores issues in interpretation and critique; and examines approaches to using literature in the preK-12 curriculum with an emphasis on making literature accessible to English language learners. Students will read a variety of texts across genres and discuss ways to integrate literature into content-area learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives including literary, sociopolitical, and historical.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Advisory: Permission of instructor. Priority given to licensure students and students with 8 credits beyond the 100 level in the English department*

*Notes: Students must email the professor during advising week to ask permission to register for the course.*

*Credits: 4*

#### EDUST-290 Capstone in Educational Studies

Spring

This two-credit independent study course, which is the culminating experience of the educational studies minor, requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educational Studies Program Committee as they plan, write, and present a capstone paper.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Prereq: Education 205, 220 or Educational Studies 215 and permission of instructor.*

*Credits: 2*

**EDUST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**EDUST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- Psychology and Education



# Nexus in Engineering

The Nexus in Engineering is administered by a faculty advisory group: Professors Gomez (physics), Associate Professors Aidala (physics, track chair), Hoopes (environmental studies), St. John (computer science); Assistant Professor Shepardson (mathematics and statistics).

## Overview

The Engineering Nexus provides a path from the traditional disciplines of the liberal arts to a career in engineering. Engineers are trained to solve a diverse set of problems, and a student may major in the field of science or mathematics most closely allied to the engineering subfield in which she is interested. Combining a science or mathematics major with some additional course work and summer internships in engineering is excellent preparation for future graduate work in engineering or employment in engineering-related fields.

While the Engineering Nexus explicitly is not an engineering degree or accreditation, it is intended as a route into the field of engineering. The experiential portion of the Nexus involves completing a summer internship in the field of engineering. This may be participating in a formal Research Experiences for Undergraduates (REU) program in an academic laboratory, a summer internship with an engineering firm, working abroad for the summer in an engineering laboratory, or other options.

## Contact Info

Eleanor Townsley, Nexus director  
Katherine Aidala, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
  - Given the diversity of the engineering field, a wide range of courses can count toward the Nexus, but students must consult with a Nexus advisor to determine a program that will match their interests and goals.
- College 210 (the 2-credit “pre-experience” course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### Chemistry

208 Introduction to Materials  
399 Comprehensive Seminar

### College

210 Ready for the World: Preparing for Your Internship and Research Project  
211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### Economics

212 Microeconomic Theory  
307 Seminar in Industrial Organization

### Mathematics

333 Differential Equations  
342 Probability

### Physics

290 Advanced Laboratory Practicum  
308 Electronics  
390 Advanced Laboratory Practicum

## See Also

- Dual-Degree in Engineering (Other Programs and Certificates)

# English

The English major and minor are administered by the Department of English: Professors Benfey, Creighton, Demas, Hill (on leave Spring 2016), Lemly, V. Martin, Shaw, Weber (on leave Spring 2016), Young; Associate Professors Alderman (on leave 2015-16), Day (on leave Spring 2016), A. Martin (chair), Yu; Assistant Professors Brown, Rodgers (on leave Spring 2016), Roychoudhury (on leave 2015-16), Singer; Senior Lecturer Sutherland; Lecturers Glasser, Shea; Visiting Senior Lecturer Manegold; Visiting Lecturers Lawlor, O'Callaghan.

## Overview

English courses at Mount Holyoke offer students an opportunity to study texts and writers from the many cultural traditions that have shaped, and been shaped by, the English language. Our offerings range from Anglo-Saxon England through the twenty-first century and encompass multiple national, racial, and cultural identities. The department's courses cultivate skills in close reading, critical thinking, and persuasive writing. For students interested in writing, a number of courses offer practical instruction in the techniques of fiction, poetry, and other literary genres, as well as journalism. The major helps prepare students for a wide range of careers, including teaching at all levels, law, business, and graduate study in literature and culture.

The department reflects in its offerings a balanced variety of historical and theoretical approaches to the study of language, literature, and culture. Many courses locate British and American literary texts within their historical contexts; many courses employ approaches drawn from gender studies, queer theory, and postcolonial theory. We regularly offer courses on African American, Asian American, and other ethnically defined American literatures, as well as on writings from Africa, Asia, the Pacific Rim, and Ireland. Some members of the department study visual culture in many different media, including film. The department expects its majors to study texts from a variety of historical periods and challenges students to respond to new questions about the theoretical relationships of literary and cultural forms and historical transformation.

## Contact Info

Cynthia Meehan, senior administrative assistant  
Amy Martin, chair

## Requirements for the Major

### Credits

- A minimum of 36 credits

### Courses

- English 200, An Introduction to the Study of Literature
- Two courses in literature written in English before 1700, at either the 200 or 300 level (Course descriptions indicate which courses fulfill this historical requirement.)
- One course in literature written in English between 1700 and 1900, at either the 200 or 300 level (Course descriptions indicate which courses fulfill this historical requirement.)
- Four courses at the 300 level, two of which must be taken at Mount Holyoke and one of which must be a designated seminar (Course descriptions indicate which courses fulfill the seminar requirement.)

### Other

- First-Year Seminars do not count toward the completion of the English major or minor.
- English 295/395, Independent Study, does not count toward the completion of the English major or minor.

An English major offers the opportunity to study various texts written in English, both those in traditions of British and American literature as well as those from other parts of the world. A student of English should be acquainted with works from different historical periods and different national traditions and different genres—fiction, nonfiction, poetry, and drama.

This discipline consists of a variety of intellectual-interpretive approaches. Each major should take advantage of the department's diverse offerings by thoughtfully devising her own path of study while becoming familiar with all genres. Core requirements encourage a modest acquaintance with writings and critical methodologies essential to a mastery of the field.

We also urge majors to explore the creative process by taking writing courses and to link the study of literature in English with the study of history, the arts, and other literatures. Courses in classical and modern languages and literatures, art history, music, dance, theater, film, politics, anthropology, psychology, philosophy, religion, history, and the sciences complement and supplement courses in English. "Nothing human is alien" (Terence) to an English major.

## Requirements for the Minor

### Credits

- A minimum of 16 credits

### Courses

- Two courses at the 200 level and
- Two courses at the 300 level

### Other

- At least one course at each level should be taken at Mount Holyoke. The choice of courses is at the discretion of the student, with no departmental approval required. Members of the department are, of course, available for consultation about possible minor programs. The approval of the chair is necessary for any exception to the requirements.
- English 295/395, Independent Study, does not count toward the completion of the English major or minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of English can combine their course work in English with a minor in education. In some instances course work in the major may coincide with course work required for licensure. For specific course requirements for licensure within the major of English, please consult the chair of the English Department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the Department of Psychology and Education.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of English and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### Writing

The department offers two kinds of courses particularly intended for first-year students: many first-year seminars offered by English faculty under the FYSEM designation and Spring sections of English 200, Introduction to the Study of

Literature, which second semester first years are welcome to take. The first-year seminars taught by English department faculty are writing-intensive seminars on various topics which strengthen a student's proficiency and confidence as a writer. English 200, also writing-intensive, is an introduction to literary studies and a required gateway to the major. Students who, in the fall, a writing-intensive first year seminar and who are considering a major in English ordinarily take English 200 in the spring. First-year students interested in English 201, Introduction to Creative Writing, require the permission of the instructor. Sophomores, juniors, and seniors may elect English 201 or courses such as Introduction to Journalism (202), Short Story Writing I (203), Verse Writing I (204), Playwriting (205), or Expository Prose (206).

## Seminars and Courses on Special Topics

These courses offer advanced study of literature in English. Reading texts from different periods and genres, seminars aim for depth and specific focus and require of every student both original work and partial responsibility for leading class discussions.

Each year the department offers various upper-level seminars and special topics courses. Enrollment in these seminars and courses is restricted (15 to 20 in seminars; 30 or fewer in courses). Interested students should pay particular attention to the prerequisites; preference for admission is usually given to seniors.

## Prerequisites for Advanced Courses

The stated prerequisites for 300-level courses are junior and senior standing and 8 credits of work in English beyond a first-year seminar, often including a specified course such as 200, 210, 240, or 250. A sophomore who has completed the specified 8 credits may enroll with prior permission of the instructor. Any student without the prerequisites should consult the instructor.

## Independent Study

Students with special interests, adequate preparation, and a capacity to work well on their own may apply for independent study, either English 295 or English 395. An application for independent study must be submitted the semester prior to which the work will be completed. For more information, visit this page: [https://www.mtholyoke.edu/acad/english/independent\\_study](https://www.mtholyoke.edu/acad/english/independent_study). Note: English 295 and English 395 do not count toward the completion of the English major or minor.

Sophomores, juniors, and seniors may take 295 for 1 to 4 credits, if suitable directors for the proposed projects are available.

Juniors and seniors who have devised projects in literary criticism and scholarship, or in writing prose and poetry, and demonstrate strong preparation, are encouraged to take 395 for 4 credits. They should discuss their ideas for projects with their academic advisor and others in the department who might serve to direct the project. In most cases, a student should seek out department members with whom she has already studied; but if this is not possible, her advisor or the department chair will help her find someone to supervise the project. (Students studying off campus may pursue such arrangements by email.) The department will try to find such advisors for students, but cannot guarantee a student will be allowed to undertake independent study. Planning ahead increases the probability of success. Again, preference is given to students who can demonstrate thorough preparation, normally through appropriate course work at the 300 level.

Seniors who have done well in one semester of 395, and who meet the College requirement of a 3.00 grade point average, may, with the approval of the director of the project, continue the independent work for an additional 4 credits, with the intent of writing a thesis to be submitted for honors.

## Course Offerings

### ENGL-103 Academic Discourse and Multilingual Speakers

*Not Scheduled for This Year*

In this course we seek to achieve clarity and precision of expression within a discussion of complex questions. Past semesters' topics include: the role of education in society; the relationship between religion, culture, and nature; and the use of maps in ordering the world. In addition to the academic content, the course focuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills. Although it is the first in a two-course sequence (103-104), multilingual students who have already taken English 104 may register.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*M. Shea*

*Credits: 4*

### ENGL-104 Academic Discourse and Multilingual Speakers

*Spring*

In this course we seek to achieve clarity and precision of expression within a discussion of a complex topic. Course readings and writing assignments guide students through an examination of topics related to society and culture. Past semesters' topics include: the role of education in society; the relationship between religion, culture, and nature; and the use of maps in ordering the world. In addition to the academic content, the course focuses on the writing and revising process, academic research and argumentation, and the nature and purpose of academic discourse. This course is intended for students whose native language is not English and who would like to refine their writing and speaking skills.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*M. Shea*

*Credits: 4*

### ENGL-200 An Introduction to the Study of Literature

*Fall and Spring*

This course examines various strategies of literary representation through a variety of genres, including such traditional literary forms as the novel, lyric poetry, drama, and autobiography, as well as other cultural forms, such as film. Particular attention is given to student writing; students are expected to write a variety of short essays on selected topics. Though the themes of specific sections may vary, all sections seek to introduce students to the terminology of literary and cultural discourse. Please note that this course is a requirement for all English majors.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*C. Benfey, E. Hill, A. Martin, K. O'Callaghan, W. Yu, The department*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

## Writing Courses: Prose and Poetry

### ENGL-201 Introduction to Creative Writing

*Fall and Spring*

This course offers practice in writing various kinds of narrative. Assignments emphasize clarity, concision, and creativity. Exercises lead to longer work: sketches or short stories. Students hone critical as well as writing skills. Student papers are duplicated and discussed in class, along with selected works by published authors.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Lawlor, V. Martin, The department*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENGL-202 Introduction to Journalism**

*Fall and Spring*

The finest journalists are professors to the people. They educate citizens so as to facilitate reasoned, fact-based dialogue on subjects as diverse as politics, poverty, war, science, and the arts. We will look at journalism's role in the culture with a particular view to some of the profession's failings and foibles. Students are expected to leave the comfortable confines of the classroom as they try their hand at covering an event, writing a profile, and reporting on an issue of local significance. Throughout the term we will employ the journalistic skills of interviewing, research, and thoughtful analysis to produce snapshots of the world inside and outside the College gates. Curiosity leads. Mastery follows.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning; Writing-Intensive*

*C. Manegold*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENGL-203 Short Story Writing I**

*Fall*

This workshop will introduce students to the short story form as practiced by contemporary and canonical writers. Students will learn to read fiction actively, as writers developing their craft. We will focus on understanding the elements of fiction with an eye toward eventual mastery. Writing short stories will comprise the main work of this course, and students will work specifically on point of view, development of scenes, characterization, plot, and narration.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*A. Lawlor*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENGL-204 Verse Writing I**

*Fall*

This course gives students practice in the basic elements of the poet's craft, emphasizing revision. It involves class criticism and conferences as well as collateral reading.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*K. Singer*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENGL-205 Playwriting**

*Fall*

This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in the writing of a one-act play. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.

*Crosslisted as: Theatre Arts 283*

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*J. Yukich*

English 3

*Prereq: One English writing course and 4 credits in Theatre Arts.*

*Notes: may be re-taken at 300 level with permission of instructor*

*Credits: 4*

### **ENGL-206 Expository Prose**

#### **ENGL-206MA Expository Prose: 'Making the Argument'**

*Not Scheduled for This Year*

Societies evolve through the exchange of information and ideas. This course explores that exchange as it occurs in contemporary opinion (or op-ed) pieces. Though we begin with Aristotle, most readings will come from the debates of our time. Our aim is to include divergent opinions on a wide array of subjects. Students will team up for close readings, exploring issues of evidence, structure and style. Extensive independent research and considerable rewriting required. This course is intended for students in all disciplines who seek mastery as prose stylists confronting the contentious issues of the day.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

*C. Manegold*

*Credits: 4*

### **ENGL-208 Topics in Journalism**

#### **ENGL-300 Writing Historical Fiction**

*Not Scheduled for This Year*

Does historical fiction offer readers something history books cannot? What obligation does the writer of historical fiction have to the verifiable facts of the past? Is history a place we can visit, or is it a living force, defining the present? Isn't there a sense in which all fiction is historical fiction? In this course we'll consider these and other questions as we read and write historical fiction. We'll go out with our shovels and teaspoons to dig in the past, unearthing the psychological atmosphere, the gossip, the voices, and the important lies that will show us the way to breathe new life into the cold, dead facts of history.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*V. Martin*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: English 203.*

*Advisory: Online application required*

*[http://www.mtholyoke.edu/acad/english/300\\_course\\_application.html](http://www.mtholyoke.edu/acad/english/300_course_application.html) application*

*Notes: meets English department seminar requirement*

*Credits: 4*

### **ENGL-301 Studies in Journalism**

#### **ENGL-301JH Studies in Journalism: 'Journalism History and Ethics'**

*Fall*

Can a story be accurate but false? Should reporters value protecting national security over telling the truth? Is it ethical to tell a lie if it allows access to important information? Journalists face difficult ethical dilemmas every day. But how do they know what to do? Are there rules? In this class we will study ethics in journalism from the time of the muckrakers to the rise of the blog.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

*C. Manegold*

*Restrictions: This course is open to Juniors and Seniors.*

*Notes: meets English department seminar requirement*

*Credits: 4*

**ENGL-301MW Studies in Journalism: 'Magazine Writing - Sequence I'***Not Scheduled for This Year*

Students in this class will produce original works at magazine length. Assignments will get them out of the classroom and into the world, exploring feature stories and local issues of importance. A student's mastery of her chosen topic will rest on personal observation, extensive interviews, and deep research. All pieces produced will go through multiple drafts. Readings are designed to shape classroom discussion and lend inspiration. These will include classics of the genre, as well as material from current issues of the in the *New Yorker*, *Slate*, *Atlantic Monthly*, *Vanity Fair*, the *New York Times Sunday Magazine*, and other publications.

*Applies to requirement(s): Humanities**Other Attribute(s): Community-Based Learning; Writing-Intensive; Topics Course*  
*C. Manegold**Prereq: Intro to Creative Writing or Narrative-Non Fiction.**Notes: meets English department seminar requirement**Credits: 4***ENGL-301MX Studies in Journalism: 'Magazine Writing - Sequence II'***Not Scheduled for This Year*

This course is designed for students committed to moving their writing to the next level. In this class we will read extensively from *New Yorker*, *Slate*, *Vanity Fair*, *The New York Times Sunday Magazine* and other mainstream publications as we study the impact and the techniques of the best magazine writing in America today. Students will produce their own magazine-length work on topics of their own choosing. These pieces will be distinguished by extensive reporting and research coupled with compelling and original prose.

*Applies to requirement(s): Hum-Arts, Lang, Lt**Other Attribute(s): Writing-Intensive; Topics Course**C. Manegold**Advisory: Intro to Journalism, Narrative Non-fiction, Magazine Sequence I or permission of the instructor**Notes: meets English department seminar requirement**Credits: 4***ENGL-301NN Studies in Journalism: 'Narrative Nonfiction'***Spring*

This class is designed to immerse students in some of the most powerful nonfiction being published today. We will read extensively to explore the art of telling factual stories with drama, accuracy, imagination, and skill by examining works on topics ranging from business to science to history and politics. Outside the classroom students will be expected to apply these skills to their own writing through a series of assignments culminating in the production of one magazine-length work. Throughout, we will focus on challenges of structure, 'voice,' and sustaining a narrative. Our goal will be to produce work distinguished by simple, accurate, and compelling prose.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive; Topics Course**C. Manegold**Restrictions: This course is open to Juniors and Seniors.**Notes: meets English department seminar requirement**Credits: 4***ENGL-301SC Studies in Journalism: 'Science Writing'***Not Scheduled for This Year*

This class is designed to immerse students in some of the most extraordinary science writing published today. Drawing from magazines, the web, and longer works such as 'Five Days at Memorial,' 'Tom's River' and 'The Sixth Extinction,' we will closely examine how writers bring complex scientific material to life for the general reader. Students will be coached through a series of writing challenges culminating in the production of one magazine-length work. Throughout, we

will focus on clarity of expression, felicity of style, the delivery of complex facts and concepts in accessible language, and the building of narrative.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive; Topics Course**C. Manegold**Instructor permission required.**Advisory: Online application required:**[http://www.mtholyoke.edu/acad/english/300\\_course\\_application.html](http://www.mtholyoke.edu/acad/english/300_course_application.html) application**Notes: meets English department seminar requirement**Credits: 4***ENGL-302 Nonfiction Writing****ENGL-303 Short Story Writing II***Spring*

This workshop is for students seriously engaged in writing short stories. Students will refine their technical skills and work on the subtleties of style. Extensive readings are required.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**C. Demas**Restrictions: This course is open to Juniors and Seniors.**Instructor permission required.**Prereq: English 203, 4 additional credits from English, and writing sample. Forms available in English Dept.**Notes: meets English department seminar requirement**Credits: 4***ENGL-304 Verse Writing II***Spring*

In this workshop students will generate new poems, working in both free verse and traditional forms. Emphasis will be given to honing elements of craft, to developing one's 'voice,' and to the all-important process of revision. Readings will include books by contemporary poets, with workshops devoted to critiquing student work and discussing the poems of established writers.

*Applies to requirement(s): Humanities**Other Attribute(s): Writing-Intensive**R. Shaw**Restrictions: This course is open to Juniors and Seniors.**Prereq: English 204 and 4 additional credits from English above 101.**Notes: meets English department seminar requirement**Credits: 4***ENGL-305 Writing Literature for Children***Not Scheduled for This Year*

A workshop focusing on writing for children at different age levels. Students will work on a variety of projects in fiction and nonfiction, and experiment with different styles, forms, and approaches. Weekly writing and editing assignments and selected readings of children's literature are required. The course includes guest lectures (which are open to the campus) and field trips.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive; Writing-Intensive**C. Demas**Restrictions: This course is open to Juniors and Seniors.**Instructor permission required.**Prereq: 8 credits in department including English 201, English 204, or English 265.**Notes: meets English department seminar requirement**Credits: 4*

## Intermediate Literature Courses

### ENGL-210 The Development of Literature in English: Medieval through Commonwealth

*Not Scheduled for This Year*

A narrative of English literary history from the Old English period to the Restoration of the monarchy (700-1660), paying attention to works, authors, and genres, and to changes of language and culture. Readings include *Beowulf*, selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, a Shakespeare play, and selections from such authors as Julian of Norwich, Sir Thomas Wyatt, Edmund Spenser, Sir Philip Sidney, John Donne, Andrew Marvell, and John Milton.

*Applies to requirement(s): Humanities*

S. Sutherland

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: meets English department pre-1700 requirement*

*Credits: 4*

### ENGL-211 Shakespeare

*Fall and Spring*

A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

*Crosslisted as: Theatre Arts 281*

*Applies to requirement(s): Humanities*

E. Hill, S. Sutherland

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: meets English department pre-1700 requirement*

*Credits: 4*

### ENGL-213 The Literature of the Later Middle Ages

*Fall*

This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our concentration will be principally on the *Gawain*-poet, Chaucer, Langland, Margery Kempe, and Lydgate. Most of our readings are in Middle English.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

W. Yu

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: English 200.*

*Notes: meets English department pre-1700 requirement*

*Credits: 4*

### ENGL-214 Topics in Medieval Studies

#### ENGL-214CM Topics in Medieval Studies: 'The Curious Middle Ages'

*Spring*

While influenced by Augustine's warning that worldly inquiry could endanger the pilgrimage of the soul, medieval literature contains many instances of curious looking. Exploring the medieval desire to know, this course considers how the period's tendencies toward spiritual and metaphysical thought are balanced against its fascinations with the observable world. We will study the ways allegories, travel narratives, romances, and dream visions intersect with natural philosophy, historiography, cartography, and architecture. Literary analysis is the basis for our investigative work to uncover the epistemological impulses that inform medieval art and literature.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

W. Yu

*Prereq: English 200. English 210 or 213 recommended.*

*Advisory: English 210 or 213 recommended*

English 5

*Notes: meets English department pre-1700 requirement*

*Credits: 4*

### ENGL-214LR Topics in Medieval Studies: 'Love and Reason in Medieval Romance'

*Fall*

Arthurian legend conjures enduring stereotypes of chivalry and romantic love, but how do we go about situating medieval romance in literary history? Where does it come from, why was it written, who read it, and how did it change over time? In this course, students will learn about romance's historical and social contexts, its form, tropes, and imagery. We will think about romance's contemplation of justice, loyalty, subjectivity, love, and shame, especially as this body of literature grapples with the conflicts that arise between the mortal and divine. Course readings will include works by Marie de France, Chrétien de Troyes, Chaucer, Lydgate, and Spenser. We will read in Middle English where possible.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

W. Yu

*Prereq: English 200 and either English 210 or 213.*

*Notes: meets English department pre-1700 requirement*

*Credits: 4*

### ENGL-215 Early Chaucer

*Not Scheduled for This Year*

We will examine Chaucer's explorations of love, human will, and various conceptions of closure (in literary terms, the efficacy of complaint, the work of poetic endings, and the poet's accomplishments). These topics will be studied in light of Chaucer's ranging literary influences, especially his assimilation and renovation of classical poetry, French and Italian vernacular verse, romance, saints' lives, allegory, and beast fables. All readings are in Middle English, consisting of a selection of Chaucer's short poems and his major works prior to *The Canterbury Tales*.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

W. Yu

*Restrictions: Course limited to sophomores, juniors and seniors*

*Instructor permission required.*

*Notes: meets English department pre-1700 requirement*

*Credits: 4*

### ENGL-217 Topics in English

#### ENGL-220 Introduction to British Literary and Cultural Studies since 1660

This course offers a broad study of selected figures in modern literary and intellectual history and helps prepare students for more advanced classes in British and/or postcolonial studies. We will use these figures to probe the dynamic relationship between imaginative practice and social change, which may involve global as well as national contexts. This course will introduce students to writing sustained pieces of critical analysis, challenging them to explore the theoretical relationship between literary form and historical transformation in the modern period.

#### ENGL-220VP Introduction to British Literary and Cultural Studies since 1660: 'The Victorian Period'

*Not Scheduled for This Year*

This section examines the major ideas, shifts, expansions, and disruptions of the Victorian period. We will discuss prose, poetry, fiction, and art to understand how these forms engage with movements in voting rights, industry, living conditions, money, gender, definitions of class, and imperialist expansion. Writers may include Arnold, Carlyle, Martineau, Mill, Eliot, Dickens, Bronte, W.

Collins, Browning, Rossetti, Hopkins, and many others, as well as painters and current readings in criticism and theory.

*Applies to requirement(s): Humanities*

*The department*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 4 credits in English.*

*Notes: meets English department 1700-1900 requirement*

*Credits: 4*

### **ENGL-223 United Colors of Neoliberal America**

*Not Scheduled for This Year*

What can Brown do for you? This question captures a central theme of this course: how a word like 'Brown' evolved from a 1970s signifier of antiracist coalition building into a motto of the United Parcel Service (UPS), selling speed, efficiency, and access to networks of the global economy. Using interdisciplinary methods, we will explore the way multicultural imagery, Civil Rights discourse, and state policy have converged in the service of global capitalism. Focusing on fiction (egs. Octavia Butler, Karen Yamashita), film (egs. *Crash*, *Sleep Dealers*) and secondary sources, we will examine the impact of neoliberal multiculturalism and how cultural producers amplify and challenge its logics.

*Crosslisted as: Critical Social Thought 223*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*I. Day*

*Credits: 4*

### **ENGL-231 British Romanticism: Revolution/Reaction**

*Not Scheduled for This Year*

This class will examine the ways Romantic-era writers figured revolution and the reaction against it, in the wake of the French Revolution's spectacular but failed promises of liberty, fraternity, and equality for all. We will pay special attention to how British writers envisioned their own versions of freedom and equality, extending them to women, slaves, and the poor. Likewise we will explore how this project for social change was necessarily related to revolutions in language and aesthetics. Authors may include Burke, Wollstonecraft, Wordsworth, Coleridge, Smith, Barbauld, Blake, Austen, Keats, Percy and Mary Shelley, Byron, and Hemans.

*Applies to requirement(s): Humanities*

*K. Singer*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: meets English department 1700-1900 requirement*

*Credits: 4*

### **ENGL-235 Modern British Poetry**

*Not Scheduled for This Year*

This introduction to modern British poetry pays special attention to the emergence, consolidation, and dismantling of modernist poetry and poetics. It will link this literary history with, amongst other things, the loss of faith, the two world wars, and the relationship between monumental aesthetics, utopian poetics, and totalitarian politics. Writers will include Hardy, Yeats, Eliot, H.D., and Auden.

*Applies to requirement(s): Humanities*

*N. Alderman*

*Credits: 4*

### **ENGL-238 Modern Irish Literature**

*Not Scheduled for This Year*

This course will introduce students to the literature of modern Ireland beginning with Swift, moving through the nineteenth century, examining the Irish Literary Revival and Irish modernism, and finally contemporary drama, poetry, and fiction. We will focus on Irish women writers and their literary interventions concerning colonial history, nationalism, and Unionism. We will pay particular

attention to representations of Irishness, the relationship between literature and national history, and questions of violence and representation. The course will explore how the genres, styles, and forms of Irish writing are determined by the experience of colonial trauma and the imperative to imagine national identity.

*Applies to requirement(s): Humanities*

*A. Martin*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: English 200.*

*Credits: 4*

### **ENGL-239 Novels of the Later Eighteenth Century**

*Not Scheduled for This Year*

*Applies to requirement(s): Humanities*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: English 200.*

*Credits: 4*

### **ENGL-239CB Novels of the Later Eighteenth Century: 'Contemporary British and Irish Poetry'**

*Not Scheduled for This Year*

An introduction to the most important poetic figures, movements, and backgrounds in contemporary British and Irish poetry, with an especial interest in poetry as a contested domain in which, and through which, poets wrestle new social content into poetic form. Poets may include Philip Larkin, Geoffrey Hill, Seamus Heaney, Denise Riley, Paul Muldoon, Grace Nichols, and Carol Ann Duffy.

*Applies to requirement(s): Humanities*

*N. Alderman*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: English 200.*

*Credits: 4*

### **ENGL-239WH Novels of the Later Eighteenth Century: 'Worthy Hearts and Saucy Wits'**

*Fall*

Eighteenth-century England witnessed the birth of the novel, a genre that in its formative years was both lauded for its originality and condemned as intellectually and morally dangerous, especially for young women. We will trace the numerous prose genres that influenced early novelists, including conduct manuals, epistolary writing, conversion narratives, travelogues, romance, and the gothic. In doing so, we will concomitantly examine the novel's immense formal experimentation alongside debates about developing notions of gender and class as well as the feeling, thinking individual. Authors may include Richardson, Fielding, Sterne, Walpole, Burney, and others.

*Crosslisted as: Gender Studies 204WH*

*Applies to requirement(s): Humanities*

*K. Singer*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: meets English department 1700-1900 requirement*

*Credits: 4*

### **ENGL-240 American Literature I**

*Fall*

A survey of American literature from the literature of exploration through the major authors of the mid-nineteenth century, with special attention to the formation of an American literary tradition, along with the political, social, and religious context that helped shape the imaginative response of American writers to their culture.

*Applies to requirement(s): Humanities*

*C. Benfey*

*Restrictions: Course limited to sophomores, juniors and seniors*  
*Notes: meets English department 1700-1900 requirement*  
*Credits: 4*

**ENGL-241 American Literature II**

*Spring*

A continuation of English 240, which explores the diversity of writers and literary forms that arose in U.S. society in the period from the Civil War to World War I. Authors may include Alcott, Chopin, Crane, Dreiser, Dunbar, Dunbar-Nelson, DuBois, Sui-Sin Far, Gilman, Harper, James, Jewett, Stein, Twain, Wharton, and Whitman. Will address the development of realism and naturalism, and the beginnings of modernism, and explore literary redefinitions of race, gender, sexuality, and class as shaped by social and economic pressures during this era.  
*Applies to requirement(s): Humanities*

*E. Young*

*Restrictions: This course is limited to sophomores only.*

*Notes: meets English department 1700-1900 requirement*

*Credits: 4*

**ENGL-242 Topics in American Literature**

**ENGL-243 American Gothic**

*Not Scheduled for This Year*

An examination of the gothic--a world of fear, haunting, claustrophobia, paranoia, and monstrosity--in American literature and culture, with an emphasis upon issues of race and gender. Topics include the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors, filmmakers, and artists may include Alcott, Arbus, Browning, Crane, Dunbar, Dunn, Elmer, Faulkner, Gilman, Hitchcock, Kubrick, McCullers, Morrison, O'Connor, Oates, Parks, Poe, Romero, Turner, and Wood.

*Crosslisted as: Film Studies 220AG*

*Applies to requirement(s): Humanities*

*E. Young*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**ENGL-253 African Literature**

*Spring*

An introduction to African literature in English since 1960. Fiction, drama, autobiography, essays by such writers as Ama Ata Aidoo, Ayi Kwei Armah, Chinua Achebe, Buchi Emecheta, Ngugi wa Thiong'o, Chimamanda Adichie, Chris Abani, Sindiwe Magona, and Zoe Wicomb. Particular attention to themes of exile and imprisonment, political struggle before and after independence, the convergence of oral cultures and European languages, and the emergence of postcolonial and feminist discourses in contemporary Africa.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*J. Lemly*

*Credits: 4*

**ENGL-256 Transnational Literature**

*Not Scheduled for This Year*

Surveys the growing body of literature termed 'transnational,' with special focus on the theme of memory. How is culture defined by how we remember? What separates private and public histories? What role does temporality play in narratives extending across geographic regions? Reading novels, memoirs, short stories, and poems from the last half-century, we will consider themes of nostalgia, trauma, cognition, repression, archaeology, and myth in the contexts of colonialism, cosmopolitanism, migration, and diaspora. Authors include Nabokov, Rushdie, Ishiguro, and Ondaatje, among others.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Roychoudhury*

*Restrictions: Course limited to sophomores, juniors and seniors*  
*Credits: 4*

**ENGL-265 Children's and Young Adult Literature**

*Instructor permission required.*

**ENGL-265CL Children's and Young Adult Literature**

*Not Scheduled for This Year*

This course provides an overview of the field of history of American Literature for youth with an emphasis on literature from the 1960s to the current day. Students will read diverse literature from multiple genres and engage in thoughtful analysis of the literature as it reflects the historical, cultural, psychological and sociological nature of American society past, present, or future.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Richards*

*Prereq: 8 credits in department.*

*Notes: this course is a prerequisite for English 305, Writing Literature for Children*

*Credits: 4*

**ENGL-265ED Children's and Young Adult Literature: 'Children's Literature for Educators'**

*Fall*

This course introduces various genres of children's literature, including literature for adolescents; explores issues in interpretation and critique; and examines approaches to using literature in the preK-12 curriculum with an emphasis on making literature accessible to English language learners. Students will read a variety of texts across genres and discuss ways to integrate literature into content-area learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives including literary, sociopolitical, and historical.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning; Topics Course*

*C. Swift*

*Instructor permission required.*

*Notes: this course is a prerequisite for English 305, Writing Literature for Children*

*Credits: 4*

**ENGL-267 Reading and Writing in the World**

*Fall*

*Most people are on the world, not in it.* --John Muir. An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, and Annie Dillard; field trips; and writing assignments--weekly field notes and journals, analytical papers, and personal essays.

*Crosslisted as: Environmental Studies 267*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*J. Lemly, L. Savoy*

*Instructor permission required.*

*Advisory: You must apply for admission to this course by completing the online*

*application form at <http://tinyurl.com/6jsvkvr>"application form*

*Credits: 4*

**ENGL-271 Twentieth-Century American Women Writers**

*Not Scheduled for This Year*

This course examines the work of a variety of twentieth-century women writers located in the United States, focusing on the genre of prose fiction and the



themes of gender, race, and sexuality. Particular attention will be paid to developments in African American women's writing, to Southern writers, and lesbian literary representation. Writers may include Gwendolyn Brooks, Willa Cather, Kate Chopin, Zora Neale Hurston, Nella Larsen, Carson McCullers, Flannery O'Connor, Gertrude Stein, Alice Walker, Edith Wharton, and Hisaye Yamamoto.

*Crosslisted as: Gender Studies 204AW*

*Applies to requirement(s): Humanities*

*E. Young*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: enrollment may be limited*

*Credits: 4*

### **ENGL-274 Introduction to Asian American Literature**

*Fall*

This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed and cross-racial politics. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Nina Revoyr, Ruth Ozeki, Nam Le, Chang-rae Lee, Aimee Phan, Susan Choy, and Jhumpa Lahiri.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*I. Day*

*Credits: 4*

### **ENGL-280 Literary and Cultural Theory**

*Fall*

An introduction to literary and cultural theory with an emphasis on twentieth century and contemporary thought. We will explore crucial questions that have focused, and continue to focus, critical debate. These questions may include representation, subjectivity, ideology, identity, difference, gender, sexuality, race, ethnicity, and nation. Throughout we will be particularly interested in the ways in which language and form mediate and construct social experience.

*Crosslisted as: Critical Social Thought 280*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Rodgers*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENGL-283 Graphic Narrative**

*Not Scheduled for This Year*

This course will examine form and theme in the graphic narrative. Focusing on a small group of contemporary memoirs and novels, we will also analyze some antecedents, such as the early twentieth-century 'wordless novel'; relevant works in other media, such as documentary film; and selected secondary criticism. Topics will include: relations between word and image; constructions of time, space, and sequence; representations of gender and sexuality; depictions of memory, archive, and history. Authors, filmmakers, and critics may include Barry, Bechdel, Chute, Eisner, McCloud, Pekar, Satrapi, Spiegelman, Ward, and Ware.

*Applies to requirement(s): Humanities*

*E. Young*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENGL-284 Adaptation From Page to Screen**

*Not Scheduled for This Year*

The *Oxford English Dictionary* lists as its primary definition for 'adaptation': 'the bringing of two things together so as to effect a change in the nature of the objects.' This course considers the complex relationship between a source and its

retellings, including the way in which such retellings permanently alter the source material and how each incarnation of a given narrative offers us a window of insight into a particular historical moment. Readings/films will include *Macbeth*, *Frankenstein*, *The Silence of the Lambs*, and *No Country for Old Men*.

*Crosslisted as: Film Studies 220PS*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*A. Rodgers*

*Prereq: English 200 or Film Studies 201.*

*Credits: 4*

### **ENGL-286 Sexuality and Women's Writing**

*Fall*

An examination of how U.S. women writers in the twentieth and twenty-first century represent sexuality in prose. Topics to include: lesbian, queer, homoerotic, and transgender possibilities; literary strategies for encoding sexuality, including modernist experiment and uses of genre; thematic interdependencies between sexuality and race; historical contexts, including the 'inversion' model of homosexuality and the Stonewall rebellion. Authors studied may include Barnes, Bechdel, Cather, Chopin, Feinberg, Highsmith, Jackson, Larsen, McCullers, Moraga, Nestle, Stein, and Truong; supplemental critical readings may include Butler, Lorde, Rich, and Sedgwick.

*Crosslisted as: Gender Studies 204SW*

*Applies to requirement(s): Humanities*

*E. Young*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

## **Advanced Literature Courses**

### **ENGL-308 Contemporary Women's Short Fiction**

*Fall*

In this course we will read and discuss short stories written by living masters of the form. We will not speculate about the meaning of the work or the author's intent, rather we will read as writers, noting and comparing each author's decisions about voice, diction, syntax, image, metaphor, and tone that, within the narrow confines of this challenging form, bring a world into being. In addition students will undertake various exercises culminating in a short story of their own. Class presentations, short papers, and original fiction constitute the graded material for this course. Authors will include Margaret Atwood, Andrea Barrett, Sabina Murray, Andrea Lee and Jhumpa Lahiri.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*V. Martin*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from the department.*

*Notes: meets English department seminar requirement*

*Credits: 4*

### **ENGL-311 Chaucer: Stories & Storytellers**

#### **ENGL-311CT Chaucer: 'The Canterbury Tales'**

*Not Scheduled for This Year*

Known as a storyteller *par excellence*, Chaucer was also a famous reader of classical epic, romance, and philosophy. This research seminar will give students the opportunity to read the *Canterbury Tales* in light of the work's cultural, historical, and literary contexts. Throughout the semester, students will engage with Chaucer's tales and his favorite sources to examine and discuss his representations of gender and class, his perspectives on religious authority, his use of the English vernacular, and his commitment to poetry.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*  
W. Yu

*Prereq: English 200.*

*Advisory: English 210 or 213 recommended*

*Notes: meets English department pre-1700 requirement; meets English department seminar requirement*

*Credits: 4*

### **ENGL-312 Shakespeare**

#### **ENGL-313 Milton**

*Not Scheduled for This Year*

A study of Milton's major works, both in poetry and prose, with particular attention to *Paradise Lost*.

*Applies to requirement(s): Humanities*

E. Hill

*Prereq: English 210.*

*Notes: meets English department pre-1700 requirement*

*Credits: 4*

#### **ENGL-315 Renaissance Poetry and Prose**

*Not Scheduled for This Year*

This course concentrates on the later Renaissance in England: readings from Andrewes, Bacon, Browne, Burton, Bunyan, Clarendon, Donne, Taylor (prose); Donne, Jonson, Herrick, Milton, Herbert, Crashaw, and Marvell (poetry).

*Applies to requirement(s): Humanities*

E. Hill

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: English 210 and an additional 4 credits from English department beyond 101.*

*Notes: meets English department pre-1700 requirement; does not meet the English Department seminar requirement*

*Credits: 4*

### **ENGL-317 Studies in Renaissance Literature**

#### **ENGL-317MD Studies in Renaissance Literature: 'Early Modern Drama'**

*Not Scheduled for This Year*

All the world's a stage.' This course surveys the era of literary history that invented this powerful idea. The drama of the sixteenth and seventeenth centuries is a drama obsessively self-conscious, bursting with disguises, confidence tricks, cross-dressers, rituals, masques, and plays-within-plays. Reading Shakespeare as well as his rivals and peers (Marlowe, Jonson, Webster, and others), we will consider how theater, and the idea of theater, illuminates such concepts as desire, evil, gender, and ideology. Plays will likely include *Titus Andronicus*, *Doctor Faustus*, *The Alchemist*, and *The Duchess of Malfi*.

*Crosslisted as: Theatre Arts 334EA*

*Applies to requirement(s): Humanities*

S. Roychoudhury

*Prereq: English 200 and English 210 or 211.*

*Notes: meets English department pre-1700 requirement; meets English department seminar requirement*

*Credits: 4*

#### **ENGL-317MJ Studies in Renaissance Literature: 'Marlowe, Jonson, Middleton'**

*Spring*

A seminar on three major early modern dramatists--Christopher Marlowe, Ben Jonson, and Thomas Middleton--focusing on the range of genres, characters, conflicts, and aspirations explored in their plays. These playwrights, along with their contemporary Shakespeare, shaped the late sixteenth and early seventeenth century theatre into a site for performing authority and conquest, national and

individual identity, trickery and carnival, desire and sexuality, and complex unfoldings of revenge. Readings of two or three plays by each of the three dramatists will be supplemented by recent studies of early modern theatricality.

*Crosslisted as: Theatre Arts 334MJ*

*Applies to requirement(s): Humanities*

S. Sutherland

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: English 200 and English 210 or 211.*

*Notes: meets English department pre-1700 requirement; meets English department seminar requirement*

*Credits: 4*

### **ENGL-317TR Studies in Renaissance Literature: 'Trauma in the Premodern World'**

*Fall*

When told that his wife's madness cannot be cured, Macbeth asks: 'Canst thou not minister to a mind diseased?' Although the term 'trauma' was not used to describe a psychological state until the nineteenth century, Macbeth's query suggests that premodern subjects both understood and experienced the sorts of psychic injury the term denotes. This course will explore how trauma was discerned, expressed and represented in premodern European culture. Readings will include contemporary theoretical explorations of trauma, as well as works by Shakespeare, Marlowe, Aphra Behn, and Daniel Defoe.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

A. Rodgers

*Prereq: English 200 and English 210 or 211.*

*Notes: meets English department pre-1700 requirement; meets English department seminar requirement*

*Credits: 4*

### **ENGL-319 The Renaissance**

#### **ENGL-319SR The Renaissance: 'Literature and Science in the Renaissance'**

*Not Scheduled for This Year*

This course explores the interplay between literary art and scientific thinking in the period held as the dawn of modernity, in which the distinction between such as terms as 'art' and 'science' was anything but clear. Reading the works of prominent poets and dramatists (Shakespeare, Jonson, Donne, Milton) alongside scientific and philosophical literature (Lucretius, Montaigne, Bacon, Burton) we will ponder the relation between aesthetic and empirical paths to truth. Topics will include the anatomical body, faculties of mind, illness and healing, matter and spirit, animals and plants, navigation, alchemy, and magic.

*Applies to requirement(s): Humanities*

S. Roychoudhury

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: English 200 and either English 210 or 211.*

*Notes: meets English department pre-1700; meets English department seminar requirement*

*Credits: 4*

### **ENGL-321 Studies in Nineteenth-Century British Literature**

#### **ENGL-323 The Victorian Novel**

*Not Scheduled for This Year*

This course will explore the project of realism in the Victorian novel, watching tensions between a desire for guidance and a desire for mimesis. One critic has said the Victorians brought a sense of social duty to Romantic world-awareness, creating a 'duty of awareness' that was almost overwhelming for the novelist and novel. We will explore this 'duty of awareness' as we investigate representations of gender, class, and feeling as structuring principles in the novel. Novelists may

include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.

*Applies to requirement(s): Humanities*

*The department*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from English, including English 220.*

*Notes: meets English department 1700-1900 requirement*

*Credits: 4*

#### **ENGL-324 British Literature Since 1945**

##### **ENGL-324BF British Literature Since 1945: '20th Century British Fiction'**

*Fall*

This course examines works by some of the key British novelists of the twentieth century. We will be interested in the ways in which the form and content of the novel has been impacted by changes in social and cultural contexts.

*Applies to requirement(s): Humanities*

*K. O'Callaghan*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in department including English 200.*

*Credits: 4*

##### **ENGL-325 Victorian Literature and Visual Culture**

*Fall*

This course will examine literary texts that represent new forms of visuality in nineteenth-century Britain as well as examples of visual culture that provide a framework for reading Victorian culture in innovative ways. We will study nineteenth-century photography--portraiture, prison photography, imperial photographs, and private and popular erotic images--as well as novels and autobiographical writing that engage with new photographic technology and its transformation of the ways in which Victorians understood identity, politics, aesthetics, and representation. The course will take a similar approach to painting, literary illustration, political cartoons and caricature, and advertising.

*Applies to requirement(s): Humanities*

*A. Martin*

*Prereq: English 220 or 323 and at least 4 credits from art history or film studies.*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

*Credits: 4*

#### **ENGL-327 Seminar in the Literature of the Romantic Period**

##### **ENGL-327WW Seminar in the Literature of the Romantic Period: 'William Wordsworth'**

*Not Scheduled for This Year*

William Wordsworth lived through a time of revolutions and world wars: the American Revolution, the French Revolution, the Haitian Revolution, the rise and fall of Napoleon, wars of independence and of imperial conquest, and behind it all the social transformations arising from the industrial revolution. As Wordsworth wrestled with how to adapt his art to these new realities, he introduced dramatically new content and experimented with a startling variety of poetic forms, styles, and techniques. In the end his main subject became the question of how individual identity is formed. This course will be an introduction to Wordsworth's poetry, showing why he is the first and greatest modern English poet.

*Applies to requirement(s): Humanities*

*N. Alderman*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from English department including English 200.*

*Notes: meets English department seminar requirement; meets English department 1700-1900 requirement*

*Credits: 4*

#### **ENGL-329 Multicultural London: 1950-2015**

*Fall*

This course explores how London has emerged as a rich site of literature and popular culture, a multicultural contact zone drawing writers and filmmakers to the metropolitan center of the former imperial Empire. It focuses on Britain's more recent experience of migration, displacement, and transplantation. The course examines how contemporary writers investigate the meaning of 'Englishness,' along with their own vexed relation to British history and identity. Authors include Sam Selvon, V.S. Naipaul, Salman Rushdie, Hanif Kureishi, Andrea Levy, Zadie Smith, Caryl Phillips, and Neel Mukherjee. Films include *My Beautiful Laundrette*, *My Son the Fanatic*, and *Anita and Me*.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*D. Weber*

*Prereq: 8 credits in the department.*

*Credits: 4*

#### **ENGL-334 Asian American Film and Visual Culture**

##### **ENGL-334BG Asian American Film and Visual Culture: 'Beyond Geishas and Kung Fu Masters'**

*Not Scheduled for This Year*

This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visuality, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

*Crosslisted as: Film Studies 320BG*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*I. Day*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in English.*

*Notes: meets English department seminar requirement*

*Credits: 4*

#### **ENGL-337 The Political Imagination in Contemporary South Africa**

*Not Scheduled for This Year*

This seminar examines the variety of literary and cultural expression in South Africa since the 1970s, focusing on the relations between art and political struggle. Among the topics to be discussed are the imagination of history in South African literature; the emergence of the Black Consciousness movement (and its legacies); responses to the Truth and Reconciliation Commission. Among the authors to be studied are Nadine Gordimer, J.M. Coetzee, Njabulo Ndebele, Zoe Wicomb, and Zakes Mda, along with a number of contemporary poets, playwrights, and filmmakers.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*D. Weber*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits at the 300 level in English, history, politics, or related fields.*

*Notes: meets English department seminar requirement*

*Credits: 4*

#### **ENGL-341 American Literature III**

*Spring*

This course explores the range and variety of American literary expression from the 1920s through the early 1940s. Topics include the role of regionalism; the emergence of a 'modernist' aesthetic; ethnicity and modernism; debates within African American literary culture. Authors include Ernest Hemingway, F. Scott

Fitzgerald, William Faulkner, Zora Neale Hurston, Richard Wright, Henry Roth, and Pietro Di Donato.

*Applies to requirement(s): Humanities*

*C. Benfey*

*Prereq: 8 credits from the department.*

*Credits: 4*

### **ENGL-345 Studies in American Literature**

#### **ENGL-345HJ Studies in American Literature: 'Henry James on Film'**

*Not Scheduled for This Year*

*This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate--or do not translate-- into film. Novels and films to be studied include *Washington Square*, *The Europeans*, *Portrait of a Lady*, *The Turn of the Screw*, and *Wings of the Dove*.*

*Crosslisted as: Film Studies 380HJ*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

*D. Weber*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from the department.*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

*Credits: 4*

#### **ENGL-345RW Studies in American Literature: 'Richard Wright: Career and Influence'**

*Not Scheduled for This Year*

*The first half of this seminar examines the major works of Richard Wright, including *Uncle Tom's Children*, *12 Million Black Voices*, *Native Son*, *Black Boy*, and *Black Power*. The second half explores Wright's literary influence along with his political legacy to a range of modern and contemporary authors, including Zora Neale Hurston, Chester Himes, James Baldwin, and Toni Morrison.*

*Applies to requirement(s): Humanities*

*D. Weber*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from the department.*

*Notes: meets English department seminar requirement*

*Credits: 4*

#### **ENGL-346 Irish Gothic**

*Spring*

*New*

*Applies to requirement(s): Humanities*

*A. Martin*

*Credits: 4*

#### **ENGL-347 Modern Urban British Novel**

*Not Scheduled for This Year*

*As London and the British novel enter the new millennium, both are sites of competing histories, traditions, and agendas. This course will map the city's progress from the center of an empire to a node in the global world's economy, and chart the twentieth-century novel's movement from realism to postmodernism and beyond. Beginning by contrasting the realist London of Conan Doyle's *Sherlock Holmes* with Virginia Woolf's modernist version in *Mrs. Dalloway*, we will go on to trace the development of the post-1945 British novel.*

*Applies to requirement(s): Humanities*

*N. Alderman*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in English, including English 200.*

*Notes: meets English department seminar requirement*

*Credits: 4*

#### **ENGL-349 Cosmopolitanism**

*Not Scheduled for This Year*

*Nothing human can be alien to me.' Taking its cue from Terence's maxim, and focusing on works of contemporary transnational literature, this seminar explores the idea of 'cosmopolitanism.' Can there be such a thing as global citizenship, a set of values or commitments that transcend local particulars and instead emphasize universality? How does cosmopolitanism square with nationhood and global mobility? What in particular constitutes literary cosmopolitanism? To find our way through these questions, we will read fiction and non-fiction from the Caribbean, Africa, South Asia, and East Asia, as well as philosophical and theoretical texts. Authors may include Achebe, Naipaul, Coetzee, and Desai.*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Roychoudhury*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: English 200 and 4 English credits in post-1900 literature.*

*Credits: 4*

### **ENGL-350 Studies in African American Literature**

#### **ENGL-351 Sex, Race, and the Visual**

*Fall*

*This course examines categories of race, gender, sex, and sexuality through the lens of the visual. Using contemporary literature, photography, performance art, film, and theories of the visual, our task is to investigate the import and utility of embodiment. How do race, gender, and sexuality function in the artistic imaginary? What can we glean from cultural productions that engage the viewer/reader in ways that challenge ideas about conformity, fluidity, belonging, and self-reflection? More than a linear literary or theoretical trajectory, this course will provide a template for all the mechanisms of the visual--psychological and ocular, interpretive, rhetorical and performative.*

*Crosslisted as: Africana Studies 351*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*K. Brown*

*Prereq: English 200.*

*Credits: 4*

#### **ENGL-353 Readings in Literary Biography**

*Not Scheduled for This Year*

*Biography is both a literary genre and a mode of literary scholarship. This course will explore some varieties of the biographical impulse in both fiction and nonfiction. We will begin with eighteenth-century British models: Samuel Johnson's *Lives of the English Poets* and James Boswell's *Life of Johnson*. Then we will turn to ideas of biography and literary portraiture in the work of Henry James and Gertrude Stein. We will explore the shift associated with the advent of Freud and the Bloomsbury innovations of Lytton Strachey and Virginia Woolf, and with close attention to recent experiments in biography by writers such as Janet Malcolm, Rachel Cohen, and Richard Holmes.*

*Applies to requirement(s): Humanities*

*C. Benfey*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from the department.*

*Notes: meets English department seminar requirement*

*Credits: 4*

**ENGL-354 The Wollstonecraft-Shelley Circle**

Spring

New

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive*

K. Singer

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

Credits: 4

**ENGL-359 Emily Dickinson in Her Times**

Spring

This course will examine the writing of Emily Dickinson, both her poetry and her letters. We will consider the cultural, historical, political, religious, and familial environment in which she lived. Special attention will be paid to Dickinson's place as a woman artist in the nineteenth century. The class will meet at the Dickinson Museum (280 Main Street in Amherst and accessible by Five College bus). Enrollment is limited to ten students.

*Crosslisted as: Gender Studies 333AA**Applies to requirement(s): Humanities*

M. Ackmann

*Prereq: 8 credits in English or 8 credits in Gender Studies.**Notes: Meets weekly in Amherst; does not meet the English department seminar requirement*

Credits: 4

**ENGL-373 Women in American Literature****ENGL-373DH Women in American Literature: 'Desperate Housewives in 19th- through early 20th-century American Literature'***Not Scheduled for This Year*

This course will explore visual and literary images of nineteenth through early 20th-century marriage and motherhood. Discussion of Virginia's Woolf's 'A Room of One's Own' and Barbara Welter's essay 'The Cult of True Womanhood' will serve as the springboard for our focus on representations of women in the home. We will incorporate a visit to the art museum, and will analyze film adaptations of some of the texts we read. The course will focus primarily on American literature, film, and art, with the exception of Ibsen's *A Doll's House*; selected written texts will include works by writers such as Hawthorne, James, Stowe, Gilman, Freeman, Chopin, Hurston, and Wharton.

*Crosslisted as: Gender Studies 333DH**Applies to requirement(s): Humanities*

L. Glasser

*Restrictions: This course is open to Juniors and Seniors.**Prereq: 8 credits from the English department.**Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

Credits: 4

**ENGL-373NT Nature and Gender: Representations of Women and Nature in American Literature (nineteenth-Twentieth Century)***Not Scheduled for This Year*

This course will focus on portrayals of women in nineteenth through mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography.

*Crosslisted as: Gender Studies 333MM, Environmental Studies 373WN**Applies to requirement(s): Humanities*

L. Glasser

*Restrictions: This course is open to Juniors and Seniors.**Prereq: 8 credits from the English department.*

Credits: 4

**ENGL-374 Hitchcock and After***Not Scheduled for This Year*

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in shifting historical contexts, including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include *Spellbound*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Man Who Knew Too Much*, *Mamie*, and *The Birds*; additional works by Brooks, Craven, and De Palma. Readings in film and cultural theory; screenings at least weekly.

*Crosslisted as: Film Studies 320HA**Applies to requirement(s): Humanities*

E. Young

*Instructor permission required.**Advisory: Online application required**http://www.mtholyoke.edu/acad/english/300\_course\_application.htmlapplication**Notes: meets English Department seminar requirement; film screenings Mondays, 7:00-10:00 pm*

Credits: 4

**ENGL-377 Feminist Poetics: The Poetess, Prophet, and Revolutionary***Not Scheduled for This Year*

This seminar will explore innovations in eighteenth- and nineteenth-century women's verse. By investigating experiments with narrative, genre, stanza form, meter, and figurative language, we will contemplate what political, social, and ideological problems women writers attempted to present and perhaps solve through linguistic creativity. Larger questions include how to define 'feminist poetics' and what potential such a project might afford poets and thinkers today. To this end, we will read selections of poetry in conversation with contemporary feminist theory as well as representations of women's incantation, prophecy, and singing by male poets and novelists of the day.

*Crosslisted as: Gender Studies 333PR**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive*

K. Singer

*Restrictions: This course is open to Juniors and Seniors.**Prereq: 8 credits from English and/or Gender Studies beyond the 100 level.**Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

Credits: 4

**ENGL-381 Film Melodrama and Horror**

Spring

An examination of classic and contemporary works in two important film genres, melodrama and horror. Topics of particular interest: affinities as well as contrasts between genres; feminist analyses and uses of genre; normative and alternative representations of sexualities; genre and the representations of race; spectatorship and the production of affect - tears and screams - by these genres. Extensive readings in film studies and cultural theory. Directors may include Almodóvar, Cronenberg, Curtiz, DePalma, Hitchcock, Kent, Lee, Onwurah, Polanski, Ray, Romero, Sirk, Vidor, and Whale.

*Crosslisted as: Film Studies 320MH**Applies to requirement(s): Humanities*

E. Young

*Prereq: 4 credits of coursework in both Film Studies and English.**Notes: enrollment may be limited*

Credits: 4

**ENGL-392CL Advanced Topics in English: 'Chicana/Latina Feminist Literature and Thought'**

*Fall*

This seminar surveys works by Chicana and Latina authors. Selections from critical/theoretical works will situate our reading of literature produced by Chicana/Latina authors in the United States. Readings of novels, short stories, poems, essays, and plays by Chicana, Cuban American, Puerto Rican, and Dominican American authors provide students with a range of experiences and literary styles. Students will ask how the diversity of these texts bespeaks a shared or distinct experience across differences. Particular attention will be given to the challenges that Chicana/Latina writers pose towards nationalist movements, literary genres, cultural production, and feminisms.

*Crosslisted as: Gender Studies 333CL, Latina/o Studies 350CL, Latin American Studies 387CL*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*J. Hernandez*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

## **Independent Study**

**ENGL-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**ENGL-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **See Also**

- Journalism, Media & Public Discourse

# Environmental Studies

Because of the interdisciplinary nature of the major, several faculty members from related departments participate in the Environmental Studies curriculum: Professors Amy (politics; on leave Fall 2015), Christiansen (economics), Dunn (geology), Kebbede (geography), Millette (geography), Rachootin (biological sciences), Savoy (environmental studies; on leave Spring 2016), Schwartz (history; on leave Spring 2016), Werner (geology); Associate Professors Farnham (environmental studies), Hoopes (biological sciences), Markley (geology); Assistant Professors Arango (physics), Ballantine (environmental studies; on leave 2015-16), Corson (environmental studies), DeLucia (history; on leave Spring 2016); Visiting Assistant Professor Jennifer Albertine (environmental studies).

## Overview

The study of environmental problems is inherently interdisciplinary. One cannot understand their origin, impact, or potential solutions without analyzing the behavior of natural systems, as well as their interaction with economic, political, and cultural factors. The environmental studies major provides students with an appreciation of the interdisciplinary nature of environmental issues and includes courses from the humanities, natural sciences, and social sciences. The program is concerned with the interactions between people and their environment, the effects the environment has on people, and the impact of human activities on the environment.

We encourage students considering graduate work or professional employment in environmental sciences to take as many courses as possible in the cognate sciences (chemistry, biology, geology, and physics) and mathematics (through calculus).

## Contact Info

Timothy Farnham, chair

Donna McKeever, senior administrative assistant

## Requirements for the Major

### Credits

- A minimum of 48 credits, including an area of concentration

### Courses

- Environmental Studies 100 (4 credits), Introduction to Environmental Studies
- Environmental Studies 390 (4 credits), Senior Seminar in Environmental Studies
- Five courses (20 credits) at the 200 level in different disciplines, selected from the approved list of courses.
  - Two courses (8 credits) must be from environmental studies' approved list of natural science courses, the Group A course list.
    - One of these courses must be Environmental Studies 200, Environmental Science; Biology 223, Ecology; or Geology 203, Surface Processes.
  - Three courses (12 credits) must be from environmental studies' approved list of humanities and social science courses, the Group B course list. The three courses must come from three different disciplines.
    - One of the social science courses must be either Economics 203, Environmental Economics; Environmental Studies 210,

Political Ecology; or Environmental Studies 241, Environmental Issues.

- One of the courses must be an approved Group B humanities course.
- The last of these three can be either a humanities or social science course.
- Note that all five of the courses you select, if not Environmental Studies courses, must be from different disciplines.
- Seven courses (28 credits) at the 200 and 300 level in an area of concentration chosen by the student.
  - Students must choose their concentration by advising period of the second semester of their sophomore year.
  - Lists of the specific course requirements for each concentration are available from the environmental studies department office or website, or from any member of the environmental studies faculty. Other courses may be taken if approved by the student's environmental studies advisor.
  - A maximum of two 200-level courses in the concentration may also be used to fulfill core (Group A/Group B) 200-level requirements, where appropriate and subject to advisor approval.
  - All Environmental Studies majors must take at least four (and sometimes five) 300-level courses.
    - One must be Environmental Studies 390.
    - An additional three to four 300-level courses are required per the student's concentration. (The number of 300-level courses depends on the concentration's requirements.) Students must meet the full requirements of their chosen concentration.
  - Independent study may be substituted for one of the required advanced level courses, with approval of advisor, but may not substitute for Environmental Studies 390.
  - Note that many advanced courses will have additional prerequisites that may not count toward core course credit for an environmental studies major.

## Other

- In addition to the courses required for the major, students must take one 100-level science course with laboratory and one course in statistics: Economics 220, or Statistics 140, 240, 241, or 242, or Biological Sciences 234. (See additional statistics requirements for individual concentrations.) These credits are not counted in the major, although required for the major.
- Students may take up to two 200- or 300-level courses off campus (study abroad, Five Colleges, etc.). Two additional 200- or 300-level courses may be taken within the Five Colleges. All off-campus courses are subject to advisor approval.
- Upon completing the major, students should have a solid working knowledge of those areas in the humanities, social sciences, and natural sciences that are related broadly to contemporary environmental issues. The prerequisites and intermediate courses provide necessary breadth and foundation. The advanced courses afford the opportunity to concentrate on a detailed exploration of a particular environmental topic.

Environmental studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

## Areas of Concentration

Environmental studies majors must choose an area of concentration around which to organize their advanced course work. The recommended concentrations (and advisors) are:

- Conservation (Hoopes, Ballantine)
- Ecosystem Science (Ballantine, Hoopes)
- Environment and Development (Corson, Farnham, Kebbede)
- Environmental Politics, Policy, and Economics (Amy, Christiansen, Corson)
- Geoscience (Markley, Werner)
- Natural History (Rachootin, Farnham, Savoy) and
- Nature/Culture/History (Farnham, Savoy, Schwartz).

Self-designed concentrations require approval by the Environmental Studies Advisory Committee.

The descriptions of the concentrations are:

*Conservation:* The Conservation concentration allows students to focus on the science and policy behind conserving biodiversity and ecosystem function. (Statistics 240/241/242 is required for this concentration.)

*Ecosystem Science:* Ecosystem Science is a field and lab-based interdisciplinary science concentration that examines the structure and function of terrestrial and aquatic ecosystems. (Statistics 240/241/242 is required for this concentration.)

*Environment and Development:* The Environment and Development concentration deepens student understanding of the relationship between global environmental issues and human well-being around the world. Courses ranging from the political economy to environmental justice offer students opportunities to explore factors that shape human-environment relations across both the industrialized world and the global South.

*Environmental Politics, Policy, and Economics:* The Environmental Politics, Policy, and Economics concentration focuses on the study of the political, economic, historical, and cultural forces that shape environmental policies. Topics include: how environmental policies are made, which interests are most powerful in determining policies, how effective those policies are, and which groups are harmed or helped by those policy decisions.

*Geoscience:* Nearly all environmental issues occur near or at the Earth's surface and involve earth materials. A Geoscience concentration introduces students to the geology associated with environmental studies issues.

*Natural History:* Natural History: the narratives of the natural world. Students in this concentration study the living worlds that have been and are being evolved, and can, if they wish, connect the living world to the physical processes that shape the Earth and produced the geological record. Planetary science, geology, biology, and physical anthropology guide these stories. Field experience is often an integral part of this endeavor.

*Nature/Culture/History:* The Nature/Culture/History concentration allows students to explore the changing relationships between human beings and the natural world through time, using the perspectives and tools of the humanities (such as history, ethics, literature, or creative writing). Major aspects of study could include the effects of shifting cultural conceptions of nature on environmental change, how environments affect human communities, and how environments are shaped through cultural and historical change. By integrating different perspectives, students also consider the meanings and representations of "environment" in language and culture.

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

- Environmental Studies 100, Introduction to Environmental Studies
- A minimum of 16 credits above the 100 level, including at least one course (4 credits) at the 300 level.

- Of these, 8 credits must be from the natural sciences (Group A) and 8 from the social sciences and/or humanities (Group B).
- These courses should be chosen from the list of approved courses. The list is included below and is also available at the department office or website or from any member of the environmental studies faculty. Other courses may be counted toward the minor, with the approval of the environmental studies department chair.
- Courses in the same department as the student's major may not be counted towards the minor in environmental studies.

## Course Advice

In addition to courses in Environmental Studies, many courses for the major and minor in environmental studies are offered by other departments. A list of courses approved for both the major and minor in environmental studies appears below. It is also available at the department office or website, or from any member of the environmental studies faculty.

Appropriate courses taken at Amherst, Hampshire, or Smith colleges or the University of Massachusetts may be counted toward the major or minor with the approval of environmental studies advisor.

Courses taken at other colleges or universities, or through accredited field studies around the world, may also be counted toward the major or minor with the approval of environmental studies advisor. See individual concentrations for recommended off-campus programs.

## Selecting Initial Courses

Students interested in environmental issues should register for Introduction to Environmental Studies (Environmental Studies 100) during their first year. This course is required for both the major and the minor in environmental studies and provides a broad overview of the field. It also gives students a good sense of how to continue their studies in the environmental field.

Other courses that are very useful for first-year students include Biology 145, Chemistry 101, Geology 105, Geography 107, Geology 103, Geology 107, Physics 100, Physics 104, Physics 110, and Statistics 140.

A 100-level science course with lab is a required prerequisite for the 200-level science courses that environmental studies majors and minors must take as Group A core courses. A course in statistics—either Statistics 140, 240, 241 or 242, or Economics 220, or Biological Sciences 234 (depending on one's concentration within the major) -- is also a requirement of the major, though its credits are not counted towards the credit requirements of the major.

## Intermediate Courses

Intermediate courses for the major and minor and for the student's selected concentration should be chosen from the list of courses approved by the environmental studies faculty. Other courses may be counted toward this requirement with the approval of environmental studies advisor.

## Advanced Courses

All majors must complete Environmental Studies 390, and complete the other 300-level requirements required by their concentration. Independent study (Environmental Studies 395) may be substituted for one of the required advanced courses, with approval of advisor.

## Course Offerings

**ENVST-100 Introduction to Environmental Studies**  
*Spring*



This course introduces students to the field of environmental studies and to some of the scientific, historical, political, economic and cultural aspects of environmental concerns. Through interdisciplinary lenses, we explore the complexities of many issues and problems such as climate change, threats to biodiversity, and toxic environments. In addition to fostering an understanding of their origins, the course focuses on potential solutions.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Farnham*

*Credits: 4*

#### **ENVST-104 Renewable Energy**

*Spring*

We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

*Crosslisted as: Physics 104*

*Applies to requirement(s): Math & Sciences*

*A. Arango*

*Credits: 4*

#### **ENVST-200 Environmental Science**

*Fall*

Most of the environmental challenges we face are complex and interdisciplinary in nature. This course introduces students to the scientific principles, concepts, and methodologies required to both understand the interrelationships of the natural world, as well as to identify and analyze environmental problems and think critically about alternative solutions for addressing them. Key concepts from ecology, biogeochemistry, and other scientific fields inform our study of climate change, water resources, soil sustainability, food production, and other topics. Fundamental and emerging issues are examined using regional case studies, hands-on problem solving, and field and laboratory experiments.

*Applies to requirement(s): Math & Sciences*

*J. Albertine*

*Prereq: A natural science course with lab component.; Coreq: ENVST-200L.*

*Advisory: One 100-level lab science; one course in statistics is recommended.*

*Notes: Open only to Environmental Studies majors during the first few days of registration. Others should check back for availability.*

*Credits: 4*

#### **ENVST-210 Political Ecology**

*Spring*

This course will explore the historical, political, economic, social, and cultural contexts in which human-environment interactions occur. We will cover critical topics and trends in the field of political ecology, from its early manifestations to more recent expansions. Using case studies from the global south and north, we will discuss factors that shape social and environmental change across scales from the personal to the global, and we will examine the role of gender, race, class, and power in struggles over resources. Students will become familiar with the academic debates in which political ecologists are engaged, and they will apply the concepts discussed in a case of their choice.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*C. Corson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

#### **ENVST-222 Evolution of North American Landscapes**

*Not Scheduled for This Year*

Earth's landscapes have changed dramatically over the planet's long history. In this course we tour North America and explore the origin and anatomy of its landscapes, including national parks and monuments. We also consider how geologic setting or physical environment has influenced human exploration and settlement of the continent. By 'reading' the land we can recognize the complex layering of natural and cultural histories that creates what is experienced as 'sense of place.' Reading the land can also provide a clearer sense of how various peoples have used and shaped Earth's surface differently, and how these differences have contributed to a spectrum of environmental impacts.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Savoy*

*Coreq: ENVST-222L.*

*Advisory: permission of instructor. High school earth science or 4 credits in geology recommended.*

*Credits: 4*

#### **ENVST-240 The Value of Nature**

*Not Scheduled for This Year*

Through this seminar, students develop an in-depth knowledge of and articulate vocabulary for the significant and diverse ways that humans value the natural world - utilitarian, scientific, aesthetic, naturalistic, symbolic, ethical, and spiritual. We use these different typologies of human environmental values as frameworks for readings and discussion, extending our examination to historical and cultural variations in values, competing perspectives of the natural world, and other value concepts, including intrinsic and transformative value. We examine the concept of biophilia and probe the role values play in the concern over losses of biological diversity and its implications.

*Applies to requirement(s): Humanities*

*T. Farnham*

*Prereq: Environmental Studies 100.*

*Notes: gateway course for minor in Conceptual Foundations of Science*

*Credits: 4*

#### **ENVST-241 Environmental Issues**

*Not Scheduled for This Year*

In this course, we will explore the different facets of numerous environmental policy issues and review the substantive aspects, legal themes, and regulatory structure of the major federal environmental laws. The laws covered in this course include the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, and others. The course objectives are for the student to learn the basic regulatory characteristics of the major laws and to become well-versed in the current environmental issues which we will focus upon throughout the semester, such as global climate change, ocean degradation, energy resources, and biodiversity loss.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Farnham*

*Prereq: Environmental Studies 100.*

*Credits: 4*

#### **ENVST-257 Research Methods in History, Environmental Change, and Public Health**

*Fall*

An introduction to interdisciplinary research methods in history, social science, and the digital humanities, using conceptions of nature, environmental change, and public health as themes for investigation. Topics include the collection, organization, and analysis of information from databases, printed materials, and research notes, as well as bibliographic management. Computer-assisted analysis of textual information and GIS will be introduced to study agricultural change, industrialization, urbanization, and their impacts on public health during the nineteenth and early twentieth centuries in Europe and the United States.

*Crosslisted as: History 257*

*Applies to requirement(s): Humanities*

*R. Schwartz*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENVST-267 Reading and Writing in the World**

*Fall*

An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, and Annie Dillard; field trips; and writing assignments--weekly field notes and journals, analytical papers, and personal essays.

*Crosslisted as: English 267*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*J. Lemly, L. Savoy*

*Instructor permission required.*

*Advisory: You must apply for admission to this course by completing the online application: <http://tinyurl.com/6jsvkvr>"application form*

*Credits: 4*

### **ENVST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### **ENVST-301 History of Energy**

*Not Scheduled for This Year*

We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. Often our energy agony accompanies other assumptions about energy's past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world. It will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.

*Crosslisted as: History 301HE*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*D. Fitz-Gibbon*

*Credits: 4*

### **ENVST-315 Research, Ethics and Policy in Environmental Studies**

*Fall*

Designed to promote curriculum-to-career, this hands-on course prepares students for independent research, research internships, or research careers. Student pick topics of interest and share weekly assignments. Over the course of the semester, we examine methods for designing research and for gathering and analyzing information, and we discuss using data to inform policy. We speak with Mount Holyoke alumnae who have conducted research during internships, for honors theses and independent study, or for policy institutes after graduating. Finally, we consider ethical issues, from gendered experiences to cross-cultural research, and students prepare institutional review board proposals. Students from various disciplines are welcome.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*C. Corson*

*Prereq: 8 credits of 200 level social science or humanities courses*

*Notes: Meets the ES politics and policy and environment and development concentration requirements.*

*Credits: 4*

### **ENVST-316 Restoration Ecology**

*Not Scheduled for This Year*

A key test of our ecological knowledge is whether we can successfully apply it to create or restore ecosystems that have been damaged or destroyed. As we take on the role of restoration ecologists this semester, we will use principles and methods of ecology, conservation biology, hydrology, soil science, and related disciplines to learn about the theory, practice, and politics of ecosystem restoration. This course emphasizes fieldwork, interdisciplinary teamwork, and ecological planning to evaluate and design restoration projects in our surrounding communities and regional landscapes. On a few occasions, meetings may last until 5:05 pm so that we can go on fieldtrips that are farther from campus.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): Community-Based Learning*

*K. Ballantine*

*Prereq: Environmental Science 200 or at least 8 credits of 200 or 300-level laboratory science.*

*Credits: 4*

### **ENVST-317 Perspectives on American Environmental History**

*Fall*

We explore the history of human-environment interactions in North America from precolonial times to the present from different cultural perspectives. How have such human activities as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. Our approach entails historical review of scientific studies, literature, visual records, and oral tradition.

*Crosslisted as: History 317*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*L. Savoy*

*Instructor permission required.*

*Credits: 4*

### **ENVST-321 Conference Courses in Environmental Studies**

Selected topics in areas of environmental interest, determined by faculty expertise and student needs. Study in small groups or by individual students working with faculty.

### **ENVST-333 Landscape and Narrative**

*Not Scheduled for This Year*

Different stories or narratives--whether myth, literature, maps, or scientific theory--have been created about every region or environment on Earth as human attempts to describe and understand our connections with that place. How do braided strands of human history and natural history contribute to stories we tell of the land, and to stories we tell of ourselves in the land and of relational identity? In this reading and writing seminar we will reflect on how lifeways, homeplace, and identity of an individual or a community are linked with environment or the land. We will also create written and visual narratives of our own and explore creative environmental writing in reflection and action.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*L. Savoy*

*Restrictions: This course is open to Juniors and Seniors.*

*Instructor permission required.*

*Credits: 4*

### **ENVST-335 Wetlands Ecology and Management**

*Not Scheduled for This Year*

Although they cover ~0.6% of the earth's surface, wetlands perform more ecosystem services per hectare than any other ecosystem type. Alarming, over half of the earth's wetlands have been lost to agriculture and development. With these wetlands were also lost the valuable ecosystem functions wetlands perform. This course takes an interdisciplinary approach to examine the biogeochemical, ecological, societal, and regulatory aspects of wetland ecosystems. Group discussion of primary scientific literature, as well as independent experimental design and the writing of a research proposal are core components. Field trips will sometimes keep us until 5:05 pm, and will provide an opportunity to explore these fascinating ecosystems in person.

*Applies to requirement(s): Math & Sciences*

*K. Ballantine*

*Prereq: Environmental Studies 200 or at least 8 credits of 200- or 300-level lab science.*

*Credits: 4*

### **ENVST-337 Interdisciplinary Perspectives on Environment and Development**

*Spring*

This course will engage students in interdisciplinary thinking about the dynamic relationship between environment and development. Focusing on specific case studies, we will consider complementary and contrasting perspectives about the causes of and solutions to global poverty and environmental degradation. We will examine how development theories and practices have changed over time, and we will reflect on how our assumptions shape what we 'see' in specific sites, how we frame particular problems and what we suggest as solutions. The course is designed as a curriculum-to-career course in which students build practical skills and professional contacts for international development careers.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*C. Corson*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

### **ENVST-341 Science and Power in Environmental Governance**

*Fall*

This course applies concepts from political ecology to study how governance, broadly defined, works in relation to the environment. Using case studies of international environmental issues, we will explore how people make decisions about the environment in a policy realm. We will discuss the role of various agents, such as governments, scientific bodies, and nongovernmental organizations, in the decision-making process. We will reflect on who has access to decisions; how scientific data is used; how environmental ideas become powerful; and how policies are legitimated. Armed with this information, we will consider how to advocate for global environmental sustainability and social equity.

*Applies to requirement(s): Social Sciences*

*C. Corson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **ENVST-373 Nature and Gender**

#### **ENVST-373WN Nature and Gender: 'Representations of Women and Nature in American Literature (Nineteenth-Twentieth Century)'**

Environmental St. 5

*Not Scheduled for This Year*

This course will focus on portrayals of women in nineteenth through mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography.

*Crosslisted as: English 373NT, Gender Studies 333MM*

*Applies to requirement(s): Humanities*

*L. Glasser*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from the English department.*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

*Credits: 4*

### **ENVST-390 Senior Seminar in Environmental Studies**

*Fall*

This is the capstone course of the environmental studies major. The course explores linkages among the diversity of disciplines that contribute to the environmental studies major, illustrates how these disciplines that contribute to the environmental studies major are used in environmental decision making, enables students to inform one another's roles as environmentalists, and provides students with opportunities to develop individual and cooperative projects.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*T. Farnham*

*Restrictions: This course is limited to ENVST Majors.*

*Credits: 4*

### **ENVST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **Courses Approved as Core Intermediate Courses**

### **Group A: Natural Sciences**

At least one of these three courses is required:

- Environmental Studies 200, Environmental Science or
- Biology 223, Ecology or
- Geology 203, Surface Processes

The second course may be one of the above or one of the following:

- Biology 200, Introductory Biology II: How Organisms Develop
- Biology 210, Genetics and Molecular Biology
- Biology 226, Evolution
- Biology 236, Biology of Terrestrial Arthropods
- Chemistry 201, General Chemistry II
- Chemistry 202, Organic Chemistry I
- Environmental Studies 222, Evolution of North American Landscapes
- Geography 205, Mapping and Spatial Analysis
- Geography 230, Environmental Soil Science
- Geology 201, Rocks and Minerals
- Geology 202, History of Earth
- Geology 211, Uranium

- Geology 227, Groundwater

Other courses may be counted toward this requirement with the approval of environmental studies advisor.

### Group B: Humanities and Social Sciences

One of the following is required:

- Economics 203, Environmental Economics or
- Environmental Studies 210, Political Ecology or
- Environmental Studies 241, Environmental Issues

Students may take more than one of the above courses and the remaining course(s) from the following list. Remember, at least one humanities course is required to fulfill the Group B requirement.

And two of the following:

- Social Sciences:
  - Anthropology 216, Anthropology and Human Rights
  - Anthropology 245, Global Health and Humanitarianism
  - Economics 213, Economic Development: A Survey
  - Geography 202, Cities in a Global Context
  - Geography 204, Human Dimensions of Environmental Change
  - Geography 208, Global Movements, Migrations, Refugees, and Diasporas
  - Geography 210, GIS for the Social Sciences
  - Geography 215, Political Economy of the Middle East and North Africa
  - Geography 217, The African Environments
  - Politics 242, Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
- Humanities:
  - Architectural Studies 201, Introduction to the Built Environment
  - Architectural Studies 225, Introduction to Architectural Design II: Principles of Environmental Design
  - Art History 216, Empire: The Art and Archaeology of the Roman Provinces
  - Art History 243AR, Architecture 1890-1990: 'Building the Modern Environment'
  - Art History 290, Unearthing the Past: Great Archaeological Discoveries of the Ancient World
  - Art Studio 267, Papermaking with Local Plants
  - English 202, Introduction to Journalism
  - English/Environmental Studies 267, Reading and Writing in the World
  - Environmental Studies 240, The Value of Nature
  - History 206, African Cities: Dreams and Nightmares in the 20th Century
  - History 214, History of Global Inequality
  - History 235, Native American History Through 1865
  - History 257, Research Methods in History, Environmental Change, and Public Health
  - Latin American Studies 287, Rethinking (Under)Development in Latin America
  - Philosophy 260GB, Global Bioethics/Public Health

Other courses may be taken with approval of environmental studies advisor.

# Five College Certificate in Ethnomusicology

## Overview

The Five College Certificate Program in Ethnomusicology allows students interested in studying music from a multidisciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner, and to receive credit for their accomplishments, even while completing a major in another field. In reflecting interdisciplinary trends in Ethnomusicology, students are encouraged to combine the certificate with degrees in various overlapping fields, such as Africana studies, anthropology, Asian studies, Asian American studies, cultural studies, European studies, gender studies, language studies, Latin American studies, religion, sociology, as well as other courses of study in music (composition, performance, jazz studies/improvisation, and musicology).

The Certificate Program in Ethnomusicology provides a framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges. While “music” is the centerpiece of the certificate program, the wide range of topics that appear under the rubric of “ethnomusicology” extend far beyond “music in a cultural context” to include history, political science, economics, evolution, science and technology, physiology, media studies, and popular culture studies, among others.

## Requirements for the Certificate

### Courses

- Seven courses distributed as indicated in the following four categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements; introductory courses in related disciplines may only be counted in certain circumstances determined by the research goals of the individual student.
  - Area Studies or Topics courses: at least two courses
  - Methodology: at least two courses
  - Performance: at least one course
  - Electives: negotiated in consultation with the student’s ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as Africana studies, Asian studies, or Middle East studies; or others related to a particular student’s ethnomusicological interests.
- Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to acquire proficiency in a language relevant to their focus. Students are also encouraged to include experiential learning, a study abroad or domestic exchange experience, in-depth study of a single musical tradition, or comparative studies of several musical traditions.

## Faculty/Contact

For further details, consult Bode Omojola, Five College Professor of Music, or see [www.fivecolleges.edu/sites/ethnomusicology/certificate/](http://www.fivecolleges.edu/sites/ethnomusicology/certificate/).

## See Also

- Music

# Film Studies

The Five College Film Studies major and the minor in film studies are administered by the Film Studies Steering Committee: Professors Blaetz (film studies, chair), Sinha (art history), Staiti (art history), Wartenberg (philosophy), Young (English); Associate Professors Crumbaugh (Spanish); Rundle (theatre arts and gender studies); Assistant Professor Rodgers (english; on leave Spring 2016). Lecturer Mellis (Five Colleges); Guest Artist and Visiting Instructor Johnson.

## Overview

Film studies at Mount Holyoke introduces students to the academic study of film from a variety of critical and disciplinary perspectives. Courses combine cultural, historical, formal, and theoretical analyses of films from a range of world cinematic traditions. In addition, some possibilities for the study of film/video production are available to students at the College and at the other Five College institutions.

## Contact Info

Bridget Barrett, senior administrative assistant  
Robin Blaetz, chair

## Requirements for the Five College Film Studies Major

The major is comprised of ten courses (40 credits), one of which may be a component course (a course that is at least one-third film intensive). Of these ten courses, at least two (but no more than five) must be taken outside the College.

## Courses

- One introduction to film course (normally taken on the home campus)
- One film history course (either a general, one-semester survey or a course covering approximately 50 years of international film history)
- One film theory course
- One film genre or authorship course
- One national or transnational cinema course
- One special topics course (may be a component course)
- One advanced seminar in a special topic
- One film, video, or digital production course, but no more than two such courses may be used toward the major.
- Two electives from any of the above categories

In the course of fulfilling the program of study, at least one course must focus on nonnarrative film (documentary or experimental), and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements.

## Other

- FLMST-395 must be approved by the Film Studies Steering Committee, through the Program's Chair, in order to satisfy one of the major requirements.
- A thesis is optional.

## Requirements for the Minor

### Credits

- A minimum of 16 credits above the 100 level

### Courses

- Film Studies 201 (Introduction to Film) or Film Studies 202 (Talking Pictures: An Introduction to Film), or Film Studies 203 (Introduction to Spanish and Latin American Cinema)
- Three courses (12 credits) at either the 200 or 300 level. The three courses beyond the introductory course should be core courses, but one may be a component course (a course that is at least one-third film-intensive and marked as such in the course catalogue) if necessary.

## Course Offerings

### FLMST-201 Introduction to Film

*Fall*

This course teaches the basic concepts, vocabulary, and critical skills involved in interpreting film. Through readings and lectures, students will become more informed and sophisticated observers of the cinema, key examples of which will be screened weekly. While the focus will be on the form and style of narrative film, documentary and avant-garde practices will be introduced. The class will also touch upon some of the major theoretical approaches in the field.

*Applies to requirement(s): Humanities*

*R. Blaetz*

*Notes: 2 meetings (75 minutes), 1 screening (2 1/2 hours)*

*Credits: 4*

### FLMST-202 Talking Pictures: An Introduction to Film

*Spring*

Some of the best feature-length films of the past century have commanded our attention because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Broken Blossoms*, *Battleship Potemkin*, *Citizen Kane*, *Contempt*, *The Bicycle Thief*, *Ugetsu*, *Rear Window*, *Woman in the Dunes*, *The Marriage of Maria Braun*, *Days of Heaven*, and *Moulin Rouge*.

*Crosslisted as: Art History 202*

*Applies to requirement(s): Humanities*

*P. Staiti*

*Notes: 2 meetings (one 75 minute and one 2-hour screening)*

*Credits: 4*

### FLMST-203 Introduction to Spanish and Latin American Cinema

*Fall*

This course offers a broad introduction to the history, politics, and aesthetics of Latin American and Spanish cinema in the context of, and in contrast with, cinemas from other regions, especially hegemonic Hollywood aesthetics. This course will also focus specifically on introducing students to the basic terminology and methodologies of film analysis, thus preparing them for the department's film seminar (Spanish 320) and other advanced courses in film studies.

*Crosslisted as: Spanish 240CN*

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*J. Crumbaugh*

*Prereq: Spanish 212.*

Notes: Taught in Spanish

Credits: 4

**FLMST-210 Production Seminar in the Moving Image**

Instructor permission required.

**FLMST-210VP Production Seminar in the Moving Image: 'Beginning Video Production'**

Fall

This course provides a foundation in the principles, techniques, and equipment involved in video production. Students will make several short videos over the course of the term as well as one final piece. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production skills. In addition to technical training, classes will include critiques, screenings, readings, and discussion.

Applies to requirement(s): Humanities

B. Mellis

Instructor permission required.

Prereq: Film Studies 201, application and permission of instructor. Application available through Film Studies website.

Advisory: Introduction to Film Studies. <a href =

"https://www.mtholyoke.edu/acad/film/course-application"

target="\_blank"Application</a and permission of instructor required.

Notes: A lab fee may be charged

Credits: 4

**FLMST-220 Special Topics in Film Studies**

**FLMST-220AG Special Topics in Film Studies: 'American Gothic'**

Not Scheduled for This Year

An examination of the gothic--a world of fear, haunting, claustrophobia, paranoia, and monstrosity--in American literature and culture, with an emphasis upon issues of race and gender. Topics include the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors, filmmakers, and artists may include Alcott, Arbus, Browning, Crane, Dunbar, Dunn, Elmer, Faulkner, Gilman, Hitchcock, Kubrick, McCullers, Morrison, O'Connor, Oates, Parks, Poe, Romero, Turner, and Wood.

Crosslisted as: English 243

Applies to requirement(s): Humanities

E. Young

Restrictions: Course limited to sophomores, juniors and seniors

Advisory: English 240 or 241 recommended

Notes: Component course for Film Studies

Credits: 4

**FLMST-220DF Special Topics in Film Studies: 'Design for Film'**

Not Scheduled for This Year

The class will study the development of Art Direction and Costume Design for Film and Television from their beginnings in the Twentieth Century to the present. Students will engage in an investigation of the field through written work, visual presentations and practical projects.

Crosslisted as: Theatre Arts 220DF

Applies to requirement(s): Humanities

V. James

Credits: 4

**FLMST-220FC Special Topics in Film Studies: 'Curing the Woes of Integration?: Culturally Diverse Film Comedy as Medicine'**

Not Scheduled for This Year

Early on, German cinema was embroiled in heated debates about its value: Is it, like the theater, both entertainment and education? Does it, like the novel, tell a

narrative that makes us laugh and cry? Can it help us discern the constructions of our individual, national, and transnational identities? In recent decades, Germany, and Western Europe, have grappled with integrating large migrant groups. Politicians are frantically searching for a nostrum to cure the ills purportedly caused by integration failure; anti-immigrant rightist parties are growing in the EU. Yet a vibrant corpus of comedic films and literature about and by migrants has arisen. Will laughter prove the 'best medicine'?

Crosslisted as: German Studies 223FC

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive; Topics Course

G. Wittig Davis

Prereq: Previous study of German, normally equivalent to 4 or more semesters of college German, or 4-5 years of high school German; or extended exchange study in a German-speaking country.

Notes: All students new to the German Studies department should complete the online placement exam. Final placement will be determined at the beginning of the semester.

Credits: 4

**FLMST-220MU Special Topics in Film Studies: 'Music and Film'**

Fall

This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.

Crosslisted as: Music 220

Applies to requirement(s): Humanities

D. Sanford

Instructor permission required.

Prereq: Music 100, 102, 103, or 131.

Credits: 4

**FLMST-220PS Special Topics in Film Studies: 'Adaptation from Page to Screen'**

Not Scheduled for This Year

The Oxford English Dictionary lists as its primary definition for 'adaptation': 'the bringing of two things together so as to effect a change in the nature of the objects.' Our course considers the complex relationship between a source and its retellings, including the way in which such retellings permanently alter the source material and how each incarnation of a given narrative offers us a window of insight into a particular historical moment. Readings/films will include Macbeth, Frankenstein, The Silence of the Lambs, and No Country for Old Men.

Crosslisted as: English 284

Applies to requirement(s): Humanities

Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course

A. Rodgers

Prereq: English 200 or Film Studies 201.

Credits: 4

**FLMST-220RA Special Topics in Film Studies: 'Reel America: History and Film'**

Spring

Description to follow.

Crosslisted as: History 283RA

Applies to requirement(s): Humanities

D. Czitrom

Prereq: English 200 or Film Studies 201.

Notes: Component course for Film Studies

Credits: 4

**FLMST-220RF Special Topics in Film Studies: 'Religion and Film'**

*Not Scheduled for This Year*

This course is an investigation of the intersections between film and religion. In it, we will examine how the cultural phenomenon of religion is represented in film and how religion, understood critically and theoretically, can be a useful means to interpret film. We will learn the basic issues inherent in the interpretation of this art form (e.g., How do the visual, aural, and narrative components of film work together to create meaning?), and we will critically investigate the concept of religion as a means to better understanding the significance of cultural practice (e.g., What is religion? What are the myriad ways it is made manifest in culture?).

*Crosslisted as:* Religion 213

*Applies to requirement(s):* Humanities

*Prereq:* English 200 or Film Studies 201.

*Notes:* 2 meetings (75 minutes), 1 screening 1 hour and 50 minutes

*Credits:* 4

**FLMST-220RH Special Topics in Film Studies: 'Representing the Holocaust in Film'**

*Fall*

To mark the seventieth anniversary of the end of World War II, this seminar explores the impact of films depicting the European Holocaust from the first encounter between the liberators and the survivors up to the present day. We analyze the global contexts in which the films came into being and the changing reception of the films with the advent of digital distribution. With a focus on less well-known films from newly distributed archival footage and more recent documentaries made by second- and third-generation children of survivors and perpetrators, we examine issues such as the precarious relationship between memory and history and the ethics of filming the dead and individuals in pain.

*Crosslisted as:* German Studies 231RH

*Applies to requirement(s):* Humanities

*Other Attribute(s):* Writing-Intensive; Speaking-Intensive; Topics Course

*K. Remmler*

*Notes:* Taught in English. Students may consult with the instructor about taking this course for 300-level credit. Students wishing to receive credit in German Studies also must sign up for GRMST-295-02 Independent Study for 2 credits with Karen Remmler. This 2-credit addition will serve as the German discussion section for this course, time to be arranged. Contact Professor Remmler for permission.

*Credits:* 4

**FLMST-220SW Special Topics in Film Studies: 'Screenwriting: The Shape of Stories'**

*Fall*

The screenplay is a unique and ephemeral form that exists as a blueprint for something else: a finished film. How do you convey on the page a story that will take shape within an audio-visual medium? The screenwriter must have an understanding of both the language of narrative film as well as the general shape and mechanics of film stories. This course will analyze both the language of film and the shape of film stories by looking at two modes of writing that are often at odds with each other: the three-act screenwriting as exemplified by Hollywood and the more elastic possibilities of the so-called 'art film.'

*Applies to requirement(s):* Humanities

*C. Johnson*

*Restrictions:* Course limited to sophomores, juniors and seniors

*Instructor permission required.*

*Advisory:* Preference will be given to Five College Film Majors. Please complete this questionnaire: <https://www.mtholyoke.edu/acad/film/screenwriting-shape-stories-questionnaire>.

*Credits:* 4

**FLMST-220TV Special Topics in Film Studies: 'Transforming Visions: Homage to German Women Filmmakers'**

*Not Scheduled for This Year*

Focus on the discussion and analysis of films by German women directors from Lotte Reiniger, pioneer of animation films, and Leni Riefenstahl, controversial director and mythmaker of the Third Reich, to such trailblazing women directors of the New German Cinema as Margarethe von Trotta, Jutta Brückner, and Helma Sanders-Brahms. Moreover, we will attempt to determine whether more recent women directors like Doris Dörrie or Caroline Link, including those of migration background like Yasemin Samdereli, developed special (trans)gendered and transnational gazes that led them to focus so frequently on variations of (tragi)comedy in film.

*Crosslisted as:* German Studies 231WF

*Applies to requirement(s):* Humanities

*Other Attribute(s):* Speaking-Intensive; Topics Course

*G. Wittig Davis*

*Prereq:* English 200 or Film Studies 201.

*Notes:* Taught in English. Students with previous knowledge of German are encouraged to enroll in German Studies 223 instead

*Credits:* 4

**FLMST-230 Documentary Film**

*Not Scheduled for This Year*

This course examines the principles, methods, and styles of nonfiction film. Beginning with the 'actualités' of film history's first practitioners and ending with contemporary self-reflexive films, such as Errol Morris's *The Thin Blue Line*, the class studies films that strive to represent some aspect of the real world as opposed to the fictional worlds of narrative cinema.

*Applies to requirement(s):* Humanities

*R. Blaetz*

*Prereq:* Film Studies 201 or 202.

*Credits:* 4

**FLMST-250 History of World Cinema Through 1960**

*Not Scheduled for This Year*

This course offers an historical survey of the cinema as a developing art form and a means of communication. We will examine the history of this international medium from its 19th-century beginnings through the mid-20th century. The national and thematic focus of the course shifts through the semester. For example, we will focus on U.S. film in studying the earliest developments in film technology and narrative, and on Soviet and French films to study the formal and social experimentation of the 1920s. The course provides a background for understanding film history and pursuing further studies in the field.

*Applies to requirement(s):* Humanities

*R. Blaetz*

*Prereq:* Film Studies 201, 202, 203 or Art History 202.

*Credits:* 4

**FLMST-251 World Cinema: 1932-2032**

**FLMST-251FS History of Global Cinema from 1960**

*Spring*

This course provides a survey of the development of global cinema from the 1960s to the present, examining institutional and aesthetic shifts in the film industry, as well as significant international movements and genres such as the rise of New American Cinema, Latin American Third Cinema, Hong Kong action genres, African film, and the implementation of digital technologies. The course will consider the historical, political, aesthetic, and cultural contexts of these cinematic trends, and will present an overview of the development of film criticism and theory during this period.

*Applies to requirement(s):* Humanities

*R. Blaetz*



*Prereq: Film Studies 201, 202, or 203.*

*Credits: 4*

#### **FLMST-260 Film Genres**

This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

#### **FLMST-260MU Film Genre: 'The Musical Film'**

*Not Scheduled for This Year*

This course explores the American Musical Film from its first appearance in the late 1920s in early experiments with sound, through the films of Busby Berkeley and the MCM Musicals to its more recent revival in films such as Baz Luhrmann's 'Moulin Rouge.' The course also examines musical films from other national cinemas that either comment self-reflexively on the genre and its American context and/or expand common definitions of the genre.

*Applies to requirement(s): Humanities*

*R. Blaetz*

*Prereq: Film Studies 201 or 202 or by permission of instructor.*

*Notes: 2 meetings (75 minutes) and 1 screening (2 hours, 30 minutes)*

*Credits: 4*

#### **FLMST-270 National and Transnational Cinema**

This course offers a critical, historical, and theoretical approach to the cinema of a single country or group of countries. Some examples that might be studied are: French cinema, Francophone cinema, Indian Cinema, Eastern European cinema, or Latin American cinema.

#### **FLMST-270BC National/Transnational Cinema: 'Bollywood: A Cinema of Interruptions'**

*Not Scheduled for This Year*

*New Description to Come*

*Crosslisted as: Art History 290BC*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Sinha*

*Credits: 4*

#### **FLMST-270HG National and Transnational Cinema: 'Humorless Germans? Comedy and Romance in German Film and other Media'**

*Spring*

Germans have no sense of humor, right? Yet preeminent cultural critic Marcel Reich-Ranicki claims that, next to England, no other country demonstrates a cultural tradition as deeply steeped in humor and comedy. Who is right? Are Germans humorless robots or born with funny bones? We will challenge the notion of humor as a universal concept and examine the comic as a cultural phenomenon, tracing its changes from Goethe's erotic poetry to Lubitsch' "Jewish gender-confirming" Weimar film comedies to today's "immigrant" film comedies like Fatih Akin's *Soul Kitchen* or Rebel Comedy TV and Susanna Salonen's 2014 Filmpreis movie *Patong Girl*, a favorite at the North German Film Festival 2015.

*Crosslisted as: German Studies 231HG*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*G. Wittig Davis*

*Notes: No knowledge of German necessary. Counts as a film studies component course. Contact instructor if conflict with announced screening time. For German Studies credit and language, see German Studies 231HG.*

*Credits: 4*

#### **FLMST-280 Film Authorship**

This course offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors,

courses may also focus on designers, technicians, performers, producers, or some combination

#### **FLMST-290 Film Theory**

This course offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

#### **FLMST-290MD Film Theory: 'Cinema and the City'**

*Fall*

This course offers an historical survey of film theory, from the work of its earliest authors and practitioners at the birth of the 20th century (who first struggled to define the medium), to those who are working still to elucidate the place of the cinema in relation to new media in its ever-evolving and ever more complex place in culture. As a way of focusing the discussion of the various theoretical positions, we will watch and discuss films that represent that most modern of phenomena--the city.

*Applies to requirement(s): Humanities*

*R. Blaetz*

*Prereq: Film Studies 201, Film Studies 202, or Film Studies 203.*

*Notes: 2 meetings (75 minutes), 1 screening (1.5 hours)*

*Credits: 4*

#### **FLMST-290PT Film Theory: 'Philosophy and Film Theory'**

*Not Scheduled for This Year*

An exploration of philosophical issues encountered in the study of film. Why do we need a theory of film? What is a film anyway? Do films have 'authors'? How do films engage our emotions? Can films be socially critical? What can we learn from films? These are examples of the topics to be discussed in this course as we investigate the nature of film and its relation to philosophy. There will be weekly required film screenings.

*Crosslisted as: Philosophy 275*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

*T. Wartenberg*

*Prereq: Film Studies 201 or Film Studies 202.*

*Notes: 2 meetings (75 minutes), 1 screening (1.5 hours)*

*Credits: 4*

#### **FLMST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

#### **FLMST-310 Production Seminar**

An advanced course in the theory and practice of film/video production as an art form. Topics for the seminar will vary from year to year.

*Instructor permission required.*

#### **FLMST-310CP Production Seminar: 'Advanced Projects in Video Production'**

*Spring*

We will learn by making work as well as by researching, reading, and watching films related to our projects. We will begin with brainstorming, research, script or documentary proposal writing, and pre-production. Each student will develop a script or in-depth proposal to begin. As we move into production, we will review and deepen our knowledge of camera, lighting, sound, and editing principles and techniques. We will move between production and post-production in the second half of the semester, first developing sequences, then rough cuts and fine cuts, before ultimately completing our final cut.

*Applies to requirement(s): Humanities*

B. Mellis

*Instructor permission required.*

*Prereq: Film Studies 210 or its equivalent.*

*Notes: 1 meeting (3 hours), 1 screening (2 hours); a lab fee may be charged.*

*Credits: 4*

### **FLMST-320 Seminar in Film Studies**

#### **FLMST-320BG Seminar in Film Studies: 'Beyond Geishas and Kung Fu Masters: Asian American Film and Visual Culture'**

*Not Scheduled for This Year*

(Component Course in Film Studies) This course examines contemporary Asian American film and visual culture through the lens of cultural recovery, self-invention, and experimentation. Focusing primarily on film and photography, we will explore issues of race and visibility, Hollywood orientalism, memory and postmemory, and racial impersonation and parody. Students will engage with a variety of theoretical and critical approaches. Artists may include Nikki S. Lee, Margaret Cho, Tseng Kwong Chi, Jin-me Yoon, Justin Lin, Binh Dahn, Richard Fung, Mira Nair, Deepa Mehta, and Alice Wu.

*Crosslisted as: English 334VG*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*I. Day*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in English.*

*Notes: meets English department seminar requirement*

*Credits: 4*

#### **FLMST-320HA Seminar in Film Studies: 'Hitchcock and After'**

*Not Scheduled for This Year*

This course will examine the films of Alfred Hitchcock and the afterlife of Hitchcock in contemporary U.S. culture. We will interpret Hitchcock films in a variety of theoretical frames, including feminist and queer theories, and in historical contexts including the Cold War. We will also devote substantial attention to the legacy of Hitchcock in remakes, imitations, and parodies. Hitchcock films may include *Spellbound*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Man Who Knew Too Much*, *Mamie*, and *The Birds*; additional works by Brooks, Craven, De Palma, and Sherman. Readings in film and cultural theory; screenings at least weekly.

*Crosslisted as: English 374*

*Applies to requirement(s): Humanities*

*E. Young*

*Instructor permission required.*

*Advisory: Online application required:*

*[http://www.mtholyoke.edu/acad/english/300\\_course\\_application.html](http://www.mtholyoke.edu/acad/english/300_course_application.html) application*

*Notes: meets English Department seminar requirement; film screenings Mondays,*

*7:00-10:00 pm*

*Credits: 4*

#### **FLMST-320MH Seminar in Film Studies: 'Film Melodrama and Horror'**

*Spring*

An examination of classic and contemporary works in two important film genres, melodrama and horror. Topics of particular interest: affinities as well as contrasts between genres; feminist analyses and uses of genre; normative and alternative representations of sexualities; genre and the representations of race; spectatorship and the production of affect - tears and screams - by these genres. Extensive readings in film studies and cultural theory. Directors may include Almodóvar, Cronenberg, Curtiz, DePalma, Hitchcock, Kent, Lee, Onwurah, Polanski, Ray, Romero, Sirk, Vidor, and Whale.

*Crosslisted as: English 381*

*Applies to requirement(s): Humanities*

*E. Young*

Film 5

*Prereq: 4 credits of coursework in both Film Studies and English.*

*Notes: enrollment may be limited*

*Credits: 4*

#### **FLMST-320MW Seminar in Film Studies: 'Visual Anthropology in the Material World'**

*Spring*

Component course for Film Studies. In this course we go behind the scenes and behind the screens of anthropological films, museum exhibitions, 'small media' events such as television, and publications such as *National Geographic Magazine*, to explore the social contexts of image production, distribution, and interpretation. Focusing on visual activism and ethics, we consider how popular portrayals of our own society and of others' both shape and are shaped by hierarchies of value in the material world. Finally, we leave the walls of the classroom to produce home movies of places which others call home - workplaces, temporary shelters, artistic environments, and so forth.

*Crosslisted as: Anthropology 310*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning; Topics Course*

*D. Battaglia*

*Prereq: Anthropology 105 and 4 additional credits in department.*

*Notes: Component course for Film Studies*

*Credits: 4*

#### **FLMST-320PF Seminar in Film Studies: 'Philosophy of Film: Dangerous Movies'**

*Not Scheduled for This Year*

Many critics considered Kathryn Bigelow's *Zero Dark Thirty* to be the best film of 2012, but it was also widely criticized for seeming to promote torture. Movies can be morally dangerous, seemingly endorsing or even promoting immoral or discriminatory ideals, or romanticizing immoral characters and behavior, as in Hannibal Lecter from *Silence of the Lambs* (Thomas Harris, 1991). In this course, we evaluate the arguments given for treating certain movies as immoral, and we examine whether and how our moral evaluations of movies should affect us. When, if ever, are movies immoral? Should certain movies be censored? Should we withhold praise from morally objectionable movies?

*Crosslisted as: Philosophy 375PF*

*Applies to requirement(s): Humanities*

*J. Harold*

*Prereq: 8 credits in Philosophy or Film Studies or permission of instructor.*

*Notes: There will be film screenings in addition to the regular class meeting times*

*Credits: 4*

#### **FLMST-340 Topics in Experimental Film**

This topics course provides advanced instruction in an aspect of film history, theory, or criticism. Students are expected to bring substantial background in the study of film to this course. Enrollment may be limited.

#### **FLMST-340EX Topics in Experimental Film: 'Women Experimental Filmmakers'**

*Not Scheduled for This Year*

This seminar examines experimental cinema made by women from the early 1950s, during the earliest years of the movement known as the American Avant-Garde, through the 1990s. While the class will read feminist film theory and see the work of such well-known filmmakers as Yvonne Rainer, Sally Potter, and Chantal Akerman, we will also examine the less familiar but highly influential films of women working in the home movie or diary mode, with particular emphasis on the work of Marie Menken.

*Crosslisted as: Gender Studies 333VV*

*Applies to requirement(s): Humanities*

*R. Blaetz*

*Prereq: Film Studies 201, 202 or 203.*

Notes: 1 meeting (3 hours), 1 screening (2 hours)

Credits: 4

### FLMST-340MD Modernism and the Cinema

Spring

This seminar examines modernism and its relation to the cinema, beginning with the early cinema of attractions and including Surrealist cinema, Soviet cinema, filmmakers such as Carl Dreyer, Robert Bresson, and Ingmar Bergman, and concluding with the work of such American avant-garde filmmakers as Stan Brakhage and Hollis Frampton.

Applies to requirement(s): Humanities

R. Blaetz

Prereq: 8 credits in Film Studies including 201, 202 or 203.

Credits: 4

### FLMST-360 Film Genre

This course offers a critical, historical, and theoretical approach to a specific film genre. Some examples of genres that might be studied are: the science fiction, horror, melodrama, musical, Western, detective, or gangster film.

### FLMST-360HR Film Genre: 'Expired Horror?'

Not Scheduled for This Year

The horror film stands at the core of the body genres; however, in 2013 it may be hard for us to experience visceral impact from films made at a time that, in some ways, looked so different from our own. This course will survey the genre from 1896 to 1968, the year that the rating system was introduced in the United States. Yet our scope will be international, tackling not only Hollywood's Universal Horror, but the UK's Hammer Horror, Mexican Horror, *Les yeux sans visage* (1960), Italy's Mario Bava, and precursors to J-Horror.

Applies to requirement(s): Humanities

K. Eisenstein

Prereq: Film Studies 201 or 202.

Notes: 1 meeting (3 hours) and 1 screening (2 hours, 30 minutes)

Credits: 4

### FLMST-370 Topics in National/Transnational Cinemas

Film Studies 370 offers a critical, historical, and theoretical approach to the cinema of a single country or group of countries. Some examples of national cinemas that might be studied are: French cinema, Francophone cinema, Indian cinema, Eastern European cinema, or Latin American cinema.

Instructor permission required.

### FLMST-370BC Topics in National/Transnational Cinemas: 'Bollywood: A Cinema of Interruptions'

Fall

How are we to respond to Indian popular film, which is notorious for its distracting song and dance numbers, meandering story line, and visually overblown spectacles? This seminar will develop historical and theoretical approaches to Indian films as what scholar Lalitha Gopalan calls a 'constellation of interruptions.' Students will examine feature films in class, write critical papers on scholarly essays, and pursue independent research projects on various aspects of Indian film.

Crosslisted as: Art History 360BC, Asian Studies 360BC

Applies to requirement(s): Humanities

A. Sinha

Restrictions: This course is open to Juniors and Seniors.

Prereq: 8 credits from Art History or Film Studies.

Notes: 1 meeting (3 hours), 1 screening (3 hours)

Credits: 4

### FLMST-370BK Topics in National/Transnational Cinemas: 'Taboo-Breakers: Censors and the Filming of Brecht, Kafka, Hesse, the Manns'

Not Scheduled for This Year

This course studies selected filmmakers from Weimar to the present who have filmed literary texts and evoked the wrath of the censors: Sternberg's *Blue Angel*, H. Mann's *Professor Unrat* with Dietrich as the New Woman; Dudow/Brecht's Proletarian film, *Kuhle Wampe*, censored for including an abortion; Szabós 1981 film of Klaus Mann's 1936 novel *Mephisto*, banned to protect actor Gustav Gründgens from a questionable Third-Reich past. Also, works by Kleist, Storm, Fontane, Hesse, Kafka, and Thomas Mann inspired filmmakers like Fassbinder, Huntgeburth, and Haneke, not only because they broke existing taboos but also by foregrounding current issues such as globalization, alienation, terrorism, and homophobia.

Crosslisted as: German Studies 315BK

Applies to requirement(s): Humanities

G. Wittig Davis

Prereq: 8 credits from Film Studies.

Notes: Film studies students interested in studying the material in English should contact the instructor for permission to enroll in 395 independent studies.

Credits: 4

### FLMST-370RR Topics in National/Transnational Cinemas: 'Race and Representation in Latina/o Film'

Not Scheduled for This Year

This seminar offers an interrogation of the ways in which Latinas and Latinos are represented in the cinema. We will explore early portrayals of Latinas and Latinos in film history and then explore contemporary cinema with a focus on race, class, gender and sexuality in these representations. Employing multiple aesthetic and disciplinary approaches we will analyze commercial films alongside independent films with particular attention to the market-driven and political mandates of these projects. We will focus on films by both Latina/o filmmakers and non-Latina/o filmmakers interrogating the multifarious points of entry of these artists.

Crosslisted as: Latina/o Studies 335

Applies to requirement(s): Humanities; Multicultural Perspectives

M. Díaz-Sánchez

Prereq: 8 credits from Film Studies.

Credits: 4

### FLMST-380 Topics in Film Authorship

Film Studies 380 offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination.

### FLMST-380HJ Topics in Film Authorship: 'Henry James on Film'

Not Scheduled for This Year

This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate--or do not translate--into film.

Crosslisted as: English 345HG

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive; Topics Course

D. Weber

Restrictions: This course is open to Juniors and Seniors.

Prereq: 8 credits in English.

Notes: 1 meeting (3 hours), 1 screening (2 hours)

Credits: 4

### FLMST-380PA Topics in Film Authorship: 'Natural's Not in It: Pedro Almodovar'

Spring

This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate

films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates. For instance, what can a weeping transvestite teach us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute?

*Crosslisted as:* Spanish 340PA

*Other Attribute(s):* Writing-Intensive; Topics Course

*J. Crumbaugh*

*Prereq:* Film Studies 201, 202, or Spanish 221.

*Notes:* Weekly evening screenings; taught in Spanish

*Credits:* 4

**FLMST-390 Topics in Film Theory**

This course offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

*Instructor permission required.*

**FLMST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes:* a lab fee may be charged

*Credits:* 1-8

*Course can be repeated for credit.*

# First-Year Seminars

## Overview

The First-Year Seminar Program welcomes students to Mount Holyoke College, inviting them to join in the pleasure of an intellectually adventurous education in the liberal arts. In these small, discussion-based seminars, new students work with faculty to develop values and habits of mind that will form the foundation for their education at Mount Holyoke: making meaning in a complex world, intellectual confidence and resilience, academic integrity, community on campus. These are the first steps to achieving the College's Learning Goals and courses will connect to those goals in discipline-specific ways.

All entering first-year students and transfers and Frances Perkins scholars entering without sophomore or junior status must enroll in and complete a First-Year Seminar in their first semester at Mount Holyoke. Those who enter with sophomore or junior standing as transfer students or as Frances Perkins scholars are exempt from the requirement, although encouraged to take a First-Year Seminar if they wish.

All first-year seminars share the same FYSEM subject designation, but they are taught by faculty from departments across the College.

A subset of the first-year seminars in Fall 2015 will be known as the FirstYear@MountHolyoke courses. These extend the first-year seminar experience, bringing the enrolled students together beginning at Orientation for introductions and connections as a group. Each class will include advising and mentoring activities. Students will be assigned a peer mentor, an experienced Mount Holyoke student to help them navigate their first semester at the College. The faculty teaching FirstYear@MountHolyoke courses will be especially focused on developing your argumentative skills, building intellectual confidence, and honing students' ability to reflect on their own learning.

## Contact Info

Elizabeth Markovits, director

## Course Offerings

### FYSEM-110AL All About Love

Fall

What is love? What are its causes? What kinds of love do we value? This interdisciplinary seminar explores different kinds of love (romantic, familial, divine, etc.) from diverse perspectives, including those of select philosophers, psychologists, neuroscientists, religious thinkers, and social justice activists.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*  
S. Mrozik

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### FYSEM-110AN Animals and Others

Fall

Critical thinkers from a growing number of disciplines are interrogating the longstanding "human-animal binary," asking difficult and provocative questions about the nature of life and the politics of being. In this course, first-year students will explore "the animal question" from a variety of perspectives, revisiting their own assumptions and experiences as they discover the interspecies networks that constitute the changing environment of Mount Holyoke. Special attention will be paid to the discourse of species as it intersects with other forms of difference. For their final project, students will create and publish an online bestiary of the ecosystems that shape our campus community.

First-Year Seminars 1

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar*

E. Rundle

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### FYSEM-110AS Art and Society

Fall

This course explores the interconnections between art and society using a sociological lens. We will examine topics such as the social construction of cultural authenticity; the relationship between cultural capital and group boundaries; and the legitimation of art forms.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): First-Year Seminar*

P. Banks

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### FYSEM-110BH Being Human

Fall

What is it to be human? Does this depend only on human biology? Or does it also imply being distinctively free or autonomous, involving our ability to speak a language, reason, or interact and form communities with other human beings? Is being human equivalent to being a person? Are human beings inherently selfish? If human beings are essentially social animals, how are we so? Are seemingly inescapable features of being human like gender or race based on human biology? Finally, is perhaps being human distinctive because only human beings can raise the question of what it is to be human? What is at stake in raising and answering this question? We will critically examine the answers to this question that readings from both the Western and non-Western intellectual traditions provide.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar*

J. Koo

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### FYSEM-110BR Breakfast in America

Fall

Have you ever thought about the origins of the sugar, coffee, bananas, and chocolate that we consume at the breakfast table? Who cuts the sugar cane? Who owns the coffee plantation? What are the social and environmental costs of bananas? This interdisciplinary course examines some of the cultural, historical, social, political, and economic issues surrounding these Latin American commodities. We will explore the lives of company owners, laborers, producers, and consumers as we trace the role sugar, coffee, bananas, and chocolate have played in the historical and cultural development of Latin America. We will also how these products are represented in art, literature, and film.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

D. Mosby

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### FYSEM-110BW Black Women Writers

Fall

In this seminar we will explore various parts of the United States and the Caribbean through analyses of black women's contemporary literature and visual

culture. The course will be organized around four themes prevalent in contemporary portrayals of the black female experience in the diaspora. The themes, Body, Voice, Memory, and Movement will allow us to examine notions of agency, representation and counter-narrative. How are narratives of resistance and possession appropriated by black women writers and image-makers and utilized for their own empowerment? What are the penalties inherent when a black woman 'comes to voice' in the arena of self-representation?

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*  
K. Brown

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### **FYSEM-110CG College Cognition**

*Fall*

Which study habits allow students to get the most out of a college curriculum? What works well, and what doesn't? For example, how important is a good night's sleep before an exam? How (in)efficient is cramming? This course seeks to examine, from a molecular to a social-cognition level, the neurobiological and psychological underpinnings of successful study habits (both within and outside the classroom), as well as to investigate other elements that may impinge on effective study. Through lectures, discussions of readings from both textbook sources and the primary research literature, and experiential exercises, we will consider (among other topics): mechanisms of memory consolidation and retention (and forgetting), the role of sleep and stimulants in learning and recall, stereotype threat and academic performance, the value of group work, and comparisons of strategies for effective study.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): First-Year Seminar*

G. Tanner

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### **FYSEM-110CV The Civil Rights Movement**

*Fall*

We will examine the crusade for desegregation both within and beyond the South. Some attention will be given to the movement's Reconstruction precedents, but we will concentrate on the post-1954 period. Readings will cover how segregation was instituted; different phases of the movement; leaders, organization, and followers; the role of women and children; and post-movement history.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

L. Morgan

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### **FYSEM-110CW Goodbye, Conventional Wisdom**

*Fall*

One of the hallmarks of a liberal arts education is to draw on a broad base of knowledge in order to interrogate common assumptions. No one exemplifies this critical approach better than French philosopher Michel Foucault. One of the most influential thinkers of recent times, Foucault revolutionized several academic disciplines and even questioned the very notion of a discipline itself. He did so by revealing the history and transformations of ideas now viewed as self-evident. This first-year seminar invites students to develop similar analytical skills. Following Foucault's lead, the course pays special attention to preconceptions about government, freedom, identity, and sexuality.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*  
J. Crumbaugh

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### **FYSEM-110CY Cyberpunk Grrrls: Women and the Digital Age**

*Spring*

For several decades now, journalists, artists, and scholars have attempted to articulate the ways the Internet and digital culture has transformed how we live and think. Examining novels, movies, blogs, and other digital media, we will consider how the digital age shapes our understandings of gender and sexuality and how notions of femininity might help us define 'being digital.' As we develop reading and writing skills, we will also experiment in groups with new digital tools such as distant reading, advanced searching, and media remixing. Topics may include the Internet and brain science, avatars and fembots, virtual relationships, as well as cyber-bullying, hacking, and networking.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive; Speaking-Intensive*

K. Singer

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Coreq: CUSP-101.*

*Credits: 4*

### **FYSEM-110DC Chinese Diasporic Communities Around the World: History, Identity, and Race**

*Fall*

How does a study of the Chinese diasporic communities in Southeast Asia, the U.S., and other parts of the world help us rethink concepts of 'Chinese-ness'? We seek to answer the question in this introductory history seminar on the Chinese diaspora. Coverage spans from the 1500s to the present. Readings focus on the question of Chinese-ness as constructed and negotiated by different groups and individuals. Themes include imperialism, race, ethnicity, gender, nationalism, transnationalism, orientalism, hegemony, and globalization.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

R. Chu

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

### **FYSEM-110DV Adventures in Music**

*Fall*

Designed for students with or without prior musical experience, 'Adventures in Music' explores the materials of music. Through reading, hands-on interaction with instruments and their players, discussions and recordings, students will explore concepts of pitch, time, space, structure and timbre, thereby enriching their perception of the world of sound. The best way to access the indescribable in music is often to make music. With this in mind the class will embark on mini composition projects culminating in a final project that utilizes the knowledge acquired over the duration of the course.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

T. Ng

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110EM Emily Dickinson at Mount Holyoke**

*Fall*

Drawing on archival records and other documents, including Dickinson's letters and poems, students in this seminar will explore what Dickinson's year at Mary Lyon's Mount Holyoke might have meant to her as student and poet. We will also examine Lyon's vision of women's education, as well as contrasting visions of education in 'Old New England' from such writers and thinkers as Emerson, Thoreau, and Stowe.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*C. Benfey*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110FD Italian Food Culture Between Tradition and Modern Business**

*Fall*

Food is essential for Italian family and society, and the food industry is an important part of the Italian economy. Starting with Carlo Petrini's Italian Slow Food revolution, we will explore and analyze the strong relationship between food, culture and business in modern Italian society. We will read and discuss literary and historical texts, films, and cookbooks. The course includes a field trip to an organic local 'Italian' farm and a cooking night. Taught in English.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*O. Frau*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110FL Intro to Anthropology Through Film**

*Fall*

Introduces the analysis of cultural diversity, including concepts, methods, and purposes in interpreting social, economic, political, and belief systems found in human societies. Ethnographic films and videos will be emphasized throughout the term.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): First-Year Seminar*

*D. Battaglia*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110FS Forensic Science**

*Fall*

This course will offer an introduction to the science in forensic investigations. We will explore several methods and instruments often used in CSI programs, such as mass spectrometry, infrared spectroscopy and DNA analysis, which are very valuable in evaluating crime scene evidence. We will explore the validity of scientific findings and the political implications of the use and availability of the data. Students will have a chance to be expert witnesses and be in the lab evaluating evidence. Analytical thinking and processing information in chemistry, biology, and other sciences will be emphasized, as well as oral and written communication skills. Short labs are planned.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

*T. Breton*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110FT Family Ties**

*Fall*

In this course, students will engage a number of classic works of literature and philosophy, as well as contemporary works, in order to reflect on the ways the family shapes private and public life and is, in return, shaped by them. We will cover such questions as: how does the family create and then influence the individual? What does it mean to be part of a family? What do individuals owe their families and are those obligations fair? How do we form families? Can the family insulate individuals from politics and society--in good ways and bad? Is political order like familial order? Are the state and society a threat or support for the family? How have these understandings changed over time?

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*E. Markovits*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110GF God, Free Will, and Morality**

*Fall*

This course will introduce students to philosophy and its methods by looking at what philosophers, past and present, have said about three important and interrelated topics: God, morality, and freedom. We will ask questions such as: Does God exist? Is it rational to believe in God? What should I do if I want to do the right thing? When is it ok to criticize other cultures? How much do I owe to others? Do we have free will? Can we ever be held responsible for anything? Students will come out of the class better thinkers, better writers, and better equipped to tackle difficult questions like these with rigor and care.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

*E. Vavova*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110GL Race, Gender, and the Law**

*Spring*

TBA

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar*

*L. Pasquerella*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110HS How Images Shape History**

*Fall*

Like the internet in our modern digital age, the Renaissance printed image was an exceptionally powerful tool of communication. It was harnessed for protest, publicity, and propaganda. It had the potential to incite violence, alter beliefs, shape popular taste, and open new worlds--in short, to change the course of history. In this seminar, we will explore Renaissance printed imagery of all kinds, including many works we can see in person at the Mount Holyoke College Art Museum and Special Collections. In addition to giving us a glimpse of a bygone time, these images give us a fresh perspective onto our own fast-paced visual culture.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

*J. Maier*

*Credits: 4*

**FYSEM-110MA Exploration of Mars***Fall*

Exploration of Mars is an ongoing effort that has greatly expanded our knowledge of the Red Planet and changed our vision of its surface. We will examine the history of the investigation and exploration of Mars. We will also plan future observations from orbiting spacecraft, engage with scientists involved in current missions, and imagine the best ways to explore Mars in upcoming decades. Developing physical intuition and analytical skills in astronomy, geology, physics and other sciences will be emphasized, as well as speaking and writing ability.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

*D. Dyar*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110MC Gossips, Liars, Preachers, Truth-Tellers: Information Networks and (Mis)Communication in Early America***Fall*

Social networks, multimedia, the rapid transmission of information across cultural boundaries and geographic distances: the twenty-first century can seem like a brave new world for communication. Yet the peoples of the Americas have long been involved in creative ways of connecting with each other. This course surveys the history of communication in early America, from wampum beads to oral traditions, speeches to incendiary political pamphlets, comets to newspapers, inscribed rocks to Neoclassical poetry.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar*

*C. DeLucia*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Notes: History majors may use this course to meet history department pre-1750 requirement*

*Credits: 4*

**FYSEM-110ML U.S. Multiethnic Literatures: Refracting America***Fall*

This course examines African American, Asian American, Chicana/o-Latina/o, and Native American literature and cultural politics. Examining the historical intersection of race, gender, and sexuality, we will explore themes of cultural identity, segregation and community formation, citizenship, labor, class, and family. Authors may include Toni Morrison, Danzy Senna, Josefina López, Sherman Alexie, Junot Díaz, Jhumpa Lahiri, and Joy Kogawa.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*I. Day*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110MN Medical Narratives***Fall*

A study of writing by and about physicians, patients, and the communities and cultures that shape their stories. Readings will be drawn from fiction, nonfiction, drama, and autobiography by Anatole Broyard, Willa Cather, Margaret Edson, Atul Gawande, Jhumpa Lahiri, Doris Lessing, Ian McEwan, and William Carlos Williams.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*S. Sutherland*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110MU Multicultural Families***Fall*

This course examines the various ways the multicultural family in contemporary American, British, European, and South African culture is imagined by writers and filmmakers. Issues to be explored include: generational conflict, the struggle to 'break away,' and the claims of memory and nostalgia. Above all, the course seeks to explore the range of cultural forms in which these themes find expression.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*D. Weber*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110MW Mapping the World, the Mind, the Self***Fall and Spring*

Maps are essential tools for understanding the world around us. But do our maps show us the world as it is, or do they allow us to choose the world we will see? Texts for the course may include poetry by Elizabeth Bishop, Thomas Hardy and others; short fiction by Borges, Faulkner and others, and visual art from the College Art Museum. This class may be especially suitable for students who do not identify as native speakers of English.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*M. Shea*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110NN The Nonhuman***Fall*

This course will examine representations of figures not considered human, focusing on the nonhuman animal, with attention to the monster and the machine. We will analyze the verbal and visual techniques with which these figures are depicted, the social and political concerns they address, and the tenuous boundary between human and nonhuman. Authors, filmmakers, and critics may include Bierce, Cronenberg, Dunbar, Kafka, London, Martel, Moore, Poe, Ritvo, Scott, Wells, and Sewell.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

*E. Young*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110NS Inside Art***Not Scheduled for This Year*

A discussion-based introduction to painting, sculpture, and architecture in Europe and America from the Renaissance to the present. Using original objects in the Mount Holyoke College Art Museum, classes will examine artistic materials, practices, and strategies from the Renaissance to the present. The course units are: Techniques and Materials, Visual Strategies, Illusion and Its Discontents, Subjects and Signs, Portraiture, and Interpretation. Students will practice the art of describing and refine their skills of observation and analysis.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar*

*P. Staiti*



*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*  
*Credits: 4*

**FYSEM-110NT Entropy**

*Fall*

This course will explore the scientific, technological, and philosophical significance of the development of thermodynamics. The formulation of the laws of thermodynamics had profound implications for our understanding of the universe. The Second Law of Thermodynamics says, roughly, that the entropy of the universe is always increasing, and it had a deeply destabilizing effect on our Enlightenment image of a clockwork universe that is ordered and unchanging. We will study the laws of thermodynamics and their impact on science, art, literature, and society. Topics may include heat engines, reversible and irreversible processes, chaos, the heat death of the universe, Maxwell's Demon, information theory, and the directionality of time.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): First-Year Seminar*

*D. Shepardson*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110NY Reading the New York Times: Journalism, History, Power**  
*Spring*

This First Year seminar examines the political and cultural power of the *New York Times* in the American past and present. Students will analyze the *Times* through careful, daily readings. They will also study its evolution as an institution, as well as its coverage of critical historical events. By focusing on the *Times* as the most influential 'agenda setter' in American journalism, we will address larger issues of objectivity, bias, and influence in the mass media. We will also consider the complex relationship between journalism and history.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive*

*D. Czitrom*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110PA Israel/Palestine: Fact/Fiction**

*Spring*

This first-year seminar traces the evolution of the Israeli-Palestinian conflict through autobiography, novels, and film. It focuses on the birth of Israel and the creation of a Palestinian diaspora, Israel's war in Lebanon, and the mental and physical barriers that separate Israelis and Palestinians today.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*S. Hashmi*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110PC Op-ed: Writing on Politics, Culture, and the Arts**

*Fall*

We will read and discuss current writing on politics, culture and the arts. Drawn from a variety of print and on-line sources (including *The New Yorker*, *n+1*, *Arts and Letters Daily*, and *Bomb*), subjects will range from literature, cinema, and art to international politics, crime, and celebrity culture. Using strategies and techniques learned from the readings, students will write essays and articles of their own.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

First-Year Seminars 5

*P. Scotto*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110PW Pursuit of Wellness**

*Fall and Spring*

This course examines topics within the physical, mental, psychological and social dimensions of wellness. Current research and trends in health and wellness are emphasized and students will be encouraged to apply this knowledge in practical ways for healthful living. While this course is not activity based, a few classes will involve physical activity to promote wellness.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*L. Priest*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110RN Reading Nonfiction**

*Not Scheduled for This Year*

We will explore cultural and political issues by reading current books, newspapers, and magazines. Frequent writing assignments.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*E. Hill*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110RR Remembering as Reconciliation in the Wake of Violence**

*Fall*

We explore how memorialization and reconciliation take place in societies that have experienced extreme violence. How do survivors, perpetrators and their descendants record the experience of atrocity through testimonials and memorials in ways that contrast with 'official' national narratives of the past? In what ways does memorialization end cycles of violence without re-triggering trauma? How does restorative justice, for example, address feelings of despair or guilt that get passed down from one generation to another? Our transnational study will include examples from Germany, Japan, Rwanda, and Cambodia primarily, with other examples included based on student interest.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive; Writing-Intensive*

*K. Remmler*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110SA Speaking and Arguing: The Rhetoric of Peace and War**

*Fall*

The art and mechanics of persuading a polity to support either war or peace through oral argument. How speeches frame issues, mobilize public opinion, and persuade individuals to support or resist decisions to go to war. Students will be expected to deliver speeches, lead discussions, and critique their own and others' presentations.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive*

*V. Ferraro*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110SC Science in the Media***Fall*

Popular coverage of science ranges in depth and accuracy, and many scientists do not see the importance of communicating their work, or their excitement, to the general public. Scientific breakthroughs contribute to everyone's quality of life, but the process is poorly understood by many, leading to misunderstandings and misgivings that can affect public policy. This course will look at newsworthy results from current scientific research, exploring topics to better understand the science, ideas such as scientific consensus and repeatability, and examining the tension that may exist between the scientists and the public. Topics will be pulled largely from the physical sciences.&nbsp;

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): First-Year Seminar; Speaking-Intensive*

*K. Aidala*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110WC Western Civilization: An Introduction Through Great Books***Fall*

Beginning with works emerging from Athens and Jerusalem and proceeding to the modern world, this course will explore the prominent ideas of Western civilization. The course material will be centered on the Great Books from across disciplinary boundaries and will include authors such as Dante, Darwin, Homer, Nietzsche, Plato, Shakespeare and the writers of the Old and New Testaments.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*J. Hartley*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110WE How Wars End***Fall*

What social processes and institutions are necessary to bring an end to war? Do the efforts of citizens make a difference? What is the role of beliefs regarding identity? What about access to resources? What is the role of visible forms of restorative or retributive justice? This first-year seminar focuses primarily on small, regional conflicts in Africa to explore the social processes and institutions which facilitate the resolution of conflict. We will begin in the late 19th century, but concentrate on more recent events. Course assignments are designed to develop skills in academic writing historical research, and collaborative learning.

*Applies to requirement(s): Humanities*

*Other Attribute(s): First-Year Seminar; Community-Based Learning; Writing-Intensive*

*H. Hanson*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110WH What in the World is Going On?***Spring*

We know the world faces several profound problems that may well threaten the long-term sustainability of life as we know it: environmental degradation and resource limits, deepening global inequality, global corporate capitalism, and ineffective national and international political institutions. To respond wisely, we must understand the complex interlocking systems we loosely name contemporary globalization. Only then will we be able to imagine appropriate responses and solutions.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*P. Gill*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

**FYSEM-110WP How Words Change Worlds: Writers, Politics, and Power***Fall*

Jean Paul Sartre tells us words are like 'loaded pistols.' They have the power to transform worlds and inspire revolutions. Focusing on the power of language and the ideas they carry, we will look at writers as agents of social and political change. How do governments and society react to their work (censors, the media, readers?) We have two goals: to examine the interaction between aesthetics and politics, and the relationship between writers and governments. We will include some of the 'greats' such as Rousseau, Swift, Orwell, Sartre, Andrei Platonov, Solzhenitsyn, Rushdie and Chinua Achebe.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): First-Year Seminar; Writing-Intensive*

*S. Jones*

*Restrictions: Course limited to new first-years & transfers/FPs entering as first-years.*

*Credits: 4*

# French

The major and minor in French are administered by the Department of French: Professors Gadjigo, Gelfand (on leave Spring 2016), LeGouvis (on leave Fall 2015), Rivers (chair), Vaget; Senior Lecturer Holden-Avard; Language Instructors Bloom (on leave Fall 2015) and Shread; Visiting Instructor Alquier.

## Overview

The French curriculum is intended to develop skills in the language and provide a broad and varied acquaintance with French and Francophone cultures and literatures. Taking as its premise that language gives access to new and different cultures, the program makes available to students the textual, oral, and visual products of the Frenchspeaking world. It also offers familiarity with the interdisciplinary exchanges—art, literature, history, politics, music, philosophy—that inform French studies today.

The department offers courses in language, culture, and literature at all levels. All courses are conducted in French with the exception of the department's first-year seminars and the Romance Language and Literatures Seminar (321). The Romance Language seminar is taught in English but all reading and writing are done in French.

In language courses students work with native French and Francophone assistants in small supplementary conversation groups. Many culture and literature courses are either speaking-intensive or writing-intensive, and in some, writing mentors are provided. Students are encouraged to attend weekly language tables held in a private dining room of one of the dorms and have access to weekly drop-in tutoring sessions in addition to one-on-one tutoring for more in-depth remediation. Technological resources—Web-based and computer-assisted applications, videoconferencing, iMovie, and various multimedia tools—are used in courses at all levels to foster individual learning and to promote communication with the international community. A comprehensive library of DVDs and classic French texts is maintained in the department office.

Graduates of Mount Holyoke who have majored in French have used the analytical skills and means of expression acquired during their studies to pursue a wide range of career options: education, government service, law, international banking, publishing, and marketing, among others. Each spring, the department sponsors a Major Tea and Career Panel inviting to campus three or four alumnae with diverse occupations to speak about the benefits and opportunities that their French major has brought to their careers.

## Study Abroad

Mount Holyoke College has its own study abroad program in Montpellier, France, and is also affiliated with the Sweet Briar College Junior Year in France Program. A student spending her junior year in France or a Francophone country with a program approved by the department will normally meet some of the requirements of her major through study abroad. The programs are open to both majors and nonmajors.

Students must have successfully completed at least one 4-credit course each semester they are enrolled at Mount Holyoke prior to departure for study abroad (excluding independent study). They also should have completed at least one course in culture and literature at the 200 level (215, 219, 225, or 230).

By taking appropriate courses, French majors who spend their junior year in France or a Francophone country with a program approved by the department may bring back three courses at the 300 level to count toward the major, as well as the four required credits of advanced language study (in phonetics, grammar, composition, or stylistics). French majors spending a semester abroad may bring back two courses at the 300 level to count toward the major, as well as the four

required credits of advanced language study. Additional courses in French taken abroad will normally receive credit at the 300 level but will not count toward the minimum requirement for the major.

French minors spending their junior year in France or a Francophone country with a program approved by the department may bring back two courses at the 300 level. French minors spending a semester abroad may bring back one course at the 300 level.

Please consult the French department and the McCulloch Center for Global Initiatives for details about these and other programs. Eligible students who are selected to participate in the Montpellier program may use their Mount Holyoke financial aid to do so. Mount Holyoke financial aid for Sweet Briar, as well as for other approved study abroad programs, is awarded on a competitive basis. Scholarships, specifically for study in France or Italy, are available to qualified undergraduates from the Mary Vance Young Scholarship Fund. Information about financing study abroad may be obtained from the McCulloch Center for Global Initiatives. See [www.mtholyoke.edu/go/global](http://www.mtholyoke.edu/go/global).

## Honors Work

The French department is pleased to support senior independent study projects during the fall semester undertaken by students with a proven track record of exceptionally high performance in course work in French. However, continuation of these projects toward completion of a thesis to be considered for possible honors is not guaranteed and is contingent upon approval of the department.

## Contact Info

Stacey Pare, senior administrative assistant  
Christopher Rivers, chair  
Department Website: <http://www.mtholyoke.edu/acad/french/>

## Requirements for the Major

### Credits

- A minimum of 32 credits

### Courses

- Two 4-credit intermediate courses in culture and literature (215, 219, 225, or 230) (8 credits)
- Two 4-credit electives in culture and literature at the 200 or 300 level. One of these electives may be a course in another department taught in English provided it focuses substantially on French or Francophone material and is pre-approved by the chair of the French department. (8 credits)
- Two 4-credit courses in culture and literature at the 300 level. It is recommended that at least one of these courses include a significant pre-1800 component. (8 credits)
- One advanced-level seminar (370) (4 credits)
- Four credits of advanced language study in phonetics as well as in grammar, composition, or stylistics, subject to approval by the French department (either two courses, one in phonetics and one in grammar/composition/stylistics, of at least two credits each, or one course, incorporating both phonetic and grammar components, of at least four credits). Typically, majors spending a year or semester in France or another Francophone country will fulfill this requirement through appropriate course work abroad. Majors who do not study abroad may fulfill the requirement in advanced language study by doing appropriate course work within the Five College Consortium or independent study arranged through the Mount Holyoke Department of French. (4 credits)
- Note that independent study (295 and 395) will not be counted among the required courses listed above.

- Students should also consider complementing the French major with courses in other disciplines dealing with France, Francophone countries, or Western Europe, such as international relations, art history, English, European studies, geography, history, language, music, philosophy, politics, or religion.

## Designing the Major

A student may design her French major around a particular topic, century, theme, or area such as French or Francophone studies; gender/women's studies; medieval studies; eighteenth-, nineteenth-, and twentieth-century studies; theatre studies; film studies; classicism; symbolism; travel literature, etc. She should work closely with a faculty advisor to select appropriate courses in other departments, which may include independent study that would complement her course work in French. Whenever graduate study in French is contemplated, the major should include courses covering several centuries of French culture and literature.

The major program should provide continuity in the study of French. To this end, at least one 4-credit course taught in French must be elected each semester of the junior and senior years.

## Requirements for the Minor

### Credits

- A minimum of 16 credits

### Courses

- Two intermediate courses in culture and literature (215, 219, 225, 230) (8 credits)
- Two advanced courses in culture and literature (300 level) (8 credits)

### Other

- Two intermediate courses in culture and literature (215, 219, 225, 230) (8 credits)
- Independent study (295 or 395) does not count toward the minor

## Teacher Licensure

Students interested in pursuing licensure in the field of French can combine their course work in French with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of French, please consult your advisor or the chair of the French department. For information about teacher licensure consult Sarah Frenette, Teacher Licensure Coordinator in the Psychology and Education Department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the French department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### Course Selection/Foreign Language Requirement

Students who have never studied French should enroll in French 101–102, a two-semester course for beginners. Those who have previously studied French at Mount Holyoke and who wish to continue must have the prerequisites stipulated for specific courses.

All students must take a placement test online. The test is available at [https://www.mtholyoke.edu/acad/french/placement\\_exam](https://www.mtholyoke.edu/acad/french/placement_exam).

If you enroll in French 101 as a first-year student, and are interested in studying in a French-speaking country during your third year, you will need to accelerate your French language studies. Your advisor will assist you in working out a plan of study, which may include altering your course sequence, for example going directly to French 201 after French 101 if you have made sufficient strides in acquiring elementary French or French 203 instead of French 201 after completing French 102. See Acceleration information here: [https://www.mtholyoke.edu/acad/french/study\\_abroad](https://www.mtholyoke.edu/acad/french/study_abroad).

### Advanced Courses

The department's 300-level courses represent a variety of approaches to advanced work in French studies and thus reflect the diversity within the field of French today. Specific offerings under the general rubrics change from year to year. Prerequisites for all 300-level courses (except 370) are two of the following: 215, 219, 225, or 230. Students who do not have the stipulated prerequisites must consult the department chair and the course instructor.

## Course Offerings

### FREN-101 Elementary French

#### *Fall and Spring*

An introduction to understanding, speaking, reading, and writing French. The videotape-based method 'French in Action' provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus. The course includes frequent composition writing. French 101/102 is recommended for students with no previous training in French or a maximum of one year of French at the high school level.

*Applies to requirement(s): Humanities; Language*

*A. Alquier, C. Bloom, N. Holden-Avard*

*Advisory: No previous study of French or a placement score of 0 - 100*

*Notes: Students who take French 101 in the spring and who wish to continue in French should plan on taking French 199 the following fall. (Students who have done strong work in French 101 in the spring may, with the approval of their instructor, take French 201 instead the following fall.)*

*Credits: 4*

### FREN-102 Elementary French

#### *Spring*

Continuation of French 101, an introduction to understanding, speaking, reading, and writing French. The videotape-based method 'French in Action' provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus.

*Applies to requirement(s): Humanities; Language*

*N. Holden-Avard*

*Prereq: French 101.*

*Credits: 4*

**FREN-199 Advanced Elementary French**

*Fall*

A course in language and culture for elementary-level students with some previous study of French. The videotape-based method French in Action provides a lively story line and cultural context for a thorough review of grammar, and the development of listening and speaking skills. The course concentrates on vocabulary building, writing, and developing ease and competence in spoken French.

*Applies to requirement(s): Humanities; Language*

*C. Shread*

*Advisory: placement score of 100-200*

*Credits: 4*

**FREN-201 Intermediate French**

*Fall and Spring*

A comprehensive grammar review aimed at developing language skills in context and providing a foundation for continued study of writing, speaking, reading, and listening in French. Using French in Action and various methods and multimedia tools, all sections will concentrate on: study of grammatical structures as means of communication; frequent compositions to develop effective writing strategies; reading short literary and non-literary texts; and, guided oral expression through structured discussions and exercises.

*Applies to requirement(s): Humanities; Language*

*A. Alquier, C. Bloom, C. Shread*

*Prereq: French 102 or 199.*

*Advisory: French 102 or 199, placement score of 200 - 350, or department placement*

*Credits: 4*

**FREN-203 Advanced Intermediate French**

*Fall and Spring*

This course will improve students' writing and speaking skills in French and develop their ability to read and analyze texts. Course materials include authors and films representing cultures of the French-speaking world. Written and oral expression are strengthened through weekly essays, class discussion, and comprehensive grammar review.

*Applies to requirement(s): Humanities; Language*

*C. Rivers, C. Shread*

*Prereq: French 201.*

*Advisory: French 201, placement score of 350 - 450, or department placement*

*Credits: 4*

**FREN-215 Intermediate Level Courses in Culture and Literature:**

**Introduction to the Literature and Culture of France and the French-Speaking World**

*Fall and Spring*

This course introduces students to literature and culture from a variety of perspectives. It will increase confidence and skill in writing and speaking; integrate historical, political, and social contexts into the study of literary texts from France and the French-speaking world; and bring understanding of the special relevance of earlier periods to contemporary French and Francophone cultural and aesthetic issues. Students explore diversified works - literature, historical documents, film, art, and music - and do formal oral and written presentations.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Writing-Intensive*

*E. Gelfand, C. LeGouis*

*Prereq: French 203 or placement score of 450 or higher.*

*Credits: 4*

**FREN-219 Intermediate Level Courses in Culture and Literature:**

**Introduction to the French-Speaking World**

*Fall and Spring*

This course introduces the literatures of French-speaking countries outside Europe. Readings include tales, novels, plays, and poetry from Africa, the Caribbean, Canada, and other areas. Discussions and short papers examine the texts as literary works as well as keys to the understanding of varied cultures. Students will be asked to do formal oral and written presentations.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*S. Gadjigo*

*Prereq: French 203 or placement score of 450 or higher.*

*Credits: 4*

**FREN-225 Intermediate Level Courses in Culture and Literature:**

**Introduction to Contemporary Culture and Media of France and the French-Speaking World**

*Spring*

This course will introduce students to contemporary popular culture in France and the French-speaking world, largely through the study of recent (post-1990) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive*

*C. Rivers*

*Prereq: French 203 or placement score of 450 or higher.*

*Credits: 4*

**FREN-230 Intermediate Level Courses in Culture and Literature:**

**Introduction to the Civilization of France**

*Fall*

Images et Patrimoine: In this multimedia course students learn to decode images and study the social and historical context of French art and architecture: Medieval tapestries, Romanesque and Gothic cathedrals, Renaissance castles, Classic and Rococo art, and nineteenth century schools of painting. Students give in-class presentations and write essays about notable French landmarks. The purpose of such inquiry is to revisit the past and see how it has affected contemporary French society. All course material is online.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive*

*N. Vaget*

*Prereq: French 203 or a placement score of 450 or higher.*

*Advisory: French 203, or placement score of 450+, or department placement*

*Credits: 4*

**FREN-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**Advanced Courses**

**FREN-311 Period Courses**

The usual periodization of French literature and culture is by century. Some period courses focus on the characteristics of specific centuries. Others focus on artistic or intellectual movements: gothic, Renaissance, romantic. All period courses, whatever their conceptual framework, integrate texts and historical contexts.

**FREN-311HD Period Courses: 'From Hope to Despair: Life & Letters in Interwar France'***Fall*

Study of French society, politics, literature, film, and visual arts between the two world wars as markers of France's complex relationship to the modern world: How did the optimism of les années folles evolve into the repression of the Vichy era? What was the role of the writer and artist in France's changing political and social climate? How did gender, race, ethnic, and class differences mark the period? What issues still resonate today? Authors may include: Cocteau, Breton, Colette, Weil, Beauvoir, Sartre, Césaire, Brasillach, Némirovsky, de Gaulle; plus films: *Un chien andalou*, *L'Atalante*, *Regain*, *Princesse Tam Tam*, *La règle du jeu*.  
*Applies to requirement(s): Humanities; Language*

*E. Gelfand**Prereq: Two of the following courses: French 215, French 219, French 225, French 230.**Credits: 4***FREN-311LM Period Courses: 'Les Misérables'***Spring*

Hugo's epic masterpiece, written in exile, has everything: ceaseless adventures, crimes and punishments, love, hate, obsession, heroes, villains, the battle of Waterloo, and civil war. The sympathetic everyman, Jean Valjean, condemned to hard labor for stealing bread and relentlessly pursued by the pitiless policeman Javert, encounters unforgettable characters. We will examine how Hugo situates Valjean's escapes within a framework of social injustice and good triumphing over evil, balancing his political and romantic ideas. Reading, discussion, film screenings.

*Applies to requirement(s): Humanities; Language**C. LeGouis**Prereq: Two of the following courses: French 215, French 219, French 225, French 230.**Credits: 4***FREN-321 Genre Courses**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**FREN-321MT Genre Courses: 'The Mind of the Traveler: Journeys, Expeditions, Tours'***Spring*

Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: Spanish 360MT, Italian 361MT, Romance Language & Literature 375MT**Applies to requirement(s): Humanities; Language**O. Frau**Prereq: two of the following courses: French 215, 219, 225, or 230.**Advisory: for language majors; two courses in culture and literature at the 200-level**Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.**Credits: 4***FREN-331 Courses on Social and Political Issues and Critical Approaches**

These courses examine a definable phenomenon--an idea, a movement, an event, a mentality, a cultural structure or system, an historical problem, a critical mode--relevant to the civilization of France or of French-speaking countries. Readings from a variety of disciplines shed light on the particular aspect of thought or culture being studied.

**FREN-331SE Courses on Social and Political Issues and Critical Approaches: 'Writing and Politics: Literature as Social Engagement'***Not Scheduled for This Year*

Study of French and Francophone writers, filmmakers, and artists, in their specific contexts, whose works engage with important political and social issues of their time and place. Preliminary readings theorize how texts can communicate, explicitly or implicitly, an ideological stance. We will then consider imaginative works, from the Middle Ages to the present, whose thematic, narrative, cinematic, stylistic, or linguistic techniques connect with movements for social or cultural change.

*Applies to requirement(s): Humanities; Language**E. Gelfand**Prereq: 12 credits including two courses at the advanced level, or permission of department chair and course instructor.**Credits: 4***FREN-341 Courses in Francophone Studies**

These courses study nonmetropolitan French-speaking cultures and literary works written in French outside Europe. Areas of focus are one or more of the following regions: Africa, the Caribbean, or Canada.

**FREN-341SE Courses in Francophone Studies: 'Topic: Ousmane Sembène: The Work of a Militant Artist'***Spring*

Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.

*Applies to requirement(s): Humanities**S. Gadjigo**Prereq: Two of the following courses: French 215, 219, 225, or 230.**Credits: 4***FREN-351 Courses on Women and Gender**

These courses explore cultural, literary, and social issues relating to women and gender identities in France and French-speaking countries. Topics may include women's writing, writing about women and men, the status of women, feminist criticism, and

**FREN-351VR Courses on Women and Gender: 'Viragos, Virgins, and Visionaries'***Fall*

In this course, we will study the three most celebrated French female saints: Jeanne d'Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well

as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.

*Crosslisted as: Gender Studies 333VR*

*Applies to requirement(s): Humanities; Language*

*C. Rivers*

*Prereq: French 215 and one of French 219, French 225, French 230.*

*Credits: 4*

### **FREN-361 Courses in Advanced Language Study**

These courses investigate the French language, past or present, and refine students' linguistics skills by focusing on nuances of written and spoken expression. Areas of study may include stylistics, translation, phonology, morphology, syntax, rhetoric, and dramatic art.

### **FREN-370 Advanced Level Seminar**

The seminar is intended to challenge students at the highest level. A regular rotation of topics ensures a variety of perspectives across genre and period, encompassing linguistic, literary, theoretical, and cultural issues of French and Francophone studies. Development of critical skills is stressed through classroom discussion and critique of writing projects, drawing on individual student interests and experiences as they relate to the topic of the course.

### **FREN-370BA Advanced Level Seminar: 'Banned Books'**

*Spring*

This seminar will address questions of literary censorship in France in the 18th, 19th, and 20th centuries. We will read literary texts banned at various moments in history, situate the moments of both their publication and censoring in a historical and literary historical context, and attempt to answer the following fundamental questions: who bans what, when and why? We will examine the explicitly political, religious, and/or sexual thematic content of the texts. We will try to establish distinctions between more textual taboos and those which would appear to be universal. We will view banned films as well.

*Applies to requirement(s): Humanities; Language*

*C. Rivers*

*Prereq: 12 credits including two courses at the advanced level, or permission of department chair and instructor.*

*Credits: 4*

### **FREN-370PL Advanced Level Seminar: 'Icons of Power, Lust, and Ambition in Pre- Revolutionary France'**

*Fall*

An examination of powerful female archetypes of 15th, 16th, 17th and 18th centuries. Ambitious, influential women whose legends shaped the traditional cultural mindset of France's Ancien Regime and beyond. Using texts and visual elements (paintings, drawings, contemporary films), we will study how these iconic figures define the image of women in their times and in ours. Warriors, heretics, martyrs, schemers, nymphomaniacs, intellectuals, scientists. Do they constitute a stereotype of the quintessential French woman?

*Applies to requirement(s): Humanities; Language*

*N. Valet*

*Prereq: 12 credits including two courses at the advanced level, or permission of department chair and instructor.*

*Credits: 4*

### **FREN-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# Gender Studies

The major and minor in gender studies are administered by the Department of Gender Studies: Professor Remmler; Associate Professors Gundermann, Rundle; 5College Assistant Professor Willey; Senior Lecturer Ackmann (on leave Fall 2015); Visiting Lecturers Luce, Vitulli.

## Overview

### Contact Info

Bridget Barrett, senior administrative assistant  
Christian Gundermann, chair

## Requirements for the Major

Gender studies majors cultivate the habit of asking how gender—through its connections with other forms of power—shapes bodies, lives, texts, institutions, and worlds. Gender studies is interdisciplinary and cross-cultural in its approaches. The goal is to provide students with multiple angles of vision that enrich their learning in and beyond the major.

At Mount Holyoke, gender studies grew out of women's studies, with its commitment to uncovering the realities of women's lives, understanding the nature of women's oppression, and charting paths to significant social change. Building on this foundation, gender studies encompasses investigations into the very nature of gender; its intersection with other forms of difference and power such as class, race, nation, sexuality, and species; and its intimate connection with myriad forms of knowledge and social practice, from scientific investigation to artistic creation and performance.

Majors are introduced to the foundations of the field in courses on women and gender, feminist theory, and methodology. Drawing on courses offered across the Mount Holyoke curriculum and in the Five Colleges, majors then explore topics such as women's literary and artistic production; gender in imperial and postcolonial contexts; feminist antiracism; women's health; women and labor; violence against women; feminist science studies; queer studies; men and masculinity; transgender politics; U.S. women of color politics; women immigrants and refugees; transnational feminisms.

A field-study seminar, taken in the junior or senior year; and a senior capstone course bring majors together to think through connections among the diverse intellectual and creative approaches they have encountered as well as between scholarship and social action.

## Credits

- A minimum of 36 credits; 12 credits at the 300 level

## Courses

- 101, Introduction to Gender Studies
- 201, Methods and Practices in Feminist Scholarship
- 221, Feminist Theory
- 290, Field Placement, or another course with a significant community-based learning component and a focus on women, gender, and/or sexuality
- 333, Advanced Seminar (two courses under this rubric)
- 392, Senior Seminar
- The remaining 8 credits may be chosen from gender studies courses at Mount Holyoke or elsewhere in the Five Colleges, or courses approved by the department

## Other

- Topics and approaches emphasized in Gender Studies 221 (Feminist Theory) vary from semester to semester. Also, other courses may be substituted for this requirement, where indicated, but note that this will neither reduce the number of credits required for the major nor lead to a waiver of prerequisites for Gender Studies 333.
- Permission to have a course other than Gender Studies 290 fulfill the field placement/community-based learning requirement is given by the department chair. This course may be taken outside the gender studies department. The requirement may not be fulfilled by an internship or an independent study.

## Requirements for the Minor

### Credits

- A minimum of 20 credits; 16 credits above the 100 level

### Courses

- 101, Introduction to Gender Studies
- 201, Methods and Practices in Feminist Scholarship or 221, Feminist Theory
- The remaining 12 credits (of which 8 must be above the 100 level and 4 must be at the 300 level) may be chosen from gender studies courses or courses approved by the department.

## Course Offerings

### GNDST-101 Introduction to Gender Studies

*Fall and Spring*

This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, and the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

*Applies to requirement(s): Humanities*

*C. Gundermann, J. Luce, E. Rundle, E. Vitulli*

*Credits: 4*

### GNDST-201 Methods and Practices in Feminist Scholarship

*Spring*

How do scholars produce knowledge? What can we learn from differences and similarities in the research process of a novelist, a biologist, an historian, a sociologist, and a film critic? Who decides what counts as knowledge? We will examine a range of methods from the humanities, social sciences, and natural sciences, including visual analysis, archival exploration, interviewing, and ethnography, as we consider the specific advantages (and potential limitations) of diverse disciplinary approaches for feminist inquiry. We will take up numerous practical questions as well as larger methodological and ethical debates. This course provides a foundation for advanced work in the major.

*Applies to requirement(s): Social Sciences*

*A. Willey*

*Prereq: Gender Studies 101.*

*Credits: 4*

### GNDST-204 Women and Gender in the Study of Culture



**GNDST-204AW Women and Gender in the Study of Culture: 'Twentieth-Century American Women Writers'***Not Scheduled for This Year*

This course examines the work of a variety of twentieth-century women writers located in the United States, focusing on the genre of prose fiction and the themes of gender, race, and sexuality. Particular attention will be paid to developments in African American women's writing, to Southern writers, and lesbian literary representation. Writers may include Gwendolyn Brooks, Willa Cather, Kate Chopin, Zora Neale Hurston, Nella Larsen, Carson McCullers, Flannery O'Connor, Gertrude Stein, Alice Walker, Edith Wharton, and Hisaye Yamamoto.

*Crosslisted as: English 271**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***GNDST-204CU Women and Gender in the Study of Culture: 'Imagining Cuba: Between History and Memory'***Spring*

This course introduces students to critical and creative works that center Cuba and its diasporas. The primary questions of the course are: How have authors variously imagined Cuba over time and across space? How are these imaginings of Cuba politically, economically, and culturally situated? Students will question the personal/national and the public/private across a range of texts that explore issues of exile, nostalgia, memory, and nationalism. Readings include works by Cristina Garcia, Ana Menendez, Pablo Medina, Achy Obejas, Roberto G. Fernandez, Carmelita Tropicana, Richard Blanco, and Rachel Kushner and readings by Gustavo Perez Firmat, Sheila Croucher, and Louis A. Perez, Jr.

*Crosslisted as: Latina/o Studies 250CU, Latin American Studies 287CU**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course**J. Hernandez**Credits: 4***GNDST-204CW Women and Gender in the Study of Culture: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'***Not Scheduled for This Year*

Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Dream of the Red Chamber*, *Story of the Western Chamber*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: Asian Studies 215, Theatre Arts 234CW**Applies to requirement(s): Humanities; Multicultural Perspectives**Y. Wang**Prereq: Gender Studies 101.**Credits: 4***GNDST-204LF Women and Gender in the Study of Culture: 'Spanish Women Through and Film'***Spring*

This course explores the history of Spanish women from a critical and interdisciplinary perspective. Topics include a variety of feminist issues, from domestic violence to maternity and equality. There is a strong emphasis on developing analytical strategies for reading and speaking, improving skills for (creative) writing, and designing pedagogical materials for teaching. Course

examines works by María de Zayas, Federico García Lorca, and Ana Rossetti, and movies by Icíar Bollain and Bigas Luna, among others.

*Crosslisted as: Spanish 230LF**Applies to requirement(s): Humanities**N. Romero-Díaz**Prereq: Spanish 212.**Notes: Taught in Spanish.**Credits: 4***GNDST-204SW Women and Gender in the Study of Culture: 'Sexuality and Women's Writing'***Fall*

An examination of how U.S. women writers in the twentieth and twenty-first century represent sexuality in prose. Topics to include: lesbian, queer, homoerotic, and transgender possibilities; literary strategies for encoding sexuality, including modernist experiment and uses of genre; thematic interdependencies between sexuality and race; historical contexts, including the 'inversion' model of homosexuality and the Stonewall rebellion. Authors studied may include Barnes, Bechdel, Cather, Chopin, Feinberg, Highsmith, Jackson, Larsen, McCullers, Moraga, Nestle, Stein, and Truong; supplemental critical readings may include Butler, Lorde, Rich, and Sedgwick.

*Crosslisted as: English 286**Applies to requirement(s): Humanities**E. Young**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***GNDST-204WH Women and Gender in the Study of Culture: 'Worthy Hearts and Saucy Wits'***Fall*

Eighteenth-century England witnessed the birth of the novel, a genre that in its formative years was both lauded for its originality and condemned as intellectually and morally dangerous, especially for young women. We will trace the numerous prose genres that influenced early novelists, including conduct manuals, epistolary writing, conversion narratives, travelogues, romance, and the gothic. In doing so, we will concomitantly examine the novel's immense formal experimentation alongside debates about developing notions of gender and class as well as the feeling, thinking individual. Authors may include Richardson, Fielding, Sterne, Walpole, Burney, and others.

*Crosslisted as: English 239WH**Applies to requirement(s): Humanities**K. Singer**Restrictions: Course limited to sophomores, juniors and seniors**Notes: meets English department 1700-1900 requirement**Credits: 4***GNDST-206 Women and Gender in History****GNDST-206AF Women and Gender in the Study of History: 'African Women: Food and Power'***Not Scheduled for This Year*

This course uses archival records, fiction, life histories, and outstanding recent scholarship to investigate African women's actions in a century that encompassed women's loss of agency and authority but the endurance of their responsibility for the production of food. We investigate the erosion of women's economic power and the loss of women's work of governing at conquest, in the early colonial period, and as a consequence of Africa's integration into the world economy as its least powerful player. We examine women's efforts to sustain productive activities in the face of opposition and the gendered tensions these efforts provoke. Optional fourth hour discussions.

*Crosslisted as: History 296AF**Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning; Topics Course*

*H. Hanson*

*Credits: 4*

**GNDST-206CH Women and Gender in the Study of History: 'Women in Chinese History'**

*Not Scheduled for This Year*

An exploration of the roles and values of Chinese women in traditional and modern times. Topics will include the structure of the family and women's productive work, rules for female behavior, women's literature, and the relationship between feminism and other political and social movements in revolutionary China. Readings from biographies, classical literature, feminist scholarship, and modern fiction.

*Crosslisted as: History 296CH*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

**GNDST-206FW Women and Gender in the Study of History: 'African American Women and U.S. History'**

*Not Scheduled for This Year*

How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.

*Crosslisted as: History 280AA*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Renda*

*Credits: 4*

**GNDST-206TH Women and Gender in the Study of History: 'Transgender Histories and Politics'**

*Fall*

This course will examine the history and current status of transgender communities, identities, and politics in the United States with a particular focus on how race, gender, sexuality, class, and disability have affected transgender lives, communities, and politics. In doing so we will explore a number of topics including the social, medical, and political constructions of gender deviance; medical and social constructions of transsexuality; social, political, and other constructions of the category transgender; feminism and trans feminism; legal sex classification; criminalization, policing, and incarceration of trans people; trans issues at women's colleges; and the politics of trans liberation.

*Applies to requirement(s): Humanities*

*E. Vitulli*

*Prereq: Gender Studies 101.*

*Credits: 4*

**GNDST-206US Women and Gender in the Study of History: 'U.S. Women's History since 1890'**

*Fall*

This course introduces students to the major themes of U.S. women's history from the 1880s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's social and cultural activism.

*Crosslisted as: History 276*

*Applies to requirement(s): Humanities*

*M. Renda*

*Credits: 4*

**GNDST-210 Women and Gender in Philosophy and Religion**

**GNDST-210BD Women and Gender in Philosophy and Religion: 'Women and Buddhism'**

*Not Scheduled for This Year*

This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.

*Crosslisted as: Religion 241*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Mrozik*

*Credits: 4*

**GNDST-210PH Women and Gender in Philosophy and Religion: 'Women and Philosophy'**

*Not Scheduled for This Year*

This course will focus on topics to which feminist thinking has made important philosophical contributions, such as: pornography, objectification, and consent. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. We will consider questions such as: Is pornography morally problematic? Can sexism or other biases lead to bad science? Is it wrong to choose to be a stay-at-home parent? The goal will be to see how careful philosophical thought can help us with pressing issues of sex and gender.

*Crosslisted as: Philosophy 249*

*Applies to requirement(s): Humanities*

*E. Vavova*

*Credits: 4*

**GNDST-210SL Women and Gender in Philosophy and Religion: 'Women and Gender in Islam'**

*Spring*

This course will examine a range of ways in which Islam has constructed women- and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.

*Crosslisted as: Religion 207*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfelds*

*Notes: This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.*

*Credits: 4*

**GNDST-212 Women and Gender in Social Sciences**

**GNDST-212FM Psychology of Women: 'Women, Work and Family'**

*Spring*

This course explores the experience of working mothers in America. What are the political, economic, social and psychological factors that shape the experiences of women who work and raise children? How does the American woman's experience vary across race, class and educational level, and how does it compare to the experiences of women in other cultures? How have the roles of mother and worker or 'career woman' changed over time? How have they remained the same? What type of support do women need to balance these roles? We'll explore these questions using research in social psychology, theoretical

texts, fiction, our own lived experience, and inquiry into the experiences of others.

*Crosslisted as: Psychology 211WO*

*Applies to requirement(s): Social Sciences*

A. Grillo

*Prereq: 100-level Psychology course.*

*Credits: 4*

### **GNDST-221 Feminist Theory**

#### **GNDST-221CC Feminist Theory: 'Introduction to Feminist Theory'**

*Fall*

This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of 'women's emancipation.' We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.

*Crosslisted as: Politics 233*

*Applies to requirement(s): Social Sciences*

E. Markovits

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

#### **GNDST-221QF Feminist Theory: 'Feminist and Queer Theory'**

*Spring*

We will read a number of key feminist texts that theorize sexual difference, and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. The postcolonial critique of feminism is a fourth vector we will examine, as well as anti-racist and postcolonial intersections with queerness. We will also study trans-theory and its challenge to the queer paradigm.

*Applies to requirement(s): Humanities*

C. Gundermann

*Prereq: Gender Studies 101.*

*Credits: 4*

#### **GNDST-226 The Art of Fact: Writing the Lives of Women**

*Not Scheduled for This Year*

This course will examine narrative non-fiction biographies written by women biographers in order to determine the specific ways in which women tell the stories of other women's lives. We will investigate stylistic and theoretical approaches to writing biographies in which gender is a central focus. We will ask if 'feminist biography' constitutes a literary genre. We will experience the challenges (and thrills) of conducting archival and primary research. The course will culminate in students writing chapter-length biographies.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

M. Ackmann

*Prereq: Gender Studies 101.*

*Credits: 4*

### **GNDST-241 Women and Gender in Science**

#### **GNDST-241HP Women in Gender and Science: 'Feminist Health Politics'**

*Fall*

Health is about bodies, selves and politics. We will explore a series of health topics from feminist perspectives. How do gender, sexuality, class, disability, and

age influence the ways in which one perceives and experiences health and the access one has to health information and health care? Are heteronormativity, cissexism, or one's place of living related to one's health status or one's health risk? By paying close attention to the relationships between community-based narratives, activities of health networks and organizations and theory, we will develop a solid understanding of the historical, political and cultural specificities of health issues, practices, services and movements.

*Crosslisted as: Anthropology 216HP*

*Applies to requirement(s): Social Sciences*

J. Luce

*Credits: 4*

### **GNDST-250 Gender and Power in Global Contexts**

#### **GNDST-250AB Gender and Power in Global Contexts: 'The Politics of Abortion in the Americas'**

*Not Scheduled for This Year*

The Americas have been characterized by the strictness of their laws in the criminalization of abortion. In some countries abortion is criminalized even when the woman's life is at risk. What role have women's movements played in advancing abortion rights? What has mattered most for a movement's success, its internal characteristics or external forces? Has the way the movement framed its demands mattered? How has the political influence of the Catholic and Evangelical churches influenced policies in this area? We will answer these questions by exploring examples from across the region through primary and secondary sources.

*Crosslisted as: Politics 255PA*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

C. Fernandez-Anderson

*Credits: 4*

#### **GNDST-250TM Gender and Power in Global Contexts: 'Land, Transnational Markets, and Democracy in Women's Lives and Activism'**

*Not Scheduled for This Year*

This course will address the predicaments of women who must negotiate local contexts shaped by transnational markets, changing patterns of agriculture and agro-forestry, and struggles over indigenous land rights. How have arguments about democracy shaped the struggles women take up locally, nationally, and transnationally in opposition to corporate power, national policies, and supranational agencies such as the World Trade Organization?

*Applies to requirement(s): Social Sciences*

*The department*

*Credits: 4*

### **GNDST-290 Field Placement**

*Spring*

This course presents an opportunity for students to apply gender theory to practice and synthesize their work in gender studies. Connections between the academy and the community, scholarship and social action will be emphasized. Students will arrange for a placement at a non-profit organization, business, or institution that incorporates a gender focus. A weekly seminar with other students provides a structured reflection forum to analyze experience and methods.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning; Speaking-Intensive*

E. Rundle

*Prereq: Gender Studies 101 and, either 201 or 221.*

*Credits: 4*

### **GNDST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**GNDST-333AA Advanced Seminar: 'Emily Dickinson in Her Times'**

*Spring*

This course will examine the writing of Emily Dickinson, both her poetry and her letters. We will consider the cultural, historical, political, religious, and familial environment in which she lived. Special attention will be paid to Dickinson's place as a woman artist in the nineteenth century. The class will meet at the Dickinson Museum (280 Main Street in Amherst and accessible by Five College bus). Enrollment is limited to ten students.

*Crosslisted as: English 359*

*Applies to requirement(s): Humanities*

*M. Ackmann*

*Prereq: 8 credits in English or 8 credits in Gender Studies.*

*Notes: Meets weekly in Amherst.*

*Credits: 4*

**GNDST-333AS Advanced Seminar: 'Anthropology and Sexualities'**

*Fall*

This seminar focuses on contemporary anthropological scholarship concerned with the varieties of sexual expression in diverse cultural settings. We will read ethnographic accounts of sexual ideologies and the politics and practices of sexuality in Brazil, Japan, Native North America, India, and elsewhere. We will examine anthropological theories of sexuality with an emphasis on contemporary issues, including performance theory, "third gender" theories, sexual identity formulation, and techniques used by various societies to discipline the body.

*Crosslisted as: Anthropology 331*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*L. Morgan*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Anthropology, Gender Studies, or a combination of the two.*

*Credits: 4*

**GNDST-333BB Advanced Seminar: 'Women in American Theatre and Drama'**

*Not Scheduled for This Year*

This course offers a history of women in performance, from the colonial era to the present day. Americans inherited a European theatrical economy that was largely male dominated, though actresses played a central role on stage and in the public imagination. Today, while serious inequities remain, women are gaining access to the most privileged and powerful positions in a swiftly changing field. We are therefore equally interested in how women have participated in theatrical culture--as actors, producers, playwrights, directors, designers, managers, and audience members--and how they have been represented on commercial, experimental, and regional stages, and across genres and communities.

*Crosslisted as: Theatre Arts 350WO*

*Applies to requirement(s): Humanities*

*E. Rundle*

*Prereq: Gender Studies 101 or Theatre Arts 100 or Theatre Arts 251 or Theatre Arts 252 or Critical Social Thought 252.*

*Credits: 4*

**GNDST-333CL Advanced Seminar: 'Chicana/Latina Feminist Literature and Thought'**

*Fall*

This seminar surveys works by Chicana and Latina authors. Selections from critical/theoretical works will situate our reading of literature produced by Chicana/Latina authors in the United States. Readings of novels, short stories, poems, essays, and plays by Chicana, Cuban American, Puerto Rican, and Dominican American authors provide students with a range of experiences and

literary styles. Students will ask how the diversity of these texts bespeaks a shared or distinct experience across differences. Particular attention will be given to the challenges that Chicana/Latina writers pose towards nationalist movements, literary genres, cultural production, and feminisms.

*Crosslisted as: Latina/o Studies 350CL, Latin American Studies 387CL*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*J. Hernandez*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**GNDST-333DH Advanced Seminar: 'Desperate Housewives in 19th- through early 20th-century American Literature'**

*Not Scheduled for This Year*

This course will explore visual and literary images of nineteenth through early 20th-century marriage and motherhood. Discussion of Virginia's Woolf's 'A Room of One's Own' and Barbara Welter's essay 'The Cult of True Womanhood' will serve as the springboard for our focus on representations of women in the home. We will incorporate a visit to the art museum, and will analyze film adaptations of some of the texts we read. The course will focus primarily on American literature, film, and art, with the exception of Ibsen's *A Doll's House*; selected written texts will include works by writers such as Hawthorne, James, Stowe, Gilman, Freeman, Chopin, Hurston, and Wharton.

*Crosslisted as: English 373DH*

*Applies to requirement(s): Humanities*

*L. Glasser*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from the department.*

*Credits: 4*

**GNDST-333DP Advanced Seminar: 'Psychology of Trauma'**

*Fall*

What happens after a traumatic event? Why do some people develop psychological disorders and others do not? This course will explore the psychological theories and research on trauma and stress. Topics covered will include childhood abuse, domestic violence, combat violence, community violence, and interpersonal violence. The seminar will explore psychological dysfunction, disorders, as well as adaptation and coping following exposure to traumatic stress. In addition, the course will explore the concept of "cultural trauma."

*Crosslisted as: Psychology 329PT*

*Applies to requirement(s): Social Sciences*

*A. Douglas*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 100-level Psychology course and Psychology 201.*

*Advisory: A course in abnormal psychology preferred.*

*Credits: 4*

**GNDST-333EE Advanced Seminar: 'Latina Feminisms'**

*Not Scheduled for This Year*

This course offers an interdisciplinary approach to the study of feminist ideologies among Latinas throughout the United States. Employing a range of sources from archival texts to artistic images and ethnographies, we will study the histories and representations of Latina feminist theories across academic and aesthetic approaches. Focusing on the multiplicity of lived experiences among Puertorriquetas, Chicanas, Mexicanas, Centroamericanas, Dominicanas, Suramericanas, and many other communities in the United States, we will interrogate how gender and sexuality have informed the development of Latina feminist movements and political histories.

*Crosslisted as: Latina/o Studies 330*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Díaz-Sánchez*

*Credits: 4*

**GNDST-333EG Advanced Seminar: 'Eggs and Embryos: Innovations in Reproductive and Genetic Technologies'**

*Fall*

This seminar will focus on emerging innovations in the development, use and governance of reproductive and genetic technologies (RGTs). How do novel developments at the interface of fertility treatment and biomedical research raise both new and enduring questions about the "naturalness" of procreation, the politics of queer families, the im/possibilities of disabilities, and transnational citizenship? Who has a say in what can be done and for which purposes? We will engage with ethnographic texts, documentaries, policy statements, citizen science activist projects, and social media in order to closely explore the diversity of perspectives in this field. We will also experiment with "public engagement" activities designed to foster knowledge and conversations about RGTs and the questions and concerns they might raise.

*Crosslisted as: Anthropology 316EG*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 8 credits in gender studies or anthropology.*

*Credits: 4*

**GNDST-333GG Advanced Seminar: 'Race, Gender, and Empire: Cultural Histories of the United States and the World'**

*Not Scheduled for This Year*

Recent cultural histories of imperialism--European as well as U.S.--have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of 'America' and its 'others' called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to 'the intimacies of empire'?

*Crosslisted as: History 301RG*

*Applies to requirement(s): Humanities*

*M. Renda*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in History or Gender Studies.*

*Credits: 4*

**GNDST-333HH Advanced Seminar: 'Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*'**

*Not Scheduled for This Year*

A seminar on the eighteenth-century Chinese masterpiece *The Story of the Stone* and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of premodern Chinese vernacular fiction in particular.

*Crosslisted as: Asian Studies 340*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*Y. Wang*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

**GNDST-333KK Advanced Seminar: 'Body Images and Practices in Religious Traditions'**

*Not Scheduled for This Year*

This seminar examines body images and practices in a range of religions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and indigenous traditions. Some of the topics we will discuss are religious exercise regimens, dietary laws, gender and sexuality, healing practices, religious icons, ordination, and slavery.

*Crosslisted as: Religion 352*

*Applies to requirement(s): Humanities*

*S. Mrozik*

*Credits: 4*

**GNDST-333ML Advanced Seminar: 'Mary Lyon's World and the History of Mount Holyoke'**

*Spring*

What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? What local and global circumstances subsequently shaped the institution and the women who passed through it? How did Mount Holyoke women attempt to fashion the worlds they encountered in and beyond South Hadley and what came of their efforts? We will inquire into the historical arrangements of power--involving race, class, gender, religion, culture, body politics, and colonialism--that formed Mount Holyoke and the world in which it has operated. Students write a substantial research paper based on primary and secondary sources.

*Crosslisted as: History 333ML*

*Applies to requirement(s): Humanities*

*M. Renda*

*Prereq: 8 credits of History.*

*Credits: 4*

**GNDST-333MM Advanced Seminar: 'Nature and Gender: Representations of Women and Nature in American Literature (Nineteenth-Twentieth Century)'**

*Not Scheduled for This Year*

This course will focus on portrayals of women in nineteenth through mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography.

*Crosslisted as: English 373NT, Environmental Studies 373WN*

*Applies to requirement(s): Humanities*

*L. Glasser*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Gender Studies.*

*Credits: 4*

**GNDST-333ND Advanced Seminar: 'Love, Desire, and Gender in Indian Literature'**

*Fall*

Seminar on love, desire and gender, major themes in Indian literature. We will read classic poems, plays, and narratives in translation from Sanskrit, Tamil, Hindi, and other languages, in relation to aesthetic theory, visual arts (miniature paintings) and performance genres (Indian dance and the modern Bollywood cinema). Study of the conventions of courtly love, including aesthetic mood (rasa) and natural landscapes, and their transformation in Hindu bhakti and Sufi Muslim mystical texts, the Radha-Krishna myth, and film. Focus on representations of women and men, and on issues of power, voice, and agency.

*Crosslisted as: Asian Studies 350*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*I. Peterson*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**GNDST-333OO Advanced Seminar: 'Women, Politics, and Activism in the United States'**

*Not Scheduled for This Year*

This seminar examines the changing relationship between women and politics in the United States. Focusing on women's activism in and out of formal political arenas, we will consider the conceptual and interpretive problems raised by the inclusion of women in American political history. Students will be expected to write a substantial essay based on original research.

*Crosslisted as: History 381WO*

*Applies to requirement(s): Humanities*

*M. Renda*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in History or Gender Studies.*

*Credits: 4*

**GNDST-333PG Advanced Seminar: 'Who's Involved?: Participatory Governance, Emerging Technologies and Feminism'**

*Spring*

Deep brain stimulation, genome sequencing, regenerative medicine...Exploring practices of 'participatory governance' of emerging technologies, we will examine the formal and informal involvement of citizens, patients, health professionals, scientists and policy makers. What initiatives exist at local, national and transnational levels to foster science literacy? How do lived experiences of nationality, ability, class, race, ethnicity, gender and sexuality become visible and/or disappear within constructed frameworks of participatory governance? How can feminist ethnographic research and feminist theory contribute to a larger project of democratizing knowledge production and governance?

*Crosslisted as: Anthropology 316PG*

*Applies to requirement(s): Social Sciences*

*J. Luce*

*Prereq: 8 credits in gender studies or anthropology.*

*Credits: 4*

**GNDST-333PR Advanced Seminar: 'Feminist Poetics: The Poetess, Prophet, and Revolutionary'**

*Not Scheduled for This Year*

This seminar will explore innovations in eighteenth- and nineteenth-century women's verse. By investigating experiments with narrative, genre, stanza form, meter, and figurative language, we will contemplate what political, social, and ideological problems women writers attempted to present and perhaps solve through linguistic creativity. Larger questions include how to define 'feminist poetics' and what potential such a project might afford poets and thinkers today. To this end, we will read selections of poetry in conversation with contemporary feminist theory as well as representations of women's incantation, prophecy, and singing by male poets and novelists of the day.

*Crosslisted as: English 377*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*K. Singer*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in English and/or Gender Studies beyond the 100 level.*

*Notes: meets English department 1700-1900 requirement; meets English department seminar requirement*

*Credits: 4*

**GNDST-333SA Advanced Seminar: 'Women and Gender in Modern South Asia'**

*Fall*

This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship--in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.

*Crosslisted as: History 301SA*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*K. S. Datla*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

**GNDST-333TR Advanced Seminar: 'Female Portraits'**

*Not Scheduled for This Year*

The seminar investigates likenesses of women from ancient Greece and Rome. Facial features, body language, hair and clothing will be studied with reference to contemporary social customs, theories of character and beauty, medical treatises, beliefs in deity and in the afterlife. Special attention will go to original objects in the Mount Holyoke Art Museum, including marble portraits and coins depicting classical queens and empresses.

*Crosslisted as: Art History 310FP*

*Applies to requirement(s): Humanities*

*B. Bergmann*

*Instructor permission required.*

*Prereq: Take 8 credits in Gender Studies.*

*Credits: 4*

**GNDST-333TT Advanced Seminar: 'Sex and the Early Church'**

*Not Scheduled for This Year*

This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and 'heretical' scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.

*Crosslisted as: Religion 306*

*Applies to requirement(s): Humanities*

*M. Penn*

*Prereq: one course in Religion or Gender Studies.*

*Credits: 4*

**GNDST-333VR Advanced Seminar: 'Viragos, Virgins, and Visionaries'**

*Fall*

In this course, we will study the three most celebrated French female saints: Jeanne d'Arc, Thérèse de Lisieux and Bernadette de Lourdes. Their stories are similar: ordinary young women to whom extraordinary things happened, who became symbols of France and inspired a rich verbal and visual iconography. Yet they are profoundly different: Joan was a warrior, Thérèse a memoirist, Bernadette a visionary. We will study the facts of their lives, in their own words and those of others, but also the many fictions, semi-fictions, myths and legends based on those lives. We will analyze a number of films and visual images as well as literary and non-literary texts in our attempt to understand these cases of specifically female, specifically French sainthood.

*Crosslisted as: French 351VR*

*Applies to requirement(s): Humanities; Language*

C. Rivers

*Prereq:* Take French 215 and one of French 219, French 225, French 230.

*Credits:* 4

**GNDST-333VV Advanced Seminar: 'Women Experimental Filmmakers'**

*Not Scheduled for This Year*

This seminar examines experimental cinema made by women from the early 1950s, during the earliest years of the movement known as the American Avant-Garde, through the 1990s. While the class will read feminist film theory and see the work of such well-known filmmakers as Yvonne Rainer, Sally Potter, and Chantal Akerman, we will also examine the less familiar but highly influential films of women working in the home movie or diary mode, with particular emphasis on the work of Marie Menken.

*Crosslisted as:* Film Studies 340EX

*Applies to requirement(s):* Humanities

R. Blaetz

*Restrictions:* This course is open to Juniors and Seniors.

*Instructor permission required.*

*Prereq:* 8 credits in Gender Studies.

*Advisory:* Application required, see:

<http://www.mtholyoke.edu/acad/gender/300level.html>

*Notes:* 1 meeting (3 hours), 1 screening (2 hours)

*Credits:* 4

**GNDST-333WT Advanced Seminar: 'Witches in the Modern Imagination'**

*Fall*

From the middle ages to the present day, witches have evoked both fear and fascination. Their fellowships (real or fantastic) challenged the prevailing power structures of church and state patriarchies and upset the ordered precepts of the modern world. This seminar offers an overview of the history of witchcraft in Atlantic cultures, with special attention to the early modern British and American colonial eras. We will examine figures of the witch in European art; religious and legal texts that document the persecution of sorcerers; and dramatic, literary, and cinematic representations of witches that have helped to shape our understanding of gender, nature, theatricality, and power.

*Crosslisted as:* Theatre Arts 350WT

*Applies to requirement(s):* Humanities

E. Rundle

*Restrictions:* This course is open to Juniors and Seniors.

*Instructor permission required.*

*Prereq:* Gender Studies 101.

*Advisory:* Required application: <https://www.mtholyoke.edu/acad/gender/gender-studies-333-application>; preference to Gender Studies and Theatre Arts majors.

*Credits:* 4

**GNDST-333XX Advanced Seminar: 'Slanted Subjects: Queer Theories and Literatures in Latin America'**

*Not Scheduled for This Year*

(In Spanish) This class will interrogate the limits and possibilities of talking about a slanted or queer subject position with the context of Latin American literature. Looking at texts from the Caribbean, Central America and South America, we will explore the construction of a queer subjectivity through literature, film and visual art. We will pay careful attention to the intersections of class, race, gender, and sexuality to speak of queerness not only as a sexual orientation, but also as a decolonial intervention. Readings will draw from philosophy as well as literature.

*Crosslisted as:* Spanish 350QT

*Applies to requirement(s):* Humanities; Multicultural Perspectives

*Other Attribute(s):* Speaking-Intensive; Writing-Intensive; Topics Course

T. Daly

*Prereq:* Two 200-level courses in Spanish above Spanish 212.

*Credits:* 4

**GNDST-392 Senior Seminar**

*Fall*

This capstone course brings seniors together to think through relationships among empirical research, theory, activism, and practice in gender studies. Majors with diverse interests, perspectives, and expertise (and other seniors with substantial background in the field) will have the opportunity to reflect on the significance of their gender studies education in relation to their current work (including work in 333s, 390, 395), their academic studies as a whole, and their plans for the future. Course readings and discussion will be shaped by students in collaboration with the instructor.

*Applies to requirement(s):* Meets No Distribution Requirement

C. Gundermann

*Restrictions:* This course is limited to seniors.

*Credits:* 4

**GNDST-395 Independent Study**

*Fall and Spring*

The department

*Instructor permission required.*

*Credits:* 1-8

*Course can be repeated for credit.*

# Geography

Professors Dunn, Kebede (chair), McMenamin (on leave 2015-16), Millette, Werner; Associate Professor Markley; Assistant Professor Houston.

## Overview

The geography major is intended to provide students with an understanding of the world around them in its physical, spatial, and human dimensions. Central to the discipline is the study of interactions of humans and environmental systems. Specific topics emphasized in the curriculum include the physical environment, urban and political geography, resource conflict, socioeconomic development, and techniques in geographic data analysis (computer mapping, satellite image analysis, and geographic information systems).

## Contact Info

Girma Kebede, chair  
Cecile Vasquez, senior administrative assistant

## Requirements for the Major

### Credits

- A minimum of 36 credits

### Courses

- Geography 105, World Regional Geography and
- Geography 107, Introduction to the Physical Environment
- Any four of the following 200-level thematic and regional courses:
  - Geography 202, Cities in a Global Context
  - Geology 203, Surface Processes
  - Geography 204 (Environmental Studies 204) Human Dimensions of Environmental Change
  - Geography 205, Mapping and Spatial Analysis
  - Geography 206, Political Geography
  - Geography 208, Global Movements: Migrations, Refugees, and Diasporas
  - Geography 210, GIS for the Social Sciences
  - Geography 215, The Political Economy of the Middle East and North Africa
  - Geography 217, The African Environments
  - Environmental Studies 222, Evolution of North American Landscapes
  - Geography 230, Environmental Soil Science
  - Geography 295, Independent Study
- Any three 300-level courses, selected from the following:
  - Geography 304, Planning and the Environment – Special Topics
  - Geography 311 and 312, Seminars: Selected Topics
  - Geography 313, Third World Development
  - Geography 319, Africa: Problems and Prospects
  - Geography 320, Research with Geospatial Technologies
  - Geography 395, Independent Study

Most geography courses are offered in alternate years, and majors should consult the department when planning their programs.

## Requirements for the Minor

### Credits

- A minimum of 20 credits

## Courses

- Geography 105, World Regional Geography
- Any three of the 200-level thematic and regional courses approved for the major. (See major requirements for list.)
- Any one of the 300-level courses approved for the major. (See major requirements for list.)

## Course Offerings

### GEOG-105 World Regional Geography

*Fall and Spring*

This course surveys the major geographic regions of the world in terms of environmental features and resource distributions, economic mainstays, population characteristics, cultural processes, social relationships, and patterns of urbanization and industrial growth. In addition to these topical foci, we use various sub-fields of geography to animate different regions. This approach provides a sense of depth while we also pursue a breadth of knowledge about the world.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*S. Houston*

*Credits: 4*

### GEOG-107 Introduction to the Physical Environment

*Fall*

A systematic introduction to the processes operating on the surface of the earth, their spatial variation and their contribution to the spatial patterning of life on earth. The course stresses interactions among the earth's energy balance, weather, ecological resources and human impacts on environmental systems.

*Applies to requirement(s): Math & Sciences*

*T. Millette*

*Credits: 4*

### GEOG-202 Cities in A Global Context

*Spring*

Cities are dynamic landscapes informed by myriad economic, political, social, environmental, and cultural processes. This course delves into the forces of urbanization and examines how cities have been investigated, built, experienced, and lived in throughout history and around the globe. By accenting a geographic perspective and drawing upon an array of theoretical ideas and empirical examples, this class grapples with the fascinating complexities of the urban context.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Houston*

*Credits: 4*

### GEOG-205 Mapping and Spatial Analysis

*Spring*

Provides a comprehensive introduction to maps, including their design, compilation, and computer production. Introduces students to the principles of abstracting the Earth's surface into spatial databases using GIS, remote sensing, and Global Positioning Satellites.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Millette*

*Credits: 4*

### GEOG-206 Political Geography

*Spring*

Systematically studies political phenomena and their geographic expression, at a variety of spatial scales - national, regional, and international. Major themes



include nation-state formation, boundary, territory, and ethnic issues, regional blocs and spheres of influence, and conflicts over access to and use of resources.  
*Applies to requirement(s): Social Sciences*  
*G. Kebede*  
*Credits: 4*

**GEOG-208 Global Movements: Migrations, Refugees and Diasporas**  
*Fall*

The voluntary and involuntary movement of people around the globe is the focus of this course on migrations, refugees, and diasporas. Questions of borders, nativism, transnationalism, the global economy, and legality thread through this course as we consider the many social, cultural, environmental, economic, and political factors shaping decisions to leave a home or homeland. Historical and contemporary case studies, compelling theoretical texts, and geographic perspectives on these topics collectively animate our discussions.  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*S. Houston*  
*Credits: 4*

**GEOG-210 GIS for the Social Sciences and Humanities**  
*Fall*

This course introduces the use of Geographic Information Systems (GIS) and other geospatial technologies in the social sciences and the humanities. The student will learn to collect, process, and analyze quantitative data within the spatial (geographic) context where they occur. Course content may include research topics from current faculty.  
*Applies to requirement(s): Meets No Distribution Requirement*  
*E. Marcano*  
*Advisory: Proficiency with computers and quantitative data analysis*  
*Credits: 4*

**GEOG-215 The Political Economy of the Middle East and North Africa**  
*Not Scheduled for This Year*

In this course, the Middle East and North Africa are studied in terms of their physical, cultural, economic, and political geography. Emphasis is placed on the environmental conditions and ecological evolution, population and demographic characteristics, the resource base and major problems in the social, political, and economic transformation of the region.  
*Applies to requirement(s): Social Sciences*  
*G. Kebede*  
*Credits: 4*

**GEOG-217 The African Environments**  
*Fall*

The course provides an integrated analysis of biogeography, environmental change, and hydrology within each of the biomes found in the African continent: forest, savanna, desert, coast, wetland, mountain, and Mediterranean environments. It also discusses the impact and significance of human activity on African environments by exploring debates about land degradation, climate change, biodiversity and depletion, and conservation and development.  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*G. Kebede*  
*Credits: 4*

**GEOG-230 Environmental Soil Science**  
*Spring*

Introduction to the physical, chemical, and biological properties of soils and their relationship to environmental quality, agricultural production, and land management. This course will also describe the processes of origin and development of soils as natural entities and how they affect the different ecosystems where they are located. Some field work required.  
*Applies to requirement(s): Meets No Distribution Requirement*

*E. Marcano*  
*Prereq: Any 100 or 200 level science course or Geography 107.*  
*Credits: 4*

**GEOG-295 Independent Study**

*Fall and Spring*  
*The department*  
*Instructor permission required.*  
*Credits: 1-4*  
*Course can be repeated for credit.*

**GEOG-304 Planning and the Environment - Special Topics**

**GEOG-304UP Planning and the Environment - Special Topics: 'Urban Planning'**

*Fall*  
 This course examines in detail the fabric of urban and suburban settlement and commerce in the pre and post WW-II U.S. Field trips to the greater Springfield area are used to allow students to develop firsthand understanding of interactions between urban and suburban areas and to recognize the major changes to the human landscape driven by suburbanization and urban abandonment. This class will examine the section of Springfield slated for the MGM Casino Development.  
*Applies to requirement(s): Social Sciences*  
*T. Millette*  
*Prereq: Any 200-level Geography course.*  
*Credits: 4*

**GEOG-311 Seminar**

These seminars present selected topics in geography that reflect contemporary problems, current geographical ideas, philosophical and methodological trends in geography, and/or the history and development of geographical thought.

**GEOG-312 Seminars**

These seminars present selected topics in geography that reflect contemporary problems, current geographical ideas, philosophical and methodological trends in geography, and/or the history and development of geographical thought.

**GEOG-313 Third World Development**

*Fall*  
 Offers an interdisciplinary perspective on social, economic, and political features of contemporary development in Africa, Asia, and Latin America, regions referred to as the Third World or the South, and provides an introduction to theoretical origins and definitions of economic growth, development, and underdevelopment. It then addresses more specific aspects of development such as trends in population growth, migration, and urbanization; agrarian change; livelihood strategies and aspects of social welfare such as health, education, and shelter; poverty and the environment; and external economic relationships. The latter part of the course draws extensively on selected case studies.  
*Applies to requirement(s): Social Sciences; Multicultural Perspectives*  
*G. Kebede*  
*Restrictions: This course is open to Juniors and Seniors.*  
*Prereq: 4 credits in department and 4 credits in related social sciences at 200 level.*  
*Credits: 4*

**GEOG-319 Africa: Problems and Prospects**

*Spring*  
 This course intends to offer an interdisciplinary perspective on selected contemporary development problems in Africa south of the Sahara. Central to the course will be an examination of the social, economic, and political consequences of colonialism, the physical resource base and ecological crisis, agrarian systems and rural development, gender relations and development,

urbanization and industrialization, and the problems and prospects of regional cooperation and integration.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*G. Kebede*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 4 credits in department and 4 credits at the 200 level in geography or related social science.*

*Credits: 4*

### **GEOG-320 Research with Geospatial Technologies**

*Spring*

Geographic Information Systems (GIS) and remote sensing are essential tools for geographic analysis in both the biophysical and social sciences. This course uses a semester-long project that includes field and laboratory instruction to allow students to develop hands-on skills with spatial data and analysis software. Students will be able to present potential employers with a portfolio containing examples of their ability to develop and execute a GIS/remote sensing application project.

*Applies to requirement(s): Math & Sciences*

*T. Millette*

*Prereq: Geography 205.*

*Credits: 4*

### **GEOG-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

### **GEOG-399 Getting Ahead in Geology and Geography**

*Fall*

This course provides support and mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, and careers.

Experiences will include: resume and communication workshops; self-reflection and sharing opportunities for students returning from internships, work experiences, and semesters abroad; guidance on preparing for, selecting, and applying to graduate school; information about careers in education and teacher licensure; and discussion of new research in geology and geography.

*Crosslisted as: Geology 399*

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Markley*

*Restrictions: This course is limited to Geography and Geology majors and minors*

*Notes: Course meets on Fridays after Earth Adventures*

*Credits: 1*

*Grading: CR/NC Grading only (no letter grading).*

# Geology

The major and minor in Geology are administered by the Department of Geology and Geography: Professors Dunn, Kebede (chair), McMenamin (on leave 2015-16), Millette, Werner; Associate Professor Markley; Assistant Professor Houston.

## Overview

The geology major offers students hands-on learning in the classroom, lab, and field. Intermediate and upper-level courses are relatively small and explore geologic materials, physical and biological processes, and earth history and change. We recommend strongly, but do not require, courses in the cognate sciences (biology, chemistry, and physics), as well as calculus and/or statistics.

## Contact Info

Girma Kebede, chair

Cecile Vasquez, senior administrative assistant

## Requirements for the Major

### Credits

- A minimum of 36 credits

### Courses

- An introductory survey course: Geology 100, 101, 103, 107 or 108
- Geology 201, Rocks and Minerals
- Geology 202, History of Earth
- Geology 203, Surface Processes
- Geology 224, Paleontology-Stratigraphy
- Geology 322, Igneous and Metamorphic Petrology
- Geology 333, Structural Geology and Orogenesis
- 8 additional credits in geology at the 200 level or above

No more than 4 credits of independent study (Geology 295 or 395) may be counted toward the major. A summer field course may count for 4-6 credits in geology. Geography, environmental studies, astronomy, and other geology courses in the Five Colleges and from abroad may also apply toward the major as electives or, in some cases, as substitutes for required courses.

## Requirements for the Minor

### Credits

- The geology minor consists of any geology course at the 100 level (100, 101, 102, 103, 107 or 108) and at least 16 credits at the 200 level or above. At least four of these credits must be at the 300 level.

## Teacher Licensure

Students interested in pursuing licensure in the field of earth science can create a special earth science major and combine this course work with a minor in education. For specific course requirements for licensure in earth science within the field of geology (and related disciplines), please consult your advisor or the chair of the geology and geography department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate programs chapter and Sarah Frenette (sfrenett@mtholyoke.edu or x3300) of the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Offerings

### GEOL-100 Physical Geology

*Not Scheduled for This Year*

Humans are intimately connected with and dependent upon the physical environment. We have only been present on the Earth for a brief span, but we try to understand how the Earth has evolved since its formation over four billion years ago. Our knowledge of the Earth is critical, not only for reconstructing its history, but also for helping us to understand issues relevant to our lives, such as the availability of natural resources, pollution, climate change, and natural hazards. In this course, we will perform a general survey of the physical Earth. In classroom, lab and field, we will examine rocks and minerals of which the solid Earth is composed, processes that generate the Earth's landforms, natural hazards associated with those processes, and geologic time.

*Applies to requirement(s): Math & Sciences*

*M. Markley*

*Restrictions: This course is limited to First-year and Sophomore students.*

*Coreq: GEOL-100L.*

*Credits: 4*

### GEOL-101 Environmental Geology with Lab

*Not Scheduled for This Year*

The only planet known to sustain life, Earth provides all the resources that sustain us, yet it can be an unpredictable and sometimes dangerous home. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. This course examines earth processes, how these affect our lives, and how we can best live with and sustain our environment. The labs cover selected geologic topics including methods for recognizing and interpreting environmental hazards, and developing strategies to address environmental problems.

*Applies to requirement(s): Math & Sciences*

*S. Dunn*

*Coreq: GEOL-101L.*

*Credits: 4*

### GEOL-103 Oceanography

*Spring*

Because more than seventy percent of our planet is covered by oceans, the study of marine systems is crucial to our understanding of Earth History and life on the planet. We will examine chemical, physical, geological, and biological processes in the oceans at a variety of scales in time and space. We will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to affect weather and climate, stabilize global chemical cycles, erode coastlines and provide access to resources. We will conclude the semester with a discussion of the human impact on the ocean environment including sea level rise, acidification, coral bleaching and over-fishing.

*Applies to requirement(s): Math & Sciences*

*A. Werner*

*Credits: 4*

### GEOL-107 Environmental Geology

*Fall*

The only planet known to sustain life, Earth provides all the resources that sustain us, yet at the same time it can be an unpredictable and sometimes dangerous home. Floods, earthquakes, volcanic eruptions, and other natural

processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. This course examines earth processes, how these affect our lives, and how we can best live with and sustain our environment. May be taken for 200-level credit with permission of instructor.

*Applies to requirement(s): Math & Sciences*

*S. Dunn*

*Credits: 4*

### **GEOL-108 Precious Drops: The Geology of Groundwater and Fossil Fuels**

*Fall*

Are we running out of drinking water? Is fracking safe? When is peak oil? This course is a basic geology course that focuses on two earth materials we use every day: fresh water and fossil fuels. We cover where groundwater is found and why, the depletion and contamination of groundwater, and some major aquifers. We will also explore the formation, worldwide distribution, and extraction of coal, oil, and natural gas. This course introduces students to physical and historical geology, focusing particularly on plate tectonics and sedimentary basins, with attention to current events and illustrations from around the world.

*Applies to requirement(s): Math & Sciences*

*M. Markley*

*Credits: 4*

### **GEOL-201 Rocks and Minerals**

*Fall*

In this course you will learn to recognize the common rock-forming minerals and principal rock types, and to understand their origins, properties, associations, and geological significance. Observational skills and hand sample identification will be emphasized in lab and on field trips. Students must have either a one-year high school earth science class or any 100- or 200-level geology course or Geography 107. One or more field trips required.

*Applies to requirement(s): Math & Sciences*

*S. Dunn*

*Coreq: GEOL-201L.*

*Credits: 4*

### **GEOL-202 History of Earth**

*Spring*

This course explores the evolution and interaction of life, rocks, oceans, and air during the past 4 billion years of earth history. Some topics covered are: ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the early evolution of earth, absolute and relative dating of rocks, and the geologic time scale. Oral presentations and writing assignments focus on the design and testing of earth science hypotheses, critical analysis of recently published research on earth history, and proposal writing. The final exam involves memorization of the geologic time scale and significant events in earth history.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*M. Markley*

*Prereq: Any introductory Geology or Environmental Studies course.*

*Credits: 4*

### **GEOL-203 Surface Processes**

*Fall*

The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature and every deposit is the result of processes acting at the Earth's surface. In this course we study these processes (e.g. glaciers, rivers, slopes, coastlines, arid regions, frozen ground, cave formation, soil development and groundwater) to understand how they work and to understand the resulting landforms and deposits. With this understanding we can then observe different landforms and deposits and infer past processes (environments

of deposition). Field work and trips allow students to explore first-hand the processes that have created and modified the Earth's surface.

*Applies to requirement(s): Math & Sciences*

*A. Werner*

*Prereq: Any introductory Geology or Environmental Studies course.; Coreq: GEOL-203L.*

*Credits: 4*

### **GEOL-210 Plate Tectonics**

*Not Scheduled for This Year*

Plate tectonic theory explains the origins of volcanoes and earthquakes, continental drift, and the locations of mountain belts and oceans. This course focuses on the geometry of plate tectonics. Topics include mid-ocean ridge systems, transform faults, subduction zones, relative plate motion, earthquake analysis, triple point junctions, and stereographic projection. Work includes individual research projects on active plate boundaries.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*M. Markley*

*Advisory: Comfort with geometry and trigonometry required.*

*Notes: Comfort with geometry and trigonometry required.*

*Credits: 4*

### **GEOL-211 Uranium**

*Not Scheduled for This Year*

From the A-bomb to zircon, uranium has revolutionized humanity's destructive potential and wisdom about time. Uranium is the planet's heaviest naturally occurring element, and it transforms by both radioactive decay and nuclear fission. This course uses computer modeling to explore these two transformations and what we make of them, specifically: the age of the earth, high-precision dating of recent geologic and climate events, nuclear power, nuclear weapons, plutonium production, and the uniquely long-term challenge of nuclear waste disposal and storage.

*Applies to requirement(s): Math & Sciences*

*M. Markley*

*Prereq: 1 course in Chemistry, Geology, Math, or Statistics.*

*Credits: 4*

### **GEOL-224 Paleontology/Stratigraphy**

*Not Scheduled for This Year*

This course provides an intensive study of fossils, fossil preservation, relationships between major groups of organisms, depositional environments, sediments, sedimentary rocks, and the processes of sedimentation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments and paleoclimate, reconstruct paleogeography, and probe the characteristics of sedimentary basins. Laboratory exercises and field trips will introduce a variety of analytical techniques used to study sedimentary rocks.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: 4 credits in Geology at 100- or 200-level or First Year Seminar 110HL.;*

*Coreq: GEOL-224L.*

*Credits: 4*

### **GEOL-227 Groundwater**

*Spring*

The demand for and the contamination of groundwater resources are major environmental concerns. To better understand the dynamics of the groundwater system, we will cover topics including the hydrologic cycle, surface and subsurface hydrology, groundwater resource evaluation, and groundwater geotechnical problems. Students are required to prepare weekly problem sets/labs, a term paper, and an oral presentation.

*Applies to requirement(s): Math & Sciences*

A. Werner

Prereq: One Geology course.; Coreq: GEOL-227L.

Credits: 4

**GEOL-295 Independent Study**

Fall and Spring

The department

Instructor permission required.

Credits: 1-4

Course can be repeated for credit.

**GEOL-322 Igneous and Metamorphic Petrology**

Spring

This course covers mineralogical and chemical compositions, classification, genesis, and mode of occurrence of igneous and metamorphic rocks, including relationships between rock-forming processes and global plate tectonics; labs involve the study of representative rock suites in hand specimen and thin section, introduction to analytical techniques and in-depth coverage of mineral optics. One or more field trips required.

One or more field trips required.

Applies to requirement(s): Meets No Distribution Requirement

S. Dunn

Prereq: Geology 201.; Coreq: GEOL-322L.

Credits: 4

**GEOL-326 Seminar: Global Change**

Spring

Humans are changing the climate. Although the climate system has changed 'naturally' over geologic time, taking the planet in and out of ice ages, the warming and all the corollary changes that are taking place now are due (primarily) to the use of fossil fuels and the associated release of carbon dioxide. This course reviews how the climate system works, what is known about climate change through geologic history and discusses the implications of current and future climate change.

Applies to requirement(s): Math & Sciences

K. Kanamaru

Prereq: One course from the Geology department at the 200-level.

Credits: 4

**GEOL-333 Structural Geology & Orogenesis**

Fall

This course covers the basic techniques of field geology and structural analysis. Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, deformation mechanisms, and multidisciplinary approaches to mountain building (orogenesis). Many labs are field trips that involve data collection. Weekly writing assignments focus on presenting original research and distinguishing between observations and interpretations. During the final weeks of the semester, oral presentations emphasize fluency in the published literature of structural geology using a case study from Death Valley, California.

Applies to requirement(s): Math & Sciences

M. Markley

Prereq: Geology 201.; Coreq: GEOL-333L.

Credits: 4

**GEOL-341 Seminar**

Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year.

**GEOL-342 Seminar in Geology**

Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year. Consult the department for information about future seminars.

**GEOL-342DV Seminar in Geology: 'Death Valley Field Course'**

Spring

This seminar will cover selected topics on the geology of Death Valley region, California. We will meet for two hours per week up until spring break, then embark on a ten-day field trip to Death Valley National Park, March 11-20, 2016. A participation fee is required. Students will be responsible for researching particular topics and presenting a written and oral final post-trip report.

Applies to requirement(s): Meets No Distribution Requirement

M. Markley

Instructor permission required.

Prereq: Two courses from the Geology department and permission of instructor.

Notes: 1 meeting (3 hours) and ten-day field trip; enrollment limited

Credits: 4

**GEOL-395 Independent Study**

Fall and Spring

The department

Instructor permission required.

Credits: 1-8

Course can be repeated for credit.

**GEOL-399 Getting Ahead in Geology and Geography**

Fall

This course provides support and mentoring for geology and geography majors as they pursue internships, summer jobs, independent research, and careers. Experiences will include: resume and communication workshops; self-reflection and sharing opportunities for students returning from internships, work experiences, and semesters abroad; guidance on preparing for, selecting, and applying to graduate school; information about careers in education and teacher licensure; and discussion of new research in geology and geography.

Crosslisted as: Geography 399

Applies to requirement(s): Meets No Distribution Requirement

M. Markley

Restrictions: This course is limited to Geography and Geology majors and minors

Notes: Course meets on Fridays just after the 'Earth Adventures at Lunch' talks.

Credits: 1

Grading: CR/NC Grading only (no letter grading).

# German Studies

The major and minor in German studies are administered by the Department of German Studies: Professors Remmler, Wittig Davis; Senior Lecturers Lauer, Van Handle; Visiting Assistant Professor Holden.

## Overview

The Department of German Studies offers a program that promotes an understanding of the connections between language and its larger cultural contexts and prepares its students for diverse career paths by integrating curricular and experiential learning. We aim to lead our students to what is called “translingual and transcultural competence,” a proficiency that is essential in all fields in today’s globalized world. On advanced projects, we cooperate with colleagues at Mount Holyoke or the Five Colleges who are experts in, for example, film studies, economics, science, history, politics, art, music, philosophy, and literature. Finally, our graduates gain a much deeper grasp of their own languages and cultures, a much more substantive level of self-awareness of their own traditions and values.

Language learning in our program, then, emphasizes at all levels the interrelationship between target language and culture and native language and culture; self and community; curriculum and career. We also consistently explore the global interconnections between German and European cultures. We provide opportunities for students to integrate their interest in other subjects with material in our upper-intermediate and advanced-level courses. Furthermore, we encourage our students to seek experiential learning by participating in our exchanges with the Universities of Bonn and Leipzig, as well as the Berlin School of Economics and Law, and combine study with internship experience.

Following the credo of Mary Lyon, the department has a proud tradition of connecting its rigorous curricular program with career exploration opportunities for students. So we have built an alumnae network to provide current students with assistance when searching for internships or employment either in the U.S. or internationally. Many of these alumnae continued their studies in German and other fields at the most renowned graduate and professional schools in the United States and abroad. Finally, we strive to remain up to date, and provide students with optimal support during the application process, regarding stipend and internship opportunities in science, business, politics, journalism, film, and the arts—to name but a few—as well as study, research, and teaching fellowships abroad.

German studies majors graduating from Mount Holyoke College have used the analytical, cultural, and linguistic competence they acquired to pursue a wide range of careers in international affairs, banking, business, publishing, journalism, radio and television broadcasting, law, government, education, medicine, and other sciences.

All department members have Ph.D. training in interdisciplinary German studies as well as German literature and participate in a wide range of interdisciplinary programs. Our courses, therefore, contribute to such programs as critical social thought, film studies, gender studies, and Jewish studies. We strongly recommend that students take courses in German history, economics, psychology, philosophy, politics, art, music, film, and other fields related to German and European culture.

Our entire curriculum, then, supports the study of the German language within its European and global cultural and historical contexts and is adapted to the individual student’s background, style, and pace of learning. To facilitate such learning, the department has proved a pioneer in creatively employing the use of technology throughout its curriculum, from elementary courses to advanced seminars. Technology, moreover, serves several learning goals: students acquire marketable skills in learning how to create substantive multimedia projects; students with certain learning styles may improve their comprehension by

specific types of media use; and accessibility is afforded other students who could otherwise not participate in classes. In addition, all our courses focus on developing critical reading, speaking, and writing skills.

Class time focuses on interpersonal communication among students and with the instructor, and among students and peer assistants from Germany. From the beginning, students learn strategies for understanding German speakers in a variety of contexts, on many levels, and in diverse situations. When selecting course content materials, we focus on our students’ goals in studying German. In weekly conversation sessions, peer assistants from Germany provide opportunities for informal conversations. All courses are conducted in German, except first-year seminars and 231. However, students in these courses may receive credit toward the German studies major or minor by enrolling in a complementary two-credit speaking and writing course (German Studies 232).

The major in German studies, therefore, integrates learning inside and outside the classroom, the development of language skills with the study of the social, economic, and cultural developments in the German-speaking countries, in the past and present and within a larger transnational context.

Our graduating seniors have consistently been awarded such highly regarded national and international graduate fellowships as DAAD (German Academic Exchange Service), Fulbright, PAD (Pädagogischer Austauschdienst), Congress/Bundestag Fellowship for Young Professionals, Bundestag Internship Program (Internationale Parlaments-Praktika Internship Programm), CDS Emigré Parliamentary/Cultural Vistas Internships, and internships with the European Union.

## Contact Info

Karen Remmler, chair  
Carmen Sullivan, senior administrative assistant  
German Studies Website: <http://www.mtholyoke.edu/acad/german>

## Requirements for the Major

### Credits

- A minimum of 32 credits beyond German Studies 103, of which at least 12 must be at the 300 level in the German Studies Department.

### Courses

- German Studies 201 Intermediate German
- German Studies 221 German Culture Today: ‘Stories and Histories’
- German Studies 223: 223 may be taken more than once as long as topics do not overlap. Normally, no more than a total of four credits of independent study at the 200-level (295) may be counted toward the major. Prerequisites for 300-level courses include 221 and 223.
- Three courses at the 300 level, including an advanced-level topics course, 315 or 323, and the senior seminar, 325, to be completed during the fall semester of senior year. Normally, no more than a total of four credits of independent study (395) may be counted toward the major in addition to eight credits of 395 senior thesis work. (Students may count up to two 300-level courses taken during a year of study abroad with approval of the chair.) 315 and 325 may be taken more than once as long as topics do not overlap.
- Eight additional credits beyond 103.
- Courses in Topics in German and European Studies in a Global Context (231) are not normally part of the minimum major of 32 credits. Students may earn credit in German if they read German texts in the original, write their papers in German, and participate in a German discussion session, i.e., enroll in 232, 332, the 2-credit discussion course taught in German which complement German courses taught in English (231 or 331).

As culture is constructed and expressed through language, students are expected to conduct their work in the department and as much work as possible outside the department, in the German language.

In conjunction with their advisors, students plan an individualized program of study suited to their interests and backgrounds. To ensure breadth of background and context, we strongly encourage students to include at least one course each relating to the eighteenth, nineteenth, and twentieth centuries and to complement their German Studies major with a second major, minor, Nexus, or Five College certificate. To ensure depth, students may focus on a specific topic, period, or century. Courses about Germany or Europe taught in other departments or programs may be selected from such fields as anthropology, art, critical social thought, economics, environmental studies, film studies, gender studies, history, history of science, international relations, Jewish studies, music, politics, philosophy, psychology, religious studies, sociology, and theatre arts. Students should focus their work in these courses on issues relating to German-speaking countries and consult with the department to choose appropriate courses.

## Requirements for the Minor

The minor in German studies is intended to provide a focused introduction to the language and culture of German-speaking countries within a larger transnational context. It leads to a basic level of translingual and transcultural competence.

## Credits

- A minimum of 16 credits beyond German Studies 103 and at least one 4-credit course at the 300 level in the German Studies Department

## Courses

- 201, 221, (4 credits), and at least one topics course, 223 (4 credits). 223 may be taken more than once as long as topics do not overlap. Normally, no more than a total of four credits of independent study (295) may be counted toward the minor. Prerequisites for 300-level courses include 221 and 223.
- One course at the 300 level in the Department of German Studies
- Courses in Topics in German and European Studies within a Global Context (231) are not normally part of the minimum minor of 16 credits within the department. Students may earn credit in German if they read texts in the original, write their papers in German, and participate in a German discussion session, i.e., enroll in 232, the 2-credit discussion course taught in German which complements German courses taught in English (FYS or 231 or 331).

## Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work with a minor in education. In some instances, coursework in the major coincides with coursework required for licensure; in other cases, it does not. For more information, please consult your advisor, the chair of the German studies department, and the "Teacher Licensure" page on the German studies website: <http://www.mtholyoke.edu/acad/german/programs.html>.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Study and Internships Abroad in German-Speaking Countries

The junior year in Germany is open to both majors and non-majors. To be appropriately prepared for study in Germany, students who wish to participate should have studied German continuously, at least one course each semester, during their first and second years. Majors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives normally satisfy some of the minimum requirements of their major while abroad. By completing appropriate course work, including written work, students majoring in German may transfer the equivalent of one course per semester at the 300 level and additional credits at the 200 level. Minors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives may bring back the equivalent of one course at the 300 level and one course at the 200 level. Upon their return, students are required to participate in at least one course per semester in the department so that faculty can evaluate them based on work done in the senior year when writing recommendations for graduate school or employment opportunities.

The department has exchange programs with the Universities of Bonn and Leipzig. In addition, the department participates in the College's exchange with the Berlin School of Economics and Law. The chair and other faculty will assist each student with selecting an individually appropriate opportunities. See above and the department's study abroad Web page for more details: [http://www.mtholyoke.edu/global/major\\_german.html](http://www.mtholyoke.edu/global/major_german.html). Our students frequently spend time abroad, either in their junior year or in the summer. They also take advantage of diverse internship opportunities at: German investment banks or brokerage firms, science laboratories, hospitals, newspapers, intercultural agencies, schools, radio and television stations, museums, libraries, archives, and other places of professional interest to them.

## Course Advice

German Studies 231 and 331 satisfy the Humanities distribution requirement. It may also be possible to count these courses toward the German major or minor if students simultaneously enroll in the 2-credit complementary course, German Studies 232 (or 332 with 331).

## For New Students

### Placement

The Department of German Studies will review the course selection of all entering students, taking into consideration school and AP records together with the answers to the questionnaire at <http://www.mtholyoke.edu/acad/german/place ment.html>.

All students with prior knowledge of German who plan to elect German in either semester must complete this questionnaire carefully. Final course placement will be based on the following considerations: the student's specific training in German, the results of the student's online placement exam, and scheduling possibilities. Students should take the online placement exam prior to registration, if possible. It is available at <http://www.mtholyoke.edu/acad/german/placement.html>.

Students contemplating spending all or part of their junior year in Germany should elect German in the first semester of their first year, since two continuous years of German in college are normally required for junior year programs in Germany.

Courses that satisfy the College language requirement only are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities distribution requirement.

First-Year Seminars offered by German Studies faculty and German Studies 231, Topics in German and European Studies in a Global Context, are writing-intensive courses taught in English. Both courses are open to first-year students.

### Course Selection

Students in Groups II–IV are required to take the online placement exam. Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department during the summer or upon arrival on campus. Email: [kremmler@mtholyoke.edu](mailto:kremmler@mtholyoke.edu)

Group I: Students with no previous training in German, or with the equivalent of one year of study at the secondary school level, should elect German Studies 101 in the fall, or German Studies 103 in the spring. German Studies 101 and 102 constitute a yearlong Elementary German course; German Studies 103 is an intensive course that covers two semesters (one year) in one semester.

Group II: Students who have studied German for more than one year but for fewer than four years, or who feel they need a comprehensive review of grammar, should elect German Studies 201. Students entering in the spring who have studied German for one or two years may choose German Studies 102 in consultation with the chair.

Group III: Students with three or four years of study in German should ordinarily elect 221, German Culture Today. Students with four or more years of German or extensive experience living in a German-speaking country or speaking German should ordinarily elect German Studies 223 (Topics in German and European Studies in a Global Context) based on the results of the placement exam.

Group IV: Other students with previous training in German should consult with the department chair ([kremmler@mtholyoke.edu](mailto:kremmler@mtholyoke.edu)) during the summer or in September for individual placement or enroll in German Studies 223.

### Course Offerings

#### GRMST-101 Elementary German

*Fall*

This course introduces speaking, reading, and writing German. Cultural and literary readings together with frequent use of video and other online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.

*Applies to requirement(s): Humanities; Language*

*M. Lauer, D. Van Handle*

*Coreq: GRMST-101L.*

*Notes: requires conversation session (50 minutes)*

*Credits: 4*

#### GRMST-102 Elementary German

*Spring*

Continuation of the elementary German course; practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with a German language assistant supplement class work.

*Applies to requirement(s): Humanities; Language*

*M. Lauer*

*Prereq: German 101, or see department for placement.*

*Advisory: See department for placement if you have not taken German 101 at Mount Holyoke College*

*Notes: requires conversation session (50 minutes)*

*Credits: 4*

#### GRMST-103 Intensive Elementary German

*Spring*

Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of online resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Weekly conversation sessions with German language assistant supplement class work.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive*

*D. Van Handle*

*Notes: 4 meetings (75 minutes) plus required conversation session (50 minutes)*

*Credits: 8*

#### GRMST-201 Intermediate German

*Fall*

This course emphasizes further development of contextual reading, writing, and speaking skills in German. Focus on strategies that help students learn vocabulary and use grammatical structures in appropriate ways. Discussion of a variety of texts and genres, as well as exploration of topics such as immigration and social justice. Frequent writing assignments and speaking opportunities.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*M. Lauer*

*Prereq: German Studies 101, 102, or 103.; Coreq: GRMST-201L.*

*Advisory: German Studies 101 and 102, or German Studies 103, or permission of instructor*

*Credits: 4*

#### GRMST-215 Lesen, Schreiben, Sprechen

*Not Scheduled for This Year*

Intensive practice in reading, writing, and speaking German. Students will write short essays on topics of their choosing, in addition to application letters and a sample resumé for an internship or job in Germany. We will focus also on developing reading strategies and on improving students' ability to converse colloquially, idiomatically, and formally in German. Readings on popular culture, music, as well as current political, social, cultural, historical, and economic issues in the German-speaking world, reflecting student interest and academic focus. Students engage in a variety of speaking activities such as presentations, role-playing and simulations, pair work, and group discussions.

*Applies to requirement(s): Meets No Distribution Requirement*

*D. Van Handle*

*Advisory: See department for placement if you have not taken German 101 at Mount Holyoke College.*

*Notes: Students in German Studies 221 or 223 are strongly encouraged to enroll in German Studies 215 or 216 for additional language practice and review.*

*Credits: 2*

#### GRMST-221 German Culture Today:

*Not Scheduled for This Year*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*G. Wittig Davis*

*Advisory: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German; or permission of instructor.*

*Credits: 4*

*Course can be repeated for credit.*

#### GRMST-221SH German Culture Today: 'Stories and Histories'

*Fall and Spring*

This course examines historical, cultural, and political developments that continue to frame debates about the twentieth century, World War II, the former



GDR, and German unification. Thematic focus helps students develop accuracy, fluency, and complexity of expression. Reading, writing, and speaking are consistently integrated. Special emphasis is placed on text organization toward expanding students' language abilities, with a gradual movement from personal forms of expression to written and public discourse.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*  
A. Holden, M. Lauer

*Prereq: Previous study of German, normally equivalent to 3 semesters of college German, or 3 or more years of high school German*

*Credits: 4*

### **GRMST-223 Special Topics in German Studies**

This course examines the cultural, political and social developments from 1800 to the present by investigating a significant topic in the German tradition and its interconnections to larger transnational context. The selection of materials is exemplary rather than comprehensive and is based on thematic, historical, generic and other units.

### **GRMST-223FC Topics in German Studies: 'Curing the Woes of Integration?: Culturally Diverse Film Comedy as Medicine'**

*Not Scheduled for This Year*

Early on, German cinema was embroiled in heated debates about its value: Is it, like the theater, both entertainment and education? Does film, like the novel, tell a narrative that makes us laugh and cry? Can it help us discern the constructions of our individual, national, and transnational identities? In recent decades, Germany, and Western Europe, have grappled with integrating large migrant groups. Politicians are frantically searching for a way to cure the ills purportedly caused by integration failure; anti-immigrant rightist parties are growing in the EU. Yet a vibrant corpus of comedic films and literature about and by migrants has arisen. Will laughter prove the "best medicine"?

*Crosslisted as: Film Studies 220FC*

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

G. Wittig Davis

*Prereq: Previous study of German equivalent to four or more semesters of college German.*

*Advisory: Previous study of German, normally equivalent to 4 or more semesters of college German or 4-5 years of high school German, or extended study in a German-speaking country. Or permission of instructor.*

*Notes: Students new to the department must complete the online placement exam.*

*Placement will be finalized at the beginning of the semester. Students may consult with the instructor about taking this course for 300-level credit. Lab section required of any student taking this at the 300 level.*

*Credits: 4*

### **GRMST-223GT Topics in German Studies: 'Germans Outside Germany: German-Language Cultures in Europe'**

*Not Scheduled for This Year*

This course offers an introduction to the history and literature of Austria, Switzerland, and German-language cultures in Eastern Europe. We will examine the role the Habsburg Empire, World War II, the Holocaust, neutrality, immigration, and communist dictatorship played in the formation of national, cultural, and personal cultural identity. Authors discussed include three Nobel Prize Winners in Literature: Elias Canetti, Elfriede Jelinek and Herta Müller, as well as internationally acclaimed writers such as: Frank Kafka, Robert Musil, Paul Celan, Ingeborg Bachmann, Ruth Klüger, Rose Ausländer, Catalin Dorian Florescu, Richard Wagner, Zsuzsanna Gahse, and Ilija Trojanow. Taught in German.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

A. Holden

*Prereq: Previous study of German.*

*Notes: This course can be taken for 300-level credit.*

*Credits: 4*

### **GRMST-223GU Topics in German Studies: 'German Unification Revisited: The GDR and the Politics of Memory'**

*Spring*

Twenty-five years after German unification, the legacy of East Germany (GDR) continues to be the topic of popular culture and scholarship alike. How do post-Wall films, literature, and memoirs depict everyday life in the former GDR? How do these depictions intersect with transnational issues of migration, identity, and responses to oppression? How do we account for the contradictory emotions that emerge in renditions of the GDR from Ostalgia to comparisons between the Stasi and the Gestapo? We explore the changing depictions of the GDR by insiders and outsiders against the backdrop of current debates about the legacy of the GDR within the ongoing conflicts in contemporary Europe.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*  
K. Remmler

*Prereq: Previous study of German.*

*Notes: Students may consult with the instructor about taking this course for 300-level credit.*

*Credits: 4*

### **GRMST-224 Tutorial in German Culture**

*Not Scheduled for This Year*

Focus on the spoken and written analysis of materials covered in 223 and on topics of interest to students. Emphasis on revising and editing papers and on developing oral presentations for variety of audiences.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*  
The department

*Coreq: GRMST-223.*

*Advisory: German Studies 220*

*Notes: Students in 223 are expected to enroll in the complementary two-credit tutorial, German Studies 224.*

*Credits: 2*

*Course can be repeated for credit.*

### **GRMST-232 German Studies Tutorial**

Focus on developing discussion and reading skills in German, and revising and editing papers, or media projects, composed in German for German studies courses taught in English.

### **GRMST-232CS German Studies Tutorial for Courses Taught in English: 'Introduction to Nineteenth-Century Critical Social Thought'**

*Not Scheduled for This Year*

Close reading and translation workshop based on texts in German pertaining to GRMST-231: Introduction to Nineteenth-Century Critical Social Thought. An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Franz Kafka, focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life.

*Applies to requirement(s): Meets No Distribution Requirement*

K. Remmler

*Prereq: One year of college-level study of German.; Coreq: GRMST-231.*

*Notes: Majors/minors in the department and students interested in earning German credit should simultaneously enroll in both German Studies 231 and German Studies 232.*

*Credits: 2*

**GRMST-232GL German Studies Tutorial: 'Why Do Germans Laugh?: Film Comedy from Lubitsch to Akin and Solanen'**

*Spring*

We discuss selected materials in German, which complements or is part of the content of German Studies 231 taught in English, *Humorless Germans? Comedy and Romance in German Film and other Media*. The role of language in comedy should be particularly critical for us because of the issue of (un)translatability. Furthermore, our focus is on in-depth discussion and diverse 'readings' of the films. All students will create a critique as an oral presentation in the form of a brief (1-2 page) position paper. This 'Thesepapier' will state the overall concept (Hauptthese), outline major arguments (Thesen) in bullet form and end with a stimulus for plenary discussion.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*G. Wittig Davis*

*Prereq: One year of college-level study of German.; Coreq: GRMST-231.*

*Notes: Taught in German. To satisfy requirements, you must enroll in this course and German Studies 231. Majors/minors in the department and students interested in earning German credit should simultaneously enroll in both German Studies 231 and German Studies 232.*

*Credits: 2*

**GRMST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**GRMST-301 German From Curriculum to Career**

*Not Scheduled for This Year*

Familiarizes students with oral and written discourses in reading, writing, and speaking. Students focus on in-depth analyses of writing and speaking patterns in current newspaper and magazine articles. Thematic foci include Germany's *Soziale Marktwirtschaft*, Germany's responsibilities and political and economic agenda within the European Union, and Germany's political and economic ties to Asia. Material based on most recent articles, news reports, and debates. Frequent text-oriented exercises emphasize students' individual progress in light of different language and learner profiles and different student needs.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*M. Lauer*

*Advisory: Open to students who have completed at least 8 credits beyond German Studies 201 or permission of department*

*Credits: 4*

**GRMST-315 Topics in German and European Culture in a Global Context**

**GRMST-315BK Topics in German and European Culture in a Global Context: 'Taboo-Breakers: Censors and the Filming of Brecht, Kafka, Hesse, the Manns'**

*Not Scheduled for This Year*

This course studies selected filmmakers from Weimar to the present who have filmed literary texts and evoked the wrath of the censors: Sternberg's *Blue Angel*, H. Mann's *Professor Unrat* with Dietrich as the New Woman; Dudow/Brecht's Proletarian film, *Kuhle Wampe*, censored for including an abortion; Szabós 1981 film of Klaus Mann's 1936 novel *Mephisto*, banned to protect actor Gustav Gründgens from a questionable Third-Reich past. Also, works by Kleist, Storm, Fontane, Hesse, Kafka, and Thomas Mann inspired filmmakers like Fassbinder, Huntgeburth, and Haneke, not only because they broke existing taboos but also

by foregrounding current issues such as globalization, alienation, terrorism, and homophobia.

*Crosslisted as: Film Studies 370BK*

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*G. Wittig Davis*

*Advisory: open to students who have completed at least 8 credits beyond German Studies 201 or permission of department*

*Notes: Film studies students interested in studying the material in English should contact the instructor for permission to enroll in 395 independent studies.*

*Credits: 4*

**GRMST-315PW Topics in German and European Culture in a Global Context: 'The Politics of Memory in Postwar Germany and Japan'**

*Spring*

Cultural exchanges between German and Japanese peoples have taken place for over 400 years. What has triggered and sustained exchanges of cultural, social, artistic, and military traditions? How have these historical exchanges affected the remembrance of WW II, the Holocaust, the Nanjing massacre, forced prostitution of Korean and other women, and the nuclear destruction of Hiroshima and Nagasaki? We focus on the process of remembering war and atrocity as depicted through different media, such as first-hand accounts, fictional narratives, photographs and other visual images. Students are encouraged to combine primary research in any language and in multiple media.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*K. Remmler*

*Prereq: Advanced study of German.*

*Credits: 4*

**GRMST-323 Topics in German Studies: German Culture from 1800 to 2000**

This course examines the cultural, political and social developments from 1800 to the present by investigating a significant topic. The selection of materials is exemplary rather than comprehensive and is based on thematic, historical, generic and other units.

**GRMST-323VM Topics in German Studies: German Culture from 1800 to 2000: 'Visions and Discoveries That Transformed the Present: Voices of Makers and Filmmakers'**

*Not Scheduled for This Year*

(Speaking- and writing-intensive; The 'long 19th century,' with the political explosion of the French Revolution and the scientific explosion of the steam engine, burst into modernity, defining itself and the 'short 20th century' in manifold areas: science, economics, politics, art, literature, education.

Controversial values are attributed to concepts like secularization, nation-building, industrialization, and democratization. We will analyze representations in film and text of such discoveries and visions, e.g., in bacteriology, environmentalism, political and social upheaval, the concept of a democratic nation state, Marx's theories, Bismarck's German unification, the social-security system, and women's movements.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*G. Wittig Davis*

*Advisory: Previous study of German*

*Credits: 4*

**GRMST-325 Senior Capstone Seminar**

*Fall*

This seminar is designed to explore the nature of our field of inquiry in theory and practice. Students pursue independent research connecting German studies and another major academic field of interest, respond critically to each others' work, and lead discussions. All students read texts exploring such questions as:

What does German Studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? Why learn German vis a vis "global English"? What meanings have been attributed to the terms "culture" and "civilization"?

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*M. Lauer*

*Restrictions: This course is limited to seniors.*

*Advisory: sr; non-seniors by permission of The department; normally 8 credits in dept. or per I*

*Notes: This seminar may constitute the first 4 credits of the 8 credits of independent work required for completion of an honors thesis. During spring semester, students would continue the project started in 325, in a 395 independent study with the instructor of 325 or another supervisor.*

*Credits: 4*

*Course can be repeated for credit.*

### **GRMST-325BG Senior Capstone Seminar: 'Deutschsein--Images of Being German: Identities, Languages, and Cultures'**

*Fall*

Fouqué's *Undine*, a 'migrant' author's bestseller of Romanticism -- the iconic era of German Nationalism -- inspired Austrian Bachmann in her 1961 subversive tale *Undine geht*, which challenges and transcends gender and other social-cultural boundaries. Weimar Cinema 'realized' the cultural-critical and economic dimensions of Romantic texts by filming the margins: *Dracula*, shadows, fairytales. Even Nazi-supporter Riefenstahl drew on the dark side of the tradition. All postwar Germanys have struggled to find common languages for a globalized economy and a de-facto immigrant society. Presently culture wars are raging again about gender-inclusive language and the Judeo-Christian tradition versus Islam.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*G. Wittig Davis*

*Restrictions: This course is limited to seniors.*

*Advisory: Seniors only. Advanced knowledge of German. Non-seniors by permission of instructor.*

*Notes: This seminar may constitute the first 4 credits of the 8 credits of independent work required for completion of an honors thesis. During spring semester, students would continue the project started in 325, in a 395 independent study with the instructor of 325 or another supervisor.*

*Credits: 4*

### **GRMST-332 Topics in German and European Studies in a Global Context**

Focus on developing argumentation and reading skills in German, and researching, revising and editing seminar papers written in German for German studies seminars taught in English.

### **GRMST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **Topics in German and European Studies in a Global Context**

### **GRMST-231 Topics in German and European Studies in a Global Context**

An introduction to critical reading, writing, and arguing skills, emphasizing the practice of oral and written strategies for discussing and analyzing printed and film texts and the reader's responses to them.

### **GRMST-231CS Topics in German and European Studies in a Global Context: 'Introduction to Nineteenth-Century Critical Social Thought'**

*Not Scheduled for This Year*

An introduction to some of the great critical voices of the nineteenth century with emphasis on their relevance for contemporary issues. We will explore the ideas of such mutinous thinkers as Karl Marx Friedrich Nietzsche, Sigmund Freud, Fyodor Dostoyevsky, W.E.B. Du Bois and Franz Kafka focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life. Case studies of contemporary issues with attention to the impact of 19th century thinkers on critical theory in the 20th and 21st centuries also round out the course.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*K. Remmler*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Taught in English. Students with one or more years of college-level German may opt for German 232 as well. 232 is a tutorial in close reading and translation of the German texts related to the material in this course. Students with no previous study of German are encouraged to take German 101 or 103 to complement this course.*

*Credits: 4*

### **GRMST-231HG Topics in German and European Studies: 'Humorless Germans? Comedy and Romance in German Film and other Media'**

*Spring*

Germans have no sense of humor, right? Yet preeminent cultural critic Marcel Reich-Ranicki claims that, next to England, no other country demonstrates a cultural tradition as deeply steeped in humor and comedy. Who is right? Are Germans humorless robots or born with funny bones? We will challenge the notion of humor as a universal concept and examine the comic as a cultural phenomenon, tracing its changes from Goethe's erotic poetry to Lubitsch' "Jewish gender-confirming" Weimar film comedies to today's "immigrant" film comedies like Fatih Akin's *Soul Kitchen* or Rebel Comedy TV and Susanna Salonen's 2014 Filmpreis movie *Patong Girl*, a favorite at the North German Film Festival 2015.

*Crosslisted as: Film Studies 270HG*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*G. Wittig Davis*

*Notes: No knowledge of German necessary. Counts as a film studies component course. Contact instructor if conflict with announced screening time. For German Studies credit and language requirement, German Studies 232 must also be completed and all written work for 231HG must be completed in German.*

*Credits: 4*

### **GRMST-231RH Topics in German Studies: 'Representing the Holocaust in Film'**

*Fall*

To mark the seventieth anniversary of the end of World War II, this seminar explores the impact of films depicting the European Holocaust from the first encounter between the liberators and the survivors up to the present day. We analyze the global contexts in which the films came into being and the changing reception of the films with the advent of digital distribution. With a focus on less well-known films from newly distributed archival footage and more recent documentaries made by second and third-generation children of survivors and perpetrators, we examine issues such as the precarious relationship between memory and history and the ethics of filming the dead and individuals in pain.

*Crosslisted as: Film Studies 220RH*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Speaking-Intensive; Topics Course*

*K. Remmler*

*Notes: Taught in English. Students may consult with the instructor about taking this course for 300-level credit. Students wishing to receive credit in German Studies also must sign up for GRMST-295-02 Independent Study for 2 credits with Karen Remmler. This 2-credit addition will serve as the German discussion section for this course, time to be arranged. Contact Professor Remmler for permission.*

*Credits: 4*

**GRMST-231WF Topics in German and European Studies in a Global Context: 'Transforming Visions: Homage to German Women Filmmakers'**

*Not Scheduled for This Year*

Focus on the discussion and analysis of films by German women directors from Lotte Reiniger, pioneer of animation films, and Leni Riefenstahl, controversial director and mythmaker of the Third Reich, to such trailblazing women directors of the New German Cinema as Margarethe von Trotta, Jutta Brückner, and Helma Sanders-Brahms. Moreover, we will attempt to determine whether more recent women directors like Doris Dörrie or Caroline Link, including those of migration background like Yasemin Samdereli, developed special (trans)gendered and transnational gazes that led them to focus so frequently on variations of (tragi)comedy in film.

*Crosslisted as: Film Studies 220TB*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*G. Wittig Davis*

*Notes: Taught in English. Students with previous knowledge of German are encouraged to enroll in German Studies 223 instead. 2 meetings (75 minutes) and 1 screening (2 hours)*

*Credits: 4*

**GRMST-331 Topics in German and European Studies in a Global Context**

This seminar is designed to explore theoretically and practically the nature of our field of inquiry. We explore such questions as: What does German studies mean? What is interdisciplinary work? What role does literature play in culture studies? What is the relationship between language and the construction of culture? What meanings have been attributed to the terms of 'culture' and 'civilization'? Texts from a variety of disciplines. Students write term papers on topics related to their major field(s) of interest.

# Nexus in Global Business

The Nexus in Global Business is administered by a faculty advisory group led by Professor Robinson (economics); Assistant Professor Schmeiser (economics).

## Overview

All economic life is increasingly impacted by the forces of globalization. This Nexus track introduces students to the contemporary corporate world, the role of global markets, and debates about appropriate regulation and long-term implications. Students will explore in depth the tools of corporate leadership, the sociology of organizations, and models of regulation. Students may pursue internships with national or international for-profit corporations to complete the experiential requirement for this Nexus track.

## Contact Info

Eleanor Townsley, Nexus director  
Michael Robinson, track chair  
Steven Schmeiser, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
  - In selecting courses from the approved list for the track, students will complete at least one course particular to global business and will generally also select one of the approved Complex Organizations courses.
- College 210 (the 2-credit “pre-experience” course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### *Anthropology*

212 Shopping and Swapping: Cultures of Consumption and Exchange

### *Asian Studies*

315 Business Chinese

### *College*

210 Ready for the World: Preparing for Your Internship and Research Project

211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### *Complex Organizations*

205 Financial Accounting  
212 Individuals and Organizations  
218 Perspectives in Global Business

### *Economics*

215 Economics of Corporate Finance  
307 Seminar in Industrial Organization  
310 Public Finance Seminar

## See Also

- Complex Organizations
- Economics
- Nonprofit Organizations

# Greek

The major and minor in Greek is administered by the Department of Classics and Italian. Advisors for Greek: Professors Debnar (on leave Spring 2016), Sumi; Associate Professor Arnold.

## Overview

The study of ancient Greek is a foundation stone of the discipline of classics. Many dialects of Greek were spoken in the eastern region of the ancient Mediterranean world—on the Greek mainland as well as the west coast of modern day Turkey. Greeks invented most of the literary genres in the western literary tradition—epic, lyric, and elegiac poetry, tragedy and comedy, oratory and historiography. Greek literature begins with Homer, who composed his great epics, the *Iliad* and *Odyssey*, in the eighth century BCE, and reached its zenith in Athens in the fifth and fourth centuries BCE, when Aeschylus, Sophocles, and Euripides were writing tragedies for performance in the theatre of Dionysus, Herodotus and Thucydides were writing histories of the Persian wars and Peloponnesian war, and Plato and Aristotle posed the questions that philosophers still contemplate today. Alexander the Great's conquest of the Persian Empire (331–323 BCE) spread Greek language, culture, and literature throughout modern day Turkey and the Middle East. Even at the height of the Roman Empire (31 BCE–229 CE) Latin never supplanted Greek as the lingua franca of the eastern Mediterranean. Today, ancient Greek remains the source of much biomedical terminology.

The Greek major or minor is excellent preparation for advanced study in philosophy and religion.

The department offers courses in ancient Greek at all levels, as well as a wide array of courses (in English) approaching the culture and history of Greek antiquity from a variety of perspectives. Majors have the opportunity to spend part or all of their junior years abroad (e.g., in Athens or the United Kingdom).

The department offers four majors. The classics major is a 40-credit major combining the study of both ancient Greek and Latin with a variety of courses in ancient history, art, philosophy, politics, or religion. Students may also major in Greek or in Latin. These majors require 32 credits in one of the ancient languages and its literature. The broadest is ancient studies, a 32-credit major approaching the ancient civilizations from an interdisciplinary and inclusive perspective.

## Contact Info

Kristin McMillan, senior administrative assistant  
Geoffrey Sumi, professor of Classics

## Requirements for the Major

### Credits

- A minimum of 32 credits
  - At least 12 credits at the 300 level in the language of concentration.
  - After consulting with her advisor, a Greek major may count courses in Latin or Greek at the 200 level or above and/or choose from a variety of courses in art history, classics (in English), history, philosophy, politics, or religion at the 200 level or above.
  - Courses at the 100 level normally do not count toward the major; however, in the case of second (or third) languages, 8 credits of Greek, Latin, or Sanskrit at the 100 level may count toward the major.

## Requirements for the Minor

### Credits

- A minimum of 16 credits above the 100 level in the Greek language, including at least 4 at the 300 level

## Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in Great Britain. Arcadia College and College Year in Athens both offer programs in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also apply to summer sessions of the American School of Classical Studies at Athens.

## Course Offerings

### GREEK-101 Elementary Greek: *Homer's Iliad*

*Fall*

This course introduces the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated, so that by the middle of the first semester students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.

*Applies to requirement(s): Humanities; Language*

*P. Debnar*

*Coreq: GREEK-101L.*

*Credits: 4*

### GREEK-102 Elementary Greek: *Homer's Iliad*

*Not Scheduled for This Year*

An introduction to the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated. By the middle of the first semester, therefore, students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.

*Applies to requirement(s): Humanities; Language*

*P. Debnar*

*Prereq: Greek 101.*

*Credits: 4*

### GREEK-222 Classical Greek Prose and Poetry

*Not Scheduled for This Year*

This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' *History*, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry, such as: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch).

*Applies to requirement(s): Humanities; Language*

*M. Landon*

*Prereq: Greek 201.*

*Advisory: Greek 201*

*Notes: Students who have not completed Greek 201 should consult with the professor before enrolling.*

*Credits: 4*

**GREEK-250 Tutorial***Fall*

Studies in Greek lyric and elegy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.

*Applies to requirement(s): Meets No Distribution Requirement*

*P. Debnar*

*Instructor permission required.*

*Advisory: jr, sr and permission of instructor*

*Credits: 2-4*

*Course can be repeated for credit.*

**GREEK-295 Independent Study***Fall and Spring**The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**GREEK-322 Classical Greek Prose and Poetry***Not Scheduled for This Year*

This course focuses on Attic Greek, the dialect in which the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, Thucydides' History, and Plato's dialogues were composed. Each year the readings will focus on a particular theme as it is treated in prose and poetry, such as: Socrates (Plato, Xenophon, Aristophanes); Athenian law courts (Lysias, Plato, Aristophanes); Medea (Euripides and Apollonius); Alcibiades (Thucydides, Plato, Plutarch). Students in this course attend class meetings for Greek 222.

*Applies to requirement(s): Humanities; Language*

*M. Landon*

*Prereq: 2 courses of 200 level Greek.*

*Notes: Students who have not completed 2 semesters of intermediate Greek should consult with the professor*

*Credits: 4*

*Course can be repeated for credit.*

**GREEK-350 Advanced Tutorial***Not Scheduled for This Year*

Studies in Greek lyric and elegy, pastoral poetry, the dialogues of Plato, the Greek novel, the use of myth in literature, or other authors, topics, or genres.

*Applies to requirement(s): Humanities*

*The department*

*Instructor permission required.*

*Prereq: Greek 222 or above.*

*Advisory: Greek 222 or above and permission of instructor*

*Notes: Can meet the Humanities requirement, but only if taken for 4 credits.*

*Credits: 2-4*

*Course can be repeated for credit.*

**GREEK-395 Independent Study***Fall and Spring**The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- Ancient Studies
- Classics
- Latin

# History

The major and minor in history are administered by the Department of History: Professors Czitrom, Gudmundson, Hanson (chair in Fall; on leave in Spring 2016), King, Morgan, Renda (chair in Spring), Schwartz; Associate Professors Chu, Datla; Assistant Professors DeLucia (on leave Spring 2016), FitzGibbon (on leave 2015-16), Sbaiti (on leave 2015-16); Visiting Assistant Professor Bailony; Visiting Lecturer Lee.

## Overview

History is a critical and analytical method of inquiry into our collective past based on our cumulative experience, informed understanding, and careful judgment. It teaches us to look beyond appearance, to evaluate something with clarity and disinterest, to discover and investigate all the causes of an event and evaluate their relative importance. History teaches how to discern the relationship between cause and effect, to analyze motives, to determine agency and assign responsibility, and to understand change over time. These general habits of sorting through the past allow us to appreciate the profound differences between ourselves and others and to imagine (and to some degree experience) the world as men and women have in times now lost and in places we shall never see.

## Contact Info

Holly Sharac, senior administrative assistant  
Holly Hanson, chair (fall 2015)  
Mary Renda, chair (spring 2016)  
Department Office: 309 Skinner Hall  
Website: <https://www.mtholyoke.edu/acad/history>  
Telephone: 413-538-2377

## Requirements for the Major

### Credits

- A minimum of 36 credits, no more than half of which may be at the 100 level

### Courses

- One course each from three different regions, chosen from the following: Africa, Asia (including the Middle East), Europe, Latin America, North America
- A minimum of three 300-level courses, to include: (1) one research seminar, taken in the department (any course numbered between 302–394); and (2) two additional 300-level courses, of which only one may be History 395.
- One course with substantial content in a period prior to 1750.

### Other

- More The major also includes a topical, chronological, or geographical concentration of four courses. (One concentration course may be from a field other than history, if the student otherwise meets the requirement of 36 credits for history.) The advisor must approve a statement of this concentration during the second semester of the student's junior year.
- The department encourages students to pursue independent work at the 300 level during the senior year. Students who intend to pursue independent work in the senior year should plan to complete their research seminar during the junior year. Students interested in senior independent work, who also plan junior years at institutions other than Mount Holyoke College, will need to take special care to meet this requirement.

## Requirements for the Minor

### Credits

- A minimum of 20 credits (or five courses) in history

### Courses

- One research seminar, taken in the department (any course numbered between 302–394)
- In addition, four other courses above the 100 level

## Teacher Licensure

Students interested in pursuing licensure in the field of history can combine their course work in history with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of history, please consult your advisor or the chair of the history department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the history department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### First-Year Seminars

First-Year Seminars taught by History faculty introduce history as a method of inquiry, analysis, and interpretation concerned with understanding the variety of past human experience and with communicating that understanding clearly. The limited enrollment of these course permits a concentration on the close reading and analysis of secondary and primary texts, and on the process of writing and revision. The substantial concentration on writing qualifies such seminars as writing-intensive courses.

### 100-Level Regional Surveys

The department's 100-level survey courses are designed both for students seeking an introduction to a particular geographic area new to them and, equally, for students wishing to pursue intermediate or advanced work in a particular field. Students interested in pursuing American or European history, for example, are advised to take the pertinent survey as preparation for more advanced work, just as those interested in Africa, Asia, or Latin America should take the survey in their chosen area of interest.

### 200-Level Courses: Themes and Periods

The department's 200-level courses offer focused and intensive studies of particular times and places. They include a variety of courses, ranging from large survey courses to small, limited enrollment reading courses or seminars. Open to sophomores, juniors, seniors, and also to first-year students with permission of the instructor.



## 300-Level Courses

### Colloquium

A colloquium is a 300-level class concentrating on advanced readings in secondary sources and on the analysis and construction of an historical argument. A colloquium may be centered on a broad historical theme, issue, or problem that is likely to affect the world into which current students will graduate. Regardless of topic, they share the common course number History 301. Please note that admission to some 300-level history courses is by written application and permission of the instructor. Students may apply online at [https://www.mtholyoke.edu/acad/history/300-level\\_application](https://www.mtholyoke.edu/acad/history/300-level_application).

### Research Seminar

A 300-level class requiring students to engage in primary and secondary source research in the history of particular times and places, resulting in a substantial piece of historical writing. The research seminars are the History courses numbered between 302–394. Please note that admission to some 300-level history courses is by written application and permission of the instructor. Students may apply online at [https://www.mtholyoke.edu/acad/history/300-level\\_application](https://www.mtholyoke.edu/acad/history/300-level_application)

## Course Offerings

### 100-Level Regional Surveys

#### HIST-111 The Making of the Modern Middle East

*Spring*

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. Topics will include but are not limited to: the integration of the Middle East into the world economy; the advent of imperialism and colonialism; the reforms of the nineteenth century; the transition from empires to nation-states; the World Wars and state formation; the rise of nationalisms and the consolidation of the state; the Arab-Israeli conflict; the role of the United States in the Middle East; and finally the most recent Arab uprisings.

*Applies to requirement(s): Humanities*

*R. Bailony*

*Credits: 4*

#### HIST-115 The Medieval World

*Not Scheduled for This Year*

This course explores the cultural, intellectual, religious, and material contours of the period commonly described as 'medieval', extending roughly from the reorganization of the Roman state in the fifth century to the fourteenth century CE. While historians often emphasize the divisions and dislocations wrought by religious, linguistic, and cultural difference, there also were important continuities and similarities between the societies around, and on either side of, the Mediterranean Sea. These complex relationships will serve as the basis of our discussions and readings, focusing on both primary documents in translation as well as important historiographic perspectives on the period.

*Applies to requirement(s): Humanities*

*The department*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

#### HIST-124 History of Modern South Asia, 1700 to the Present

*Fall*

This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and

people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*K. S. Datla*

*Credits: 4*

#### HIST-128 Ancient Rome

*Not Scheduled for This Year*

A survey of the political, social, and cultural history of Rome from the Republic to the Empire, down to the early fourth century with the rise of Constantine. We shall strive to recreate the entire experience of the peoples of the Rome and those that came in contact with it as it rose to become the dominant power in the Mediterranean: their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics and the Roman family. Special emphasis will be given to the growth of Rome and its empire. Sources include Polybius, Sallust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.

*Crosslisted as: Classics 228*

*Applies to requirement(s): Humanities*

*G. Sumi*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

#### HIST-129 The Middle Ages: 300 to 1300

*Not Scheduled for This Year*

This course offers a survey of the politics, society, and daily life of medieval people, defining the medieval vision and analyzing its components: the legacies of Rome, the barbarians, and the Church as they affected political, social, economic, and cultural spheres. Topics include the growth of kingship, technology and feudalism, monasticism, popular culture, courtly love, and the image of women.

*Applies to requirement(s): Humanities*

*The department*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

#### HIST-130 Introduction to Chinese Civilization: Traditional China

*Not Scheduled for This Year*

A survey of the social, political, and cultural world of premodern China. Emphasis will be placed on the evolution and contrasts of elite and popular culture and the nature of change in an agrarian state. Readings will be drawn from Confucian, Taoist, and Buddhist traditions, classical poetry and fiction, and the history of social and political movements.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

#### HIST-137 Modern East Asia, 1600-2000

*Fall*

A comparative history of China, Japan, and Korea from the early seventeenth century to the present, with strong focus on regional interaction. After an introduction to early modern histories and cultures, we will examine the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly changing, often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent shape. We will also look at how individuals respond to and are shaped by larger historical movements.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Lee*

*Credits: 4*

### **HIST-151 Modern and Contemporary European Civilization**

*Fall and Spring*

Surveys the major movements and developments in Europe during the era of European expansion and dominance--from the devastations of the Thirty Years War to the Second World War--and up to the current era of European Union. Topics include: the French Revolution and the birth of nationalism; the scientific and industrial revolutions; the modern history of international relations; imperialism, fascism, the Holocaust, the two World Wars, and the present and potential roles of Europe at the dawn of the twenty-first century.

*Applies to requirement(s): Humanities*

*J. King, R. Schwartz*

*Notes: Professor Schwartz's section of History 151 meets the history department's pre-1750 requirement*

*Credits: 4*

### **HIST-155 History of Modern Britain, 1688 to the Present**

*Not Scheduled for This Year*

Britain has long been considered an exemplary modern nation, credited, for example, with the world's first industrial economy, modern institutions of representative politics, a vibrant public sphere, a powerful war and welfare state, and one of the largest empires in world history. Using a combination of primary and secondary source readings, classroom lectures and discussions, and various written assessments, this course will ask how modern imperial Britain was made and how this history relates to the broader currents of world history.

*Applies to requirement(s): Humanities*

*D. Fitz-Gibbon*

*Credits: 4*

### **HIST-161 British Empire and Commonwealth**

*Spring*

This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes of empire, and its effects. Themes include formal and informal imperialism, the emergence of anti-colonial nationalism, the roles of gender and culture, and the legacies of British colonialism. We will discuss British attitudes and policies toward empire, and toward particular colonies, what role empire played in the growth of the British economy, in short, how colonial ideologies and practices were shaped and in turn affected vast regions of the globe.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*K. S. Datla*

*Credits: 4*

### **HIST-170 The American Peoples to 1865**

*Fall*

This course examines the diverse cultures and peoples--Indian, African, and European--that from the sixteenth to the nineteenth century, through combat and cooperation, forged North American societies. Topics include the indigenous societies of the Americas; the age of colonialism; slavery; the American Revolution; the creation of the American political system; expansion and industrialization; and the coming of the Civil War.

*Applies to requirement(s): Humanities*

*M. Renda*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

### **HIST-171 The American Peoples Since 1865**

*Spring*

This class introduces the history of the United States from Reconstruction to the present. Our themes include: America's evolving relationship to the world; the evolution of racial, gendered, and class identities through work, politics, and culture; the growth of the federal government; and the changing meaning of politics and citizenship through social protest: the Old Left and the New Left, the Civil Rights movement, Women's and Gay Liberation movements, the New Right and the rise of the evangelical movement.

*Applies to requirement(s): Humanities*

*M. Renda*

*Credits: 4*

### **HIST-180 Introduction to Latin American Cultures**

*Fall and Spring*

Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time.

Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.

*Crosslisted as: Latin American Studies 180*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson, The department*

*Credits: 4*

## **200-Level Courses: Themes and Periods**

### **HIST-204 Issues in Islamic History**

#### **HIST-204CI Issues in Islamic History: 'Classical Islamic Civilization'**

*Not Scheduled for This Year*

We will examine the development of Islamic civilization from the time of the Prophet Muhammad to the sixteenth century. Particular attention will be paid to the political structures of the caliphates, the process of conquest and conversion, and interaction with non-Muslim cultures. Literature, art, architecture, and philosophical and scientific works of classical Islamic civilization will be used as primary sources for this course.

*Crosslisted as: Religion 205CL*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfels*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

#### **HIST-206 African Cities: Development Dreams and Nightmares in the Twentieth Century**

*Not Scheduled for This Year*

African cities demonstrate the failure of models of development with the aim and ideal of industrialization. This course examines the empty promises of modernity through the lens of African urban history using fiction, film, and city archives.

Beginning with Timbuctu and Cairo, the course explores the emergence and decline of trade entrepôts, the rise of colonial cities, and the dilemmas of postcolonial economies and politics. Dar es Salaam, Nairobi, Kampala, Kinshasa, Harare, Johannesburg, Lagos, Accra, and Dakar are among the cities studied.

Designed for those seeking only an introduction to development as well as those with further ambitions, it assumes no previous knowledge of Africa.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*H. Hanson*

*Credits: 4*

**HIST-214 History of Global Inequality***Not Scheduled for This Year*

Why are some nations so much richer and more powerful than others? This course demonstrates that global inequality is not natural; it has a history. Exploring patterns of exchange that developed among regions of the world over the past 600 years, we will ask about the role of power in the establishment of practices of production and exchange. We will explore how cross-regional productive systems benefited some participants at the expense of others. Having traced the consequences of unequal exchange over several centuries, we will ask how global trade and production would have to change for all participants to benefit equally. The course includes a community-based learning component.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning**H. Hanson**Credits: 4***HIST-222 Muslim Politics in Modern South Asia***Spring*

Taken together, Muslims in South Asia constitute the largest population of Muslims worldwide. This course will serve as an introduction to the political history of this diverse group of people. We will begin by considering religious conversion and the rule of Muslim kings in the premodern period. The bulk of the course will, however, concentrate on the modern history of the subcontinent, and especially on events and themes that continue to influence the countries and peoples of South Asia in the present, such as Muslim social reform, the rise of communalism, the partition of the subcontinent, and the influence of religion on contemporary politics.

*Applies to requirement(s): Humanities; Multicultural Perspectives**K. S. Datla**Credits: 4***HIST-223 Religion and Politics in Modern India***Not Scheduled for This Year*

The history of India has been singled out for its complex intermingling of religion and politics. This course will explore the constitution of religious identities in two of India's largest religious communities: Hindu and Muslim. Focusing primarily on the colonial period, we will discuss religious reform movements, communal violence, mass politics, and the partition of the subcontinent into the independent states of India and Pakistan. Throughout we will be interested in the ways that the colonial experience affected the religious thought and practice of Indians. Finally, we will explore the meanings of this history for the postcolonial workings of democracy and secularism in modern India.

*Crosslisted as: Religion 223**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive; Writing-Intensive**K. S. Datla**Credits: 4***HIST-228 Ancient Rome***Fall*

Ancient Rome and its empire can be viewed both as a measure of human achievement and a cautionary tale of the corrupting effects of unbridled power. This course covers the history of Ancient Rome from its mythologized beginnings (753 BCE) to the rise and spread of Christianity under the Emperor Constantine (312 CE). Topics include the creation and development of Rome's republican form of government as well as its eventual transition to monarchy, the causes and consequences of the acquisition of empire, the role of the army in administering the provinces and defending the frontiers, the image of emperor, the economy, and religion.

*Crosslisted as: Classics 228**Applies to requirement(s): Humanities**G. Sumi**Credits: 4***HIST-230 History and Law***Fall*

An introduction to the study of history through law, using a comparative approach to group rights. Case studies, rooted in landmark court decisions and legislation, concern racial segregation in America before the civil rights era ('separate but equal') and in Europe during the Nazi era (the Nuremberg Laws, German 'national groups' in the East), as well as affirmative action in America and attempts at promoting equality among national groups in Austria before the First World War.

*Applies to requirement(s): Humanities**J. King**Credits: 4***HIST-232 Topics in Medieval History****HIST-232EN Topics in Medieval History: 'Medieval and Early Modern England'***Not Scheduled for This Year*

An exploration, through close reading of primary sources and historiography, of English history from the late Roman period to the eve of the English Revolution, focusing upon the mutually formative relationship between England and its neighbors, both within and outside the British Isles, the development and formative role within English society of Christianity, both as an institution and as a body of beliefs and behaviors, and the shifting institutions, actors, and practices that made up English political life.

*Applies to requirement(s): Humanities**The department**Credits: 4***HIST-232RW Topics in Medieval History: 'God Save the Queen: Ruling Women from Rome to the Renaissance'***Not Scheduled for This Year*

This course will explore female rulership in Europe from the late Roman empire to the age of Elizabeth I. Our discussion of various texts and images (most of them primary sources in translation) will reveal the role of queens within their societies, their relationship to broader social and cultural institutions such as the Christian Church, and the ways in which queens were celebrated, criticized, and imagined by writers and artists of their time.

*Applies to requirement(s): Humanities**The department**Notes: meets history department pre-1750 requirement**Credits: 4***HIST-232SL Topics in Medieval History: 'Sex, Love, and Marriage in Medieval and Early Modern Europe'***Not Scheduled for This Year*

This course explores the relationships of passion, obligation, and love that bound men and women over the course of nearly two millennia, from Rome in the first century B.C.E. to sixteenth-century France. In particular, we focus on the formal ways in which those relationships were organized under the rubric of 'marriage', on the social roles created by that institution, on the relationship (or lack thereof) between marriage, love, and sexual passion, and the role of homosocial and homosexual desire within that history.

*Applies to requirement(s): Humanities**The department**Credits: 4*

### **HIST-234 The Atlantic World**

*Fall*

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the 'Atlantic World' as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the fifteenth to the nineteenth century, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans, and Africans. It will introduce both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*C. DeLucia*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

### **HIST-235 Native American History through 1865**

*Not Scheduled for This Year*

This course surveys Native American history from ancient times through the U.S. Civil War, tracing the ways that tribal communities have shaped North America. Beginning with the diverse indigenous societies that inhabited the Americas millennia before Columbus's arrival, it discusses the cultural complexity of Native peoples, nations, and worldviews rooted in particular ecosystems and homelands. It moves through the early modern era of European scientific exploration and 'discovery' of a New World, and the pivotal violences of the 'Indian Wars' of the seventeenth, eighteenth, and early nineteenth centuries.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*C. DeLucia*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

### **HIST-237 Disturbances: War, Violence, and the Aftermath of Conflict in Early North America**

*Not Scheduled for This Year*

What are the origins of violence? What counts as violence: outright bloodshed, or more subtle forms of coercion and domination as well? This course extends the definition of violence beyond conventional military engagements, and discusses 'Indian War' captivities, Native slavery, ritual torture, persecution of Quakers and witches, and the mass-scale deaths and dislocations caused by the transatlantic slave trade. The course concludes with the American Revolution and moral arguments for the just use of force, and an assessment of the complexities of waging peace.

*Applies to requirement(s): Humanities*

*C. DeLucia*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

### **HIST-238 The Qing Empire**

*Not Scheduled for This Year*

The most populous contiguous state on earth, the Qing Empire ruled much of East Asia for nearly 300 years (1636-1912). Its 17th and 18th century conquests created the shape and extent of modern China. Its powerful commercial economy and skillful artisans drew merchants from all over the world to its great trading cities. This course will survey the Qing's rule, focusing on the Manchu military and political elite, the enormous and diverse population over which it ruled, and the international contexts of its rise, flourishing, and fall. Students will read works of the 'New Qing History,' as well as primary sources, and will undertake both group and individual research projects.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

### **HIST-240 The Holocaust in History**

*Not Scheduled for This Year*

An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.

*Applies to requirement(s): Humanities*

*J. King*

*Credits: 4*

### **HIST-244 European Public Policy, West and East**

*Spring*

In 1968, the USSR terminated the Prague Spring, and commenced a strategy of consumerist depoliticization in its European satellites. Around the same time, states on the other side of the Iron Curtain saw the postwar 'miracle' of rapid economic growth and social consensus come to an end. This course, reaching across the revolutionary break of 1989 up to the present, raises questions of convergence and continuity in European public policy, West and East. Paired case studies from a variety of countries in fields such as energy and the environment, minority rights, and housing serve to clarify evolving rules and patterns to the policy-making game, from Cold War to European Union.

*Applies to requirement(s): Hum-Hist, Phil, Relig*

*J. King*

*Credits: 4*

### **HIST-248 Science, Revolution, and Modernity**

*Not Scheduled for This Year*

Introduces critical analysis of science and technology by tracing the historiography of the Scientific Revolution. The significance of this extended intellectual episode has been assessed in radically different ways throughout the intervening centuries. As such, it provides a fertile ground on which to pose and answer important questions about science and its role in society. What does it mean to regard science as 'revolutionary'? How are scientific developments shaped by, and how do they shape, the social, economic, and political worlds in which they are embedded? How is our contemporary understanding of science and technology influenced by the stories we tell about the past?

*Crosslisted as: Critical Social Thought 248*

*Applies to requirement(s): Humanities*

*D. Cotter*

*Restrictions: This course is limited to the sophomore and junior classes.*

*Notes: Gateway course for minor in Conceptual Foundations of Science*

*Credits: 4*

### **HIST-250 Introduction to Comparative Empires**

*Not Scheduled for This Year*

This course probes the characteristics of imperial rule, as well as the differences between one empire and another. The course asks: What are empires, and what animates them - economic exploitation, power politics, and/or cultural commitments? How do empires impose and maintain their authority, and what is their impact on centers and provinces, and on elites and the common people? How do empires deal with the heterogeneous peoples, religions, races, and cultures they conquer and incorporate into their fold? Who is driven to resist imperial power, how do they resist, and what other forces lead empires to dissolve? Finally, what is the relation between empire and the modern nation state?

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Restrictions: This course is limited to the sophomore and junior classes.*

*Advisory: First-year students require permission of instructor.*

*Credits: 4*

**HIST-252 History of Money and Finance***Not Scheduled for This Year*

What is money? Is it the same in all times and places? If money could speak, what stories would it tell of the past? This course is about the history of money and money as an object of history. Using primary and secondary sources, students will learn about the social, political and cultural meaning of money at different times in the history of the western world. In addition, students will interpret the history of money using a variety of coins and money-related objects held in the MHC Art Museum. This is a course on the history of money, not the economics of money, but it will be of interest to anyone curious to learn more about the meaning of money in the past and today.

*Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive; Writing-Intensive**D. Fitz-Gibbon**Credits: 4***HIST-254 Doubt, Dissent, and Heresy in the Age of the Inquisition***Not Scheduled for This Year*

The Holy Office of the Inquisition of the Roman Catholic Church proved an effective instrument for controlling religious and political orthodoxy from the Middle Ages through the early modern era. Its range of activity spanned investigations into doctrinal purity, groups of dissenters, Jews and Muslims who converted to the Christian faith, scientific discoveries, witchcraft, cunning folk, the black arts, and popular dissent. This course examines this institution and the social, political, mental, and imaginary world it monitored to safeguard 'faith and morals' in this life and access to salvation in the next.

*Applies to requirement(s): Humanities**The department**Notes: meets history department pre-1750 requirement**Credits: 4***HIST-255 Ideas and Society in Modern Europe****HIST-255LM Ideas and Society in Modern Europe: 'France in the Age of Les Misérables, 1789 to 1900'***Not Scheduled for This Year*

Victor Hugo's celebrated novel, *Les Misérables* (1862), will set the themes for this lecture and discussion course on the history of France from 1789 to 1900. Topics will include revolts and revolutions; nationalism and nation building; urbanization and the social problems of poverty, disease, and crime; romanticism, socialism, and republicanism; the rise of the newspaper and print imagery. Particular attention will be given to the representation of history in literature, print images, and films. In addition to Hugo's *Les Misérables*, readings will include novels by Honoré Balzac and Georges Sand.

*Applies to requirement(s): Humanities**The department**Credits: 4***HIST-256 Environmental History****HIST-256HC Environmental History: 'The Columbian Exchange: Global Perspectives on History, Culture, and Nature, 1492 to 1914'***Not Scheduled for This Year*

Studies the material and cultural consequences of the voyages of Christopher Columbus and the interconnecting of Eurasia, Africa, and the Americas. Topics include the expansion of globalizing trade networks, empire building, the expansion of agriculture and industry, environmental change, and differing ideas of nature in different cultures as expressed in historical documents, art, and literature. Readings include Charles Mann, *1493: Uncovering the new World Columbus Created*, and Mary Shelley, *Frankenstein*.

*Applies to requirement(s): Humanities**The department**Notes: meets history department pre-1750 requirement**Credits: 4***HIST-257 Research Methods in History, Environmental Change, and Public Health***Fall*

An introduction to interdisciplinary research methods in history, social science, and the digital humanities, using environmental change and public health as themes for investigation. Topics include the collection, organization, and analysis of information from on-line databases and research collections as well as bibliographic management. Computer-assisted analysis of textual information and GIS will be introduced to study agricultural change, industrialization, and public health during the 19th and early 20th centuries with data on Great Britain. Research projects for the U.S. are possible but limited by less abundant digital data on public health.

*Crosslisted as: Environmental Studies 257**Applies to requirement(s): Humanities**R. Schwartz**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***HIST-260 Topics in the Recent History of Europe****HIST-260TW Topics in the Recent History of Europe: 'World War I and the Making of the Twentieth Century'***Not Scheduled for This Year*

World War I (1914-1918) was arguably *the* transformative event of the 20th century. It destroyed four empires, enabled the Russian Revolution, reconstructed the political geography of Central Europe, strengthened independence movements in European possessions overseas, and facilitated the rise of fascism and a second world war (1939-1945). This course explores this history by examining the war's origins, nature, and manifold consequences from 1890s to 1939 in Europe and in global perspective. Readings include Vera Brittain, *Testament of Youth*, and Modris Eksteins, *Rites of Spring. The Great War and the Birth of the Modern Age*.

*Applies to requirement(s): Humanities**The department**Credits: 4***HIST-262 Stalinism in Central Europe***Fall*

This course explores the use of revolutionary terror by the state. More specifically, it examines policies of terror pursued by Communist dictatorships in Hungary and Czechoslovakia during the early years of the Cold War. Who did what to whom, and why? What insights do secret police work and public propaganda, knitted together in macabre show trials, allow us into Stalinist rule, European politics, and maybe ourselves? How did memories of terror shape politics after Stalin's death? Students should deepen their understanding for the discipline of History, improve their reading and writing, and develop a working knowledge of Central European politics at the middle of the twentieth century.

*Applies to requirement(s): Humanities**J. King**Credits: 4***HIST-264 German History in the Modern World***Not Scheduled for This Year*

This course pushes beyond clichés and simplistic images about Germans, into the world-shaping and humanity-stretching German past. Beginning with the Napoleonic Wars and the emergence of German nationalism, students will follow developments up to the present--using primary sources that range from sublime to depraved and that concern politics, literature, music, and more. Themes

include the roots of Nazism and of German democracy and the responsibility of individuals for social outcomes.

*Applies to requirement(s): Humanities*

*J. King*

*Credits: 4*

**HIST-272 European Dynasties and Empires in the Age of the Sun King**

*Not Scheduled for This Year*

This lecture/discussion course examines family, gender, wealth, territorial control, and empire in the age of the Sun King, Louis XIV of France, when political power concentrated in the web of influential families throughout Europe and the New World connected by blood, land, wealth and influence. This course studies the strategies, maneuverings, and consequences of Europe's major dynasties (Habsburgs, Stuarts, Bourbons, Romanovs and others) in their quest for hegemony and empire in early modern Europe and the wider world.

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

**HIST-274 Blacks in the North, Revolution to Reconstruction**

*Not Scheduled for This Year*

Slavery existed throughout the U.S. at the time of the American Revolution; afterwards, gradual emancipation plans freed the children of the formerly enslaved in the northern states. Runaways from the South increased their numbers. These nineteenth-century African Americans built the first edifices of freedom, chiefly through the institutions of family and religion, and furnished both leaders and foot soldiers for the abolitionist movement. They acted in the hope that their efforts would end slavery and bring full citizenship for black people. We will examine their unique contributions to the history of freedom, and the many obstacles they faced as they mobilized for emancipation.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Morgan*

*Credits: 4*

**HIST-276 U.S. Women's History Since 1890**

*Fall*

This course introduces students to the major themes of U.S. women's history from the 1890s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, in relation to motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's activism.

*Crosslisted as: Gender Studies 206US*

*Applies to requirement(s): Humanities*

*M. Renda*

*Credits: 4*

**HIST-278 Deportation Nation: from Chinese Exclusion to World War II**

*Not Scheduled for This Year*

This course focuses on immigration will begin with in the nineteenth century with the anti-Chinese movement and proceed through to World War II. It will include an outline of the basic patterns of migration to the United States; their relationship to settler colonialism and U.S. imperialism; US racial formation; citizenship and family reunification; immigrant labor; 'illegal' immigration; and struggles for migrant justice. Throughout, we will analyze the relationships between gender, sexuality, race, class and nation, and the ways in which these become points of struggle over identity, community, and belonging.

*Applies to requirement(s): Humanities*

*S. Reddy*

*Credits: 4*

**HIST-280 Topics in North American History**

These courses examine selected topics in the history of North America. Topics to change from year to year. Some will focus exclusively on the history of the United States; others will treat North American history more broadly.

**HIST-280AA Topics in North American History: 'African American Women and U.S. History'**

*Not Scheduled for This Year*

How is our understanding of U.S. history transformed when we place African American women at the center of the story? This course will examine the exclusion of African American women from dominant historical narratives and the challenge to those narratives presented by African American women's history through an investigation of selected topics in the field.

*Crosslisted as: Gender Studies 206FW*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Renda*

*Credits: 4*

**HIST-280EM Topics in North American History: 'Democracy and Empire in U.S. History through 1920'**

*Not Scheduled for This Year*

This course examines the ways in which democracy and empire evolved together and in tension in U.S. history, with an emphasis on international contexts and changing forms of racism, from the Haitian Revolution to the immediate aftermath of World War I. Topics include Jeffersonian Democracy, Native American political innovation, the women's missionary movement, growth of the federal government, African American public leadership, U.S.-Latin American relations, and Wilsonian internationalism. We will consider the role of gender throughout.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Renda*

*Credits: 4*

**HIST-281 African American History, Precolonial to Emancipation**

*Fall*

This course will examine the cultural, social, political, and economic history of African Americans through the Civil War. Topics covered include the African background to the African American experience, the Atlantic slave trade, introduction and development of slavery, master-slave relationships, the establishment of black communities, slave revolts, the political economy of slavery, women in slavery, the experiences of free blacks, the crisis of the nineteenth century, and the effect of the Civil War.

*Crosslisted as: Africana Studies 241HS*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Morgan*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

**HIST-282 African American History from Emancipation to Obama**

*Spring*

This course will examine the social, cultural, political, and economic history of African Americans from emancipation and Reconstruction through the present. Emphasis will fall on postwar southern social and economic developments, the rise of segregation, northern migrations, black class stratification, nationalism, the twentieth-century civil rights movement, and current trends in African American political, social, and economic life.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Morgan*

*Credits: 4*

**HIST-283 Topics in the Recent History of the United States**

These courses are designed for students with a background in American history who wish to focus attention on developments since the late nineteenth century.

**HIST-283AI Topics in the Recent History of the United States: 'The Culture of AIDS in the U.S.'**

*Not Scheduled for This Year*

An examination of the powerful unleashing of literary and political activism in the wake of the AIDS outbreak. We will look at literary texts such as Tony Kushner's play *Angels in America*, Larry Kramer's novel *Faggots* and play *The Normal Heart*, Sarah Shulman's novel *People in Trouble*, and Jonathan Larson's play, *Rent*. We will look at the AIDS quilt and other memorializing efforts, political groups such as The Gay Men's Health Crisis, ACT UP and Queer Nation for the ways that it redefined activism and recrafted the politics of medical trials and drug distribution, and will conclude with the role AIDS played in the consolidation of the Christian New Right.

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

**HIST-283MC Topics in the Recent History of the United States: 'The United States since 1945: We Didn't Start the Fire'**

*Fall*

The United States emerged from the Second World War as the most powerful nation on earth. This course explores American political, cultural, and social life in the postwar era, with an eye toward helping students gain a firmer understanding of contemporary issues and conflicts in our nation and around the world. Topics include birth of the national security state, the Cold War at home and abroad, popular culture and consumer society, the civil rights struggle, the political and cultural rebellions of the 1960s, the resurgence of conservatism, and America's changing relationship to the world in the post Cold War era. Students will have the opportunity to do a research paper on the topic of their choice.

*Applies to requirement(s): Humanities*

*D. Czitrom*

*Credits: 4*

**HIST-283RA Topics in the Recent History of the United States: 'Reel America: History and Film'**

*Spring*

This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.

*Crosslisted as: Film Studies 220RA*

*Applies to requirement(s): Humanities*

*D. Czitrom*

*Notes: 2 meetings (75 minutes) and a weekly screening lab*

*Credits: 4*

**HIST-284 History, Ecology, and Landscape**

*Not Scheduled for This Year*

This course explores ecological thinking and changes in landscape through human intervention and natural processes, primarily from the eighteenth century to the present. Our survey of thinking will include Europeans such as the founder of modern ecology, Ernest Haeckel, and Americans Henry David Thoreau, John Muir, and Frederick Law Olmsted. Our study of historical landscapes will center on land use practices and water resources and river basins—the Merrimack, the Charles, and the Connecticut; on the interplay of agriculture, forests, and water power in industrialization; and on the Boston Fens designed by Olmsted and our own backyard, the Connecticut River Valley.

*Applies to requirement(s): Humanities*

*The department*

*Notes: involves lecture and discussion; no GIS.*

*Credits: 4*

**HIST-286 America 1900**

*Not Scheduled for This Year*

An in-depth exploration of American culture, politics, and society at the turn of the twentieth century, from roughly the 1890s to World War I. Through readings, films, lectures, and discussions, we will examine several of the key transformations propelling the U.S. into the modern era: the boom and bust of industrial capitalism; the creation of legal segregation; the origins of modern mass media; the impact and experience of the New Immigration; tensions between urban and small town culture; the imperial project abroad; Progressive reform and more radical visions at home. Students will pursue 'event centered' research, using primary and secondary sources, exploring topics of their choice.

*Applies to requirement(s): Humanities*

*D. Czitrom*

*Credits: 4*

**HIST-287 Topics in Latin American Studies****HIST-287AC Topics in Latin American Studies: 'Latin America and the Apocalypse?'**

*Not Scheduled for This Year*

This course will examine the impulse in Latin American society, thinking, and cosmology from the pre-Columbian era to the present day. It will focus on historical episodes where cataclysmic visions and fears dominated the day. The course will finish by surveying the contemporary fascination with the end of the Mayan long count in 2012.

*Crosslisted as: Latin American Studies 287AC*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

**HIST-287AF Topics in Latin American Studies: 'Afro-Latin America: From Slavery to Invisibility'**

*Fall*

Exploration of the history of Afro-Latin American populations since Independence within and outside the nation-state. We will question why and how to study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include early twentieth-century Latin American racialist theorizing; research using census, economic, criminal, and marriage records; autobiographical works, and analysis of race in textual and musical representations of peoples, regions, and nations.

*Crosslisted as: Latin American Studies 260, Africana Studies 241AF*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson*

*Credits: 4*

**HIST-287FR Topics in Latin American Studies The History of Forgiveness: From Pardons To Truth and Reconciliation**

*Not Scheduled for This Year*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

**HIST-288 Modern Mexico**

*Not Scheduled for This Year*

An analysis of the modern Mexican nation-state organized around three major themes: the conflictive yet symbiotic relationship with the United States, from

the war of the 1840s through NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.

*Crosslisted as: Latin American Studies 288*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson*

*Credits: 4*

### **HIST-291 Education and Development in Africa: History and Ethnographic Research Methods**

*Not Scheduled for This Year*

What knowledge will allow us to realize the potential of education to facilitate progress for Africa, and how do we generate that knowledge? The historical component of this course explores the deliberate use of education to hold people in servitude as well as African experiences of empowering education, and asks why the immense efforts expended on education in recent decades are not yielding prosperity for the citizens of African nations. The methods component of the class develops the core skills of ethnographic fieldwork: participant observation, interviewing, making fieldnotes and writing ethnography. We collaborate with the Springfield Renaissance School ninth grade.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Community-Based Learning*

*H. Hanson*

*Credits: 4*

### **HIST-296 Women in History**

#### **HIST-296AF Women in History: 'African Women: Food and Power'**

*Not Scheduled for This Year*

This course uses archival records, fiction, film, life histories and outstanding recent scholarship to investigate African women's actions in a century that encompassed women's loss of power and authority despite their continuing centrality in food production. We study the erosion of women's autonomy and the loss of women's work of governing at conquest, in the early colonial period, and as a consequence of Africa's subordinate place in the world economy. We examine women's efforts to sustain productive activities in the face of opposition and the gendered tensions these efforts provoke. No previous Africa coursework required. Optional collaboration with African immigrants in our region.

*Crosslisted as: Gender Studies 206AF*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning; Topics Course*

*H. Hanson*

*Credits: 4*

#### **HIST-296CH Women in History: 'Women in Chinese History'**

*Not Scheduled for This Year*

An exploration of the roles and values of Chinese women in traditional and modern times. Topics will include the structure of the family and women's productive work, rules for female behavior, women's literature, and the relationship between feminism and other political and social movements in revolutionary China. Readings from biographies, classical literature, feminist scholarship, and modern fiction.

*Crosslisted as: Gender Studies 206CH*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

#### **HIST-296ME Women in History: 'Women and Gender in the Middle East'**

*Not Scheduled for This Year*

This course is designed to provide students with a nuanced historical understanding of issues related to women and gender in the region defined as the area from Morocco to Iran. After an introduction to the main themes and approaches in the study of women and gender, we will examine the development of discourses on gender and the lived experiences of women from the rise of Islam, through the Ottoman Empire, and up to the twentieth century. Topics: the politics of marriage, divorce, and reproduction; women's political and economic participation; Islamist movements; the new field of masculinity studies; and the highly contested topics of homosexuality and transsexuality in the Middle East.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive; Topics Course*

*N. Sbaiti*

*Credits: 4*

## **300-Level Colloquia**

### **HIST-301 Colloquium**

#### **HIST-301AB Colloquium: 'The Abolition Movement'**

*Not Scheduled for This Year*

This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.

*Applies to requirement(s): Humanities*

*L. Morgan*

*Prereq: 8 credits in History or African Studies.*

*Credits: 4*

#### **HIST-301EM Colloquium: 'The Age of Emancipation'**

*Spring*

This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups--freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example--will be covered. African American viewpoints and histories will receive particular emphasis.

*Applies to requirement(s): Humanities*

*L. Morgan*

*Prereq: 8 credits in History or African Studies.*

*Credits: 4*

#### **HIST-301FH Colloquium: 'Food and Hunger in the Modern World'**

*Fall*

At a time when rapidly rising food prices are causing distress, starvation and food riots around the world, we will focus our enquiry on the creation of markets for food and the industrialization of agriculture. What changed when food became a commodity traded over long distances? What changed when food began to be produced using industrialized methods? What are the social consequences of these transformations? What was the role of colonial rule in the loss of food security in Africa? What factors explain famine, and people's responses to it? We will explore these questions globally, with a focus on Africa, using recent and classic scholarship, and historical and current primary sources.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive; Topics Course*



H. Hanson

Credits: 4

**HIST-301HE Colloquium: 'History of Energy'**

*Not Scheduled for This Year*

We live in an age of energy crises, in which the future of energy is questioned in countless headlines and Twitter feeds. Often our energy agony accompanies other assumptions about energy's past, in particular the idea that social change invariably follows the discovery of new energy technologies. From food to fuel cells, this colloquium charts a more complicated and interesting history, a history in which people have continually shaped and made meaningful the energies that fuel the modern world. It will be of particular interest to students in history and environmental studies and to those interested in the social study of science and technology.

*Crosslisted as: Environmental Studies 301*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*D. Fitz-Gibbon*

Credits: 4

**HIST-301MA Colloquium: 'Martyrdom as Social Protest: Resistance and Honor in Antiquity and the Middle Ages'**

*Not Scheduled for This Year*

We find martyrs in times of crisis, under tyranny and persecution. Yet not all victims of tyranny and persecution become martyrs, nor are all martyrs victims of tyranny. What social and political conditions have in the past fostered the choice of martyrdom? What cultural values drive this form of self-immolation? What's worth dying for? In antiquity, the word 'martyr' meant an active 'witness'; today it can mean a 'passive victim.' Our approach uses cross-cultural historical comparisons to help understand how martyrdom shaped history and culture from the ancient world of the Mediterranean and of Europe to the early modern period.

*Applies to requirement(s): Humanities*

*The department*

*Prereq: 8 credits in History or African Studies.*

*Notes: meets history department pre-1750 requirement*

Credits: 4

**HIST-301MD Colloquium: 'Modern Middle East in Global Context'**

*Spring*

This course explores themes in the modern Middle East in light of the 'global' turn. The first three weeks will explore various theoretical questions that inform the course. Students will learn about such concepts as 'transnationalism,' 'internationalism,' and 'globalization.' The rest of the course will explore numerous themes from the late nineteenth century to the present. This includes: the rise of the world economy, imperialism, the first wave of globalization, World War I and internationalism, the Palestine/Israel conflict and transnationalism, the global Cold War, oil, the 'Global War on Terror,' and political Islam, and the recent Arab uprisings.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*R. Bailony*

*Advisory: History 111 recommended*

Credits: 4

**HIST-301MF Colloquium: 'History of Money and Finance'**

*Not Scheduled for This Year*

This seminar explores the history of money and finance in modern Britain, from the seventeenth century to the mid-twentieth. It addresses this history not from the perspective of classical economics or political economy, but rather from that of cultural history. Using a variety of primary and secondary source readings, students will learn how such things as coins, bills of exchange and the Bank of

England relate to questions of virtue, respectability, and the modern self, and they will consider how Britons crafted new identities and negotiated changing social relations using the objects and practices of monetary and financial exchange.

*Applies to requirement(s): Humanities*

*D. Fitz-Gibbon*

*Prereq: 8 credits in History or African Studies.*

Credits: 4

**HIST-301MW Colloquium: 'The Middle East and World War I'**

*Not Scheduled for This Year*

This course examines the Middle East within the context of the First World War. This relatively understudied yet historically pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, personal identities, and new social, cultural, economic, and religious formulations. Topics include democratic and social movements; the impact of war, famine, and genocide; the nuances of anti-colonialism; the rise of Arab nationalism, Zionism, and other nationalisms; Islamic movements; and the seeds of labor, communist, and women's movements. We will read relevant historiography and also closely investigate relevant primary sources.

*Applies to requirement(s): Humanities*

*N. Sbaiti*

*Prereq: 8 credits in History or African Studies.*

Credits: 4

**HIST-301ND Colloquium: 'The Indian Ocean World'**

*Not Scheduled for This Year*

In recent years, the Indian Ocean has become an exciting field of historical scholarship, contributing to new understandings of Indian and world history. This colloquium explores trade and travel, conquest, religious conversion, and migration across a large area, from East Africa to the islands of Southeast Asia. Its purpose will be to understand a complex and integrated commercial system, pivoted on the Indian subcontinent, by considering movements of goods and people across the Indian Ocean.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*K. S. Datla*

*Restrictions: This course is open to Juniors and Seniors.*

Credits: 4

**HIST-301NN Colloquium: 'Homelands and New Worlds: Landscapes of Encounter in the Native Northeast and Colonial New England'**

*Not Scheduled for This Year*

This course examines Native and colonial understandings of 'place' in the region today called New England. Beginning with indigenous homelands, it investigates Algonquian Indian ancestral and mythic landscapes that rooted Native communities in particular ecosystems. It moves through the colonization period, tracking how European arrivals transferred Old World ideas, agendas, and organisms into new environments. It examines colonists' strategies for exploiting natural resources of the rivers, forests, and coasts, and for developing built environments that made the New World feel like home.

*Applies to requirement(s): Humanities*

*C. DeLucia*

*Prereq: 8 credits in History or African Studies.*

*Notes: meets history department pre-1750 requirement*

Credits: 4

**HIST-301NY Colloquium: 'Reading the New York Times: Journalism, Power, History'**

*Not Scheduled for This Year*

This course examines the political and cultural power of the *New York Times* in the American past and present. Students will analyze the *NYT* today through daily reading, study its evolution as an institution, and research its coverage of critical historical events over the past century. We will also explore several larger issues: the history of news and newspapers; the relationship between journalistic practice and writing history; tensions between news organizations and government; the blurred boundaries between news and entertainment; the emergence of various ideological critiques of 'the media.'

*Applies to requirement(s): Humanities*

*D. Czitrom*

*Instructor permission required.*

*Advisory: 8 credits American history*

*Credits: 4*

### **HIST-301RG Colloquium: 'Race, Gender, and Empire: Cultural Histories of the United States and the World'**

*Not Scheduled for This Year*

Recent cultural histories of imperialism--European as well as U.S.--have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of 'America' and its 'others' called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to 'the intimacies of empire?'

*Crosslisted as: Gender Studies 333GG*

*Applies to requirement(s): Humanities*

*M. Renda*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in History, or 4 credits in History and 8 credits in Gender Studies.*

*Credits: 4*

### **HIST-301SA Colloquium: 'Women and Gender in Modern South Asia'**

*Fall*

This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship--in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.

*Crosslisted as: Gender Studies 333SA*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*K. S. Datla*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

## **Research Seminars**

### **HIST-317 Perspectives on American Environmental History**

*Fall*

We explore the history of human-environment interactions in North America from precolonial times to the present from different cultural perspectives. How have such human activities as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. Our approach entails historical review of scientific studies, literature, visual records, and oral tradition.

*Crosslisted as: Environmental Studies 317*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*L. Savoy*

*Instructor permission required.*

*Credits: 4*

### **HIST-322 Eternal Rome: The Renaissance City in Mind, Myth, and Imagination**

*Not Scheduled for This Year*

This course investigates the many-layered levels of the city of Rome's complex history from its origins to the twenty-first century, focusing on the period beginning in 1420 when the rebuilding of the devastated medieval city begins and gradually gives rise to Rome of the Renaissance and the Baroque. Special attention will be given to the social and political history of Rome, its catastrophes and triumphs, paupers, princes and popes, myths, legacies, and deep secrets.

*Applies to requirement(s): Humanities*

*The department*

*Prereq: 8 credits in History, preferably one dealing with Ancient or Renaissance Rome.*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

### **HIST-323 Germans, Slavs, and Jews, 1900-1950**

*Not Scheduled for This Year*

This course explores relations among Germans, Slavs, and Jews in Central and Eastern Europe before, during, and after the First and Second World Wars. Emphasis lies on tracing continuities and ruptures in nationalist and racist ideologies and policies, from late imperial Germany and Austria through the interwar republics and then on to the Third Reich and the post-Nazi regimes. Topics covered include the Holocaust, Nazi treatment of Poles, and the expulsion of millions of ethnic Germans from Poland and Czechoslovakia after 1945, but also mutual accommodation, assimilation, liberal group rights, and the ambiguities of who was German or Slavic or Jewish in the first place.

*Applies to requirement(s): Humanities*

*J. King*

*Prereq: 8 credits in History or International Relations.*

*Credits: 4*

### **HIST-331 Asian History Topics**

*Instructor permission required.*

### **HIST-331CH Asian History: 'China's Tumultuous Twentieth Century'**

*Not Scheduled for This Year*

A research seminar on the socioeconomic transformation of China from the advent of nineteenth-century imperialism to the Cultural Revolution. Topics include reform programs of the late Qing, the chaos and experimentation of the Republican period, and the centralizing totalitarianism of the People's Republic. Requirements include reviews of primary and secondary literature, definition and presentation of a research topic, and a final essay based on intensive research.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Instructor permission required.*

*Credits: 4*

### **HIST-331PC Asian History: 'Popular Culture in East Asia'**

*Fall*

From manga to K-pop, East Asian cultural influence has expanded worldwide. This course explores popular cultures in China, Japan, Korea, Taiwan, and Hong Kong from the 18th century to the present. Using interdisciplinary techniques and sources, we will investigate traditional forms such as Chinese opera, pansori,

and kabuki; the emergence of cities as centers for popular culture; and connections with technology, ideology, and gender. Following intensive discussion of readings and visual materials in the classroom, students will undertake a final research project based on primary sources—movies, TV programs, magazines, novels, plays, popular songs, etc.—and present their work to the class.

*Applies to requirement(s): Humanities; Multicultural Perspectives*  
S. Lee

*Instructor permission required.*

*Advisory: Students who wish to register should fill out the application:*  
[https://www.mtholyoke.edu/acad/history/300-level\\_application](https://www.mtholyoke.edu/acad/history/300-level_application).

*Credits: 4*

### **HIST-333 Research Seminar in American Women's History**

#### **HIST-333ML Research Seminar in American Women's History: 'Mary Lyon's World and the History of Mount Holyoke'**

*Spring*

What world gave rise to Mary Lyon's vision for Mount Holyoke and enabled her to carry her plans to success? What local and global circumstances subsequently shaped the institution and the women who passed through it? How did Mount Holyoke women attempt to fashion the worlds they encountered in and beyond South Hadley and what came of their efforts? We will inquire into the historical arrangements of power—involving race, class, gender, religion, culture, body politics, and colonialism—that formed Mount Holyoke and the world in which it has operated. Students write a substantial research paper based on primary and secondary sources.

*Crosslisted as: Gender Studies 333ML*

*Applies to requirement(s): Humanities*

*M. Renda*

*Prereq: 8 credits of History.*

*Advisory: Prior fulfillment of the multicultural requirement.*

*Credits: 4*

### **HIST-341 Topics in African History**

#### **HIST-361 Modern Europe Topics**

*Instructor permission required.*

#### **HIST-361DA Modern Europe Topics: The Nineteenth Century: 'Darwin'**

*Not Scheduled for This Year*

This course looks at the scientific content and intellectual context of Darwin's theory of evolution - his facts, metaphors, hypotheses, and philosophical assumptions. Readings from Darwin and his sources, and examination of the organisms he studied. A background in eighteenth- and nineteenth-century history or whole organism biology is recommended.

*Crosslisted as: Biological Sciences 308*

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

*S. Rachootin*

*Prereq: Biological Sciences 226 or History 248.*

*Credits: 4*

#### **HIST-361GE Modern Europe Topics: 'Global Environmental History'**

*Not Scheduled for This Year*

A global study of agriculture, forests, and environmental change from 1500 to the present. Topics include the effects on societies and civilizations of climate change, the expansion of agriculture, deforestation and reforestation, state and empire building, and international competition in Eurasia, Africa, and America. Maps and primary sources will permit students to examine global competition, land-use change, agrarian crisis, and sea fishing in the United States and Europe

during the nineteenth and early twentieth centuries. A research paper based on primary sources will be required.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

*The department*

*Prereq: Biological Sciences 226 or History 248.*

*Notes: Involves reading, discussion, and primary research. No GIS.*

*Credits: 4*

### **HIST-365 Modern Europe: The Twentieth Century**

*Instructor permission required.*

#### **HIST-365OE Modern Europe: The Twentieth Century: 'The Other Europe since Stalin'**

*Not Scheduled for This Year*

A charting of the paths taken by Poland, Czechoslovakia, and Hungary from the post-totalitarian regimes of the '60s through the fall of the Berlin Wall and on to membership in the European Union. Topics include strategies of political control and opposition, the uses of consumer culture, breaks and continuities between Communist and liberal capitalist orders, and national particularities to the regional project of undoing dictatorship. Sources reach from the elite to the everyday, and extend to film and fiction. Methods are comparative and interdisciplinary. Students not majoring in history are welcome.

*Applies to requirement(s): Humanities*

*J. King*

*Prereq: 8 credits of History.*

*Credits: 4*

### **HIST-373 Cartography and Exploration in Early North America**

*Not Scheduled for This Year*

This course examines the history of mapping: what maps show, and what places the practice of cartography tends to erase, distort, or conceal. It focuses on the landscapes of early North America, where the representation and use of space was hotly contested by Natives, European settlers, and Africans. The course's topics include indigenous mapping traditions and concepts of sacred space, European navigational strategies during the 'Age of Discovery,' early urban planning, and scientific/military depictions. The course will teach strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*C. DeLucia*

*Restrictions: This course is open to Juniors and Seniors.*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

### **HIST-374 The Afterlives of Objects: Revisiting Early American and Indigenous Histories through Material Culture**

*Not Scheduled for This Year*

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches early American and indigenous histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of 'heritage' among diverse peoples; and ethical challenges posed by Native American items held in museums.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*C. DeLucia*

*Prereq: 8 credits in History.*

*Notes: meets history department pre-1750 requirement*

*Credits: 4*

**HIST-375 American History: the Middle Period**

*Instructor permission required.*

**HIST-375EM American History: The Middle Period: 'Age of Emancipation'**

*Not Scheduled for This Year*

This seminar examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups - freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, for example - will be covered. African American viewpoints and histories will receive particular emphasis.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Morgan*

*Credits: 4*

**HIST-381 Recent American History**

*Instructor permission required.*

**HIST-381NY Recent American History: 'New York City: Capital of the World'**

*Fall*

A research seminar focusing on the cultural, social, and political life of New York City, with special reference to its uneasy relationship to American society as a whole. Examination of New York politics, writers and artists, architecture, immigrant communities, economic role, and shifting power relations. Accompanying film series and possible field trip to New York City, with historical walking tours.

*Applies to requirement(s): Humanities*

*D. Czitrom*

*Prereq: 8 credits in History.*

*Credits: 4*

**HIST-381SD Recent American History: 'America Since the Great Depression'**

*Not Scheduled for This Year*

This intensive seminar, centered on how to research and write about the recent American past, begins by considering several key historical interpretations of a variety of issues. Students write a substantial research paper based on primary and secondary sources.

*Applies to requirement(s): Humanities*

*D. Czitrom*

*Credits: 4*

**HIST-381WO Recent American History: 'Women, Politics, and Activism in the United States'**

*Not Scheduled for This Year*

This seminar examines the changing relationship between women and politics in the United States. We will examine the histories of Cherokee, African American, immigrant, and native-born white women's activism as we lay the groundwork for individual projects, each culminating in a substantial essay based on historical research.

*Crosslisted as: Gender Studies 33300*

*Applies to requirement(s): Humanities*

*M. Renda*

*Prereq: 8 credits in History, preferably U.S. History.*

*Credits: 4*

**HIST-386 Central America: Reform, Reaction, Revolution**

*Not Scheduled for This Year*

This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework.

*Crosslisted as: Latin American Studies 386*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Latin American Studies or History.*

*Credits: 4*

**HIST-387 Special Topics in Latin American Studies**

This course offers advanced students an opportunity for intensive study of a problem with careful attention to research methods and to presenting their work in oral and written form.

*Instructor permission required.*

**HIST-388 The Original Other: Post Modernism and Latin America**

*Not Scheduled for This Year*

For many the 'discovery' of America opened the modern era. Its closing may also have been foretold in Latin America's confounding of diverse theories of modernization and development in recent times. This seminar will introduce the student to a number of both classic and more recent works on Latin America (in English) that advance along postmodernist lines, ranging from cultural contact and conflict, language, meaning, and power in the sixteenth century, to the invention of national identities in the nineteenth century, to discourses of ethnicity, class, gender, and reason in the twentieth century.

*Crosslisted as: Latin American Studies 388*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson*

*Prereq: 8 credits from Latin American Studies.*

*Credits: 4*

## Independent Study

**HIST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**HIST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# International Relations

The major in international relations is administered by the International Relations Committee: Professors Ferraro (politics), Hashmi (international relations), Jones (Russian and Eurasian studies), Kebede (geography), Khory (politics), King (history), Paus (economics) Western (international relations); Associate Professor Adelman (economics; on leave Fall 2015), Datla (history), K. Schmeiser (economics); Assistant Professors Doerr (international relations), Houston (geography), Reiter (politics).

## Overview

The Department of International Relations (IR) focuses on the myriad and complex interactions of human beings across state boundaries. It aims to provide students a global perspective on the origins of the current international system, the salient concerns in international relations today, and the emerging challenges humanity will face in the years ahead. These goals can best be achieved through an interdisciplinary approach, drawing upon the theoretical insights and empirical knowledge of several disciplines, including economics, geography, history, and political science. International relations majors are expected to complete a course of study that includes introductory core courses in each of these fields, a course in research methods, as well as advanced courses in a number of more focused tracks. They are expected to attain a level of proficiency in a foreign language that will allow them to do basic research in it. They are also encouraged to study abroad during their junior year. The department strives to educate informed citizens and thoughtful leaders for our emerging global society.

## Contact Info

Linda Chesky-Fernandes, senior administrative assistant  
Jeremy King, chair

## Requirements for the Major

### Credits

- A minimum of 40 credits
- 12 credits must be at the 300 level and undertaken in at least two disciplines. These courses must be taken at Mount Holyoke or another of the Five Colleges. Only 4 credits of independent work can count toward the requirement for courses at the 300 level

### Courses

- One of the following: Economics 213, Economic Development: A Survey or Economics 218, International Economics. Please note that the Department of Economics requires Economics 110, Introductory Economics (or one of its predecessors Economics 103 or Economics 104) as a prerequisite for Economics 213 and 218.
- One of the following: Geography 105, World Regional Geography or Geography 206, Political Geography. Students with high school preparation in geography should take Geography 206.
- One of the following: History 151, Modern and Contemporary European Civilization or History 161, British Empire and Commonwealth
- Politics 116, World Politics

These introductory courses provide the foundation for more advanced course work in the IR major. Therefore, they should all be completed within the first five semesters at Mount Holyoke. IR 200, Research Methods—intended for IR majors in their sophomore year.

## Focus

Each student's major must have a focus, consisting of at least 12 credits in two different disciplines, only 4 credits of which may be independent study. Students may elect one of the following five foci: global commons, international institutions, international peace and security, international political economy, or international ethics. They may also design a focus, with the approval of their advisor and the chair.

## Foreign Language Requirement

Each student is expected to possess or acquire proficiency in a foreign language up to the intermediate level. This ordinarily requires two semesters of language study beyond the minimum requirements of the College, or four semesters in total.

## Other

- Students should read the IR Handbook for Students carefully for more information on all requirements listed above. The handbook is available online at the IR website and in the IR office.
- Soon after declaring their major, students should plan individual programs of study in consultation with one or more members of the faculty committee, one of whom will be designated the student's academic advisor.
- Exceptions to the requirements above will be made only in rare cases and require the approval of the chair.

The Department of International Relations does not cross-list courses in other departments that satisfy the major's requirements. Generally, all courses taught by members of the IR Committee count toward the major. For courses offered by other faculty, the policy of the department is to accept any course in any department that is directly pertinent to the student's focus in her major. Thus, for example, a student whose focus is global commons could conceivably count courses offered by the geology or biological sciences departments. Or a student focusing on international ethics could use certain courses in the religion or philosophy departments to satisfy her requirements in the major. Any questions concerning the appropriateness of a particular course can be answered by the advisor or the department chair. It is important for the student to verify that the course in question will count toward her major before she takes it.

The IR major focuses on global issues and institutions, and relationships across regions and nations. This does not preclude students from developing expertise in a particular region or nation; indeed, part of the study of international relations is how global issues find local expressions. But students whose primary interest is in a particular area of the world should elect a more appropriate major, such as Latin American or Asian studies.

International relations is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Certificate

The Five College Certificate in International Relations serves as the minor in International Relations.

The Five College International Relations Certificate Program offers students an opportunity to pursue an interest in international affairs as a complement to their majors. It prepares to students to make interdisciplinary connections between their field of study and the complexities of global challenges such as globalization, regional and ethnic conflict, environmental degradation, resource

scarcity, demographic stress, global climate change, wide disparities in global economic development, and challenges to global public health.

## Courses

- A minimum of eight courses, covering each one of the following areas of study:
  - introductory world politics
  - global institutions or problems
  - the international financial and commercial system
  - the historical development of the international system since 1789
  - contemporary American foreign policy
  - proficiency in a contemporary foreign language through the completion of two years of the language at the college level or its equivalent.
- Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a third-world country or region outside of the United States and Europe

A complete list of the Five College courses for each of the seven requirements is available from the advisors listed below and the program's website at <https://www.fivecolleges.edu/international/courses>

## Other

- No more than four of these courses in any one discipline can be counted toward the certificate.
- No single course can satisfy more than one requirement.
- Students must complete the required courses (with the exception of the foreign language courses) with letter grades of B or better (no satisfactory/unsatisfactory grades).

For further information consult with one of the Mount Holyoke College advisors: Vincent Ferraro, Kavita Khory, or Jon Western (program director). Additional information also can be found at [www.fivecolleges.edu/international/certificate](http://www.fivecolleges.edu/international/certificate).

## Study Abroad

Students are encouraged to spend at least one semester studying abroad during their junior year. A suitable program and course of study should be chosen with the help of the student's advisor.

## Honors Work

The department reserves its honors for majors who successfully complete a thesis in their senior year. Seniors writing a thesis must enroll in IR 395, Independent Study for two semesters.

## Course Offerings

### IR-200 Research Methods

*Spring*

Develops students' skills in writing expository essays and introduces basic quantitative and qualitative research methods used in the social sciences and history. The course provides a foundation for writing research papers in advanced courses, as well as an honors thesis.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Hashmi*

*Notes: This course should be taken by International Relations majors in their sophomore year.*

*Credits: 4*

### IR-211 Middle East Politics

*Not Scheduled for This Year*

Introduction to the cultures and politics of the Middle East. Includes the situation of the region at the time of the dissolution of the Ottoman Empire; the emergence of independent states before and after World War II; the rise of Arab and Zionist nationalism; the Arab-Israeli conflicts; and the superpower rivalry and its influence on regional politics. Other topics include the Iranian revolution, the domestic and regional role of Islamic movements, and the political economy of oil.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*H. Kosebalaban*

*Prereq: Politics 116.*

*Credits: 4*

### IR-222 The United States, Israel, and the Arabs

*Not Scheduled for This Year*

Surveys the constants and variables in U.S. foreign policy toward Israel and the Arabs since the end of World War II to the present. Analysis of domestic determinants of U.S. policy, including lobbies, ideology, and the international system. Consideration of U.S. policy in the Arab-Israeli conflict, intra-Arab disputes, and the Gulf War.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*H. Kosebalaban*

*Prereq: Politics 116.*

*Credits: 4*

### IR-224 The United States and Iran

*Fall*

Explores America's relationship with Iran from the end of World War II to the present. Examines America's close ties to the Shah and the political, social, and economic causes of the Iranian revolution, with emphasis on the role of Shi'ite Islam. Concludes with analysis of politics and society in the Islamic Republic under Khomeini and his successors.

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Credits: 4*

### IR-231 European Politics

*Not Scheduled for This Year*

This seminar explores European politics and societies from a transnational and historical comparative perspective. First, we discuss what kind of supranational entity the European Union is in the context of present and classical theories of European integration and supranational cooperation. Second, we explore European societies and public debates through transnational comparison: How do European leaders, journalists, and engaged citizens in different countries define democracy, citizenship, and equality in the context of globalization in comparison to North Americans or citizens in other regions?

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*N. Doerr*

*Prereq: Politics 116.*

*Credits: 4*

### IR-237 International Human Rights

*Not Scheduled for This Year*

This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings

to understand the role (and limits) of human rights in the international system today.

*Applies to requirement(s): Social Sciences*

*J. Western*

*Prereq: Politics 116.*

*Credits: 4*

#### **IR-241 Global Resource Politics**

*Not Scheduled for This Year*

An intensive examination of the international politics surrounding disputes over the ownership, extraction, and vital natural resources including fresh water, petroleum, arable land, timber, minerals, and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world's resource base, including population growth, globalization, unsustainable consumption, and climate change. It will also examine the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups, and so on) are responding to contemporary resource disputes.

*Applies to requirement(s): Social Sciences*

*M. Klare*

*Prereq: Politics 116 or International Relations 116.*

*Credits: 4*

#### **IR-242 Media and the Public Sphere in Europe and the United States**

*Fall*

Understanding media systems and the democratic role of the public is relevant to policy makers working in globalized societies. How do journalists and leaders communicate toward different media audiences and international arenas? What is the role of the internet and social media for non-state actors communicating across borders? An interdisciplinary perspective on theories of democracy and public space using case studies in Europe and the United States.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*N. Doerr*

*Credits: 4*

#### **IR-250 Topics in International Relations**

##### **IR-262 Transnational Social Movements in World Politics**

*Fall*

How do multinational corporations, interest groups, NGOs, and social movements engage in world politics? In exploring this question, this course provides an introduction to the study of transnationally operating non-state actors and transnational social movements. First, we will look at the influence of movements on inter-state relations and on inter-national organizations. Second, we will investigate their increasing involvement in global governance. The class concludes with recent debates on the global economic crisis and conflict resolution and on global immigration, politicization, and democratization through social movements and new media.

*Applies to requirement(s): Social Sciences*

*N. Doerr*

*Prereq: Politics 116.*

*Credits: 4*

##### **IR-270 American Foreign Policy**

*Spring*

In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy.

*Crosslisted as: Politics 270*

*Applies to requirement(s): Social Sciences*

*J. Western*

*Prereq: Politics 116.*

*Credits: 4*

#### **IR-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

#### **IR-305 International Society**

*Not Scheduled for This Year*

An intensive reading course in theories of international society: the idea that states and peoples are or should be linked to each other through a web of shared values and institutions. It focuses on the work of Hedley Bull, Immanuel Kant, and John Rawls. How did these three men understand international society?

What are or should be the values and institutions that give rise to it and support it? What implications do their visions of international society have for war and peace, state sovereignty, religion, democracy, capitalism, distributive justice, human rights, and international law? What responses and criticisms have their arguments engendered?

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Prereq: Politics 116.*

*Credits: 4*

#### **IR-319 The United States and the Promotion of Democracy and Human Rights**

*Not Scheduled for This Year*

This course examines American foreign policy concerning the promotion of democracy and human rights abroad. The course begins by examining how and why these policies are developed within the U.S. political, economic, institutional, and geostrategic context. Through the use of case studies, we will then evaluate how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

*Applies to requirement(s): Social Sciences*

*J. Western*

*Prereq: Politics 116.*

*Credits: 4*

#### **IR-321 Culture and Social Movements**

*Not Scheduled for This Year*

How do cultural diversity and inequality influence cooperation among NGOs and social movements cooperating in complex transnational environments and multicultural organizations on the ground? This course provides an introduction to the study of culture, including debates about class, race, and gender, nationality, language, and religion. First, we will investigate culture within transnationally operating non-state organizations such as NGOs and activist groups. Second, we will look at culture as a set of discourses and practices including news media analysis and the role of social media and cultural and political translation practices used by the most recent wave of global protests for equality, justice, and democracy.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*N. Doerr*

*Prereq: Politics 116.*

*Credits: 4*

**IR-323 Comparative Politics of the Middle East***Fall*

This course presents the rise (and sometimes collapse) of modern states in the Middle East; the nature of legitimacy, modernization, state-civil society relations, and political culture and economy; and the role of religion with specific reference to Egypt, Iran, Iraq, Israel, Lebanon, Saudi Arabia, Syria, and Turkey.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: 8 credits in Politics or International Relations, including Politics 106 or International Relations 211.*

*Credits: 4*

**IR-324 Islamic Political Thought***Not Scheduled for This Year*

This course examines Islamic political thought from the origins of Islam to the present. It considers how Muslim thinkers over the past 14 centuries have understood such fundamental political concepts as the state, leadership, and law. The seminar also includes modern Muslim reflections on political concepts of Western origin, such as democracy, nationalism, and civil society.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: Politics 116 and 8 credits in IR or POLIT.*

*Credits: 4*

**IR-327 Democratization in the Middle East and North Africa***Not Scheduled for This Year*

This course provides a historical, theoretical, and empirical foundation to comprehend and question complex dynamics of political change and democratization in the Middle East. In Spring 2011, the region entered an irreversible process of political change and democratization despite strong authoritarian backlash. We will explore: What are the underlying socio-economic causes that led to the eruption of the revolution? What are the Islamic movements and what is their role in political change in the region? What explains the electoral success of Islamic-leaning parties in almost all free and fair elections in this region? Why was the Arab Spring largely contained in authoritarian republics?

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*H. Kosebalaban*

*Prereq: Politics 116.*

*Credits: 4*

**IR-333 Just War and Jihad: Comparative Ethics of War and Peace***Not Scheduled for This Year*

Why do we moralize about war? When is war justified, if ever? What restraints should soldiers accept? This course examines these issues within the context of Western and Islamic thought. Study of the origins and evolution of both traditions is combined with consideration of important topics of current concern, such as intervention, weapons of mass destruction, and women and war.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*S. Hashmi*

*Prereq: Politics 116 and 4 additional credits in Politics.*

*Credits: 4*

**IR-334 Globalization and the Muslim World***Not Scheduled for This Year*

This course challenges students to explore and understand the Muslim world in a new era characterized by globalization, and to examine its various effects on the Islamic world. Though politics of the Muslim world has been largely studied with exclusive reference to states, the course encourages students to look beyond this statist paradigm to salient non-state actors. It provides a conceptual and theoretical framework helpful in examining various cases and issues pertaining to

the process of globalization and the Muslim world, such as: transnational Islamic movements and networks, Muslims in global business or living as minorities, Islamic legal and moral doctrines, gender and human rights.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*H. Kosebalaban*

*Prereq: Politics 116.*

*Credits: 4*

**IR-337 International Human Rights Advocacy in Theory and Practice***Not Scheduled for This Year*

This course examines how and why international human rights norms, laws, and institutions have emerged and how they are influencing global politics. We will examine closely the practices and influences of human rights advocacy organizations and the major international human rights political and judicial institutions. Students will be introduced to legal and political theories, advocacy strategies, and media technologies as well as a broad range of analytical approaches to evaluating advocacy campaigns. This class is linked (we share several class sessions and a final project) with Spanish 340: The Other in the Media: New Media and Otherness in the Americas.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*J. Western*

*Prereq: International Relations 237.*

*Credits: 4*

**IR-343 Law and Religion***Not Scheduled for This Year*

This course explores the relationship between law and religion through a comparative study of eight countries: the United States, the United Kingdom, France, Egypt, Iran, Pakistan, Israel, and India. It focuses on the role of religion in the constitutional law of these countries, both in the text of constitutional documents and in judicial interpretation of these texts. Starting with an analysis of the religion clauses in the First Amendment of the U.S. Constitution, the seminar explores questions relating to the separation of religion and state, religious liberty, and the proper role of courts in negotiating societal disputes over religion.

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Prereq: Politics 116.*

*Credits: 4*

**IR-350 Advanced Topics in International Relations****IR-362 European Politics and Public Debate in Times of Crisis***Not Scheduled for This Year*

This seminar explores European politics from a transnational comparative perspective. It explores what kind of supranational entity the European Union is in the context of theories of international organization. Second, it considers public debates through methods of discourse analysis: How do European leaders, journalists, and engaged citizens or protesters define and 'frame' democracy and social justice in comparison to American or Middle Eastern ones?

*Applies to requirement(s): Social Sciences*

*N. Doerr*

*Prereq: Politics 116.*

*Credits: 4*

**IR-365 Ethics and International Relations***Not Scheduled for This Year*

Do ethical considerations matter in international relations? Should they? These questions are examined from the perspective of Western writers on these specific issues: just war, intervention, human rights, weapons of mass destruction, and



distributive justice. The course also considers challenges to the international system posed by the critiques and responses of non-Western states and peoples.

*Applies to requirement(s): Social Sciences*

*S. Hashmi*

*Prereq: Politics 116 and 8 credits from International Relations.*

*Credits: 4*

**IR-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- Politics
- Law, Public Policy, and Human Rights

# Italian

The major and minor in Italian are administered by the Department of Classics and Italian. Advisors in Italian: Professor Frau; Language Instructor Svaldi, Lecturer in Italian Moretti.

## Overview

The major in Italian seeks to foster linguistic fluency and appreciation of the multifaceted culture of the Italian people. In addition to acquiring advanced oral and written proficiency in the Italian language, majors will have the opportunity to access Italy's rich literary and cultural heritage through cinema, literature, music, art, the Web. Besides selecting courses offered at Mount Holyoke and in the more extended Five College community, students are encouraged to investigate the many study abroad options available to them in such culturally diverse cities as Bologna, Florence, and Padova. A major in Italian language and culture can lead to a variety of national and international careers, from foreign service to fashion marketing, from international banking and trade to film, from a career in nonprofits to teaching.

The weekly Italian table provides a comfortable environment for spontaneous expression and cultural exchange, and the ongoing extracurricular activities of the Italian club, lectures, and films round out the multifaceted learning experience at MHC.

## Contact Info

Kristin McMillan, senior administrative assistant  
Ombretta Frau, chair

## Requirements for the Major

### Credits

- A minimum of 32 credits
- At least 16 credits at the 300 level

### Courses

- Italian 209, Conversation and Composition
- Italian 221, Introduction to Italian Culture and Literature I or Italian 222 Italian Modernity: Introduction to Modern Italy
- Four 300-level courses in Italian literature and culture to be approved by the department.
- At least one 300-level course must be taken in the senior year.

### Other

- Courses lower than 209, Conversation and Composition, cannot be counted toward the major.
- Independent Study (Italian 395) may not be used as part of the minimum major requirements.
- One 200- or 300-level course may be in English translation but must be approved by the department.

Students thinking about a major in Italian or studying abroad should contact Professor Frau, Lecturer Moretti, or Language Instructor Svaldi.

## Requirements for the Minor

### Credits

- A minimum of 16 credits at the 200 and 300 levels

## Courses

- Italian 209, Conversation and Composition
- Italian 221, Introduction to Italian Culture and Literature I or Italian 222 Italian Modernity: Introduction to Modern Italy
- At least one course at the 300 level

## Other

- Courses lower than 209, Conversation and Composition, cannot be counted toward the minor.
- Independent Study (Italian 395) may not be used as part of the minimum minor requirements.
- One 200- or 300-level course may be in English translation but must be approved by the department.

## Teacher Licensure

Students interested in pursuing licensure in the field of Italian can combine their course work in Italian with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Italian, please consult your advisor or the chair of the Department of Classics and Italian. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Professor Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Classics and Italian and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### Guidelines for New Students

All courses satisfy distribution requirements unless otherwise indicated.

Courses are normally conducted in Italian. Courses offered in translation are listed at the end of the Italian course descriptions.

Students with no previous training in Italian should elect 101–102, Elementary Italian. Those who have a superior aptitude for language may elect 103, Intensive Elementary Italian, in the spring semester.

Students with two years of high school study should elect 201, Intermediate Italian Through Film. Students whose proficiency in the Italian language is superior and who wish to study literature should elect 221, Introduction to Italian Culture and Literature I or 222 Italian Modernity: Introduction to Modern Italy, in the fall semester. Students who are unsure about their level should contact Professor Frau for a proficiency test.

Students contemplating a junior year in Italy should elect an Italian course in the first semester of their first year, because all junior year programs in Italy require two years of Italian.

## Course Offerings

### ITAL-101 Elementary Italian

*Fall*

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group

projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

*Applies to requirement(s): Humanities; Language*

*E. Moretti, M. Svaldi*

*Credits: 4*

### **ITAL-102 Elementary Italian II**

*Spring*

This course emphasizes understanding, speaking, and writing in a contemporary context. It also promotes creativity with presentations and original group projects. It includes Web activities, films, short stories, and frequent conversation sessions with language assistants.

*Applies to requirement(s): Humanities; Language*

*O. Frau, M. Svaldi*

*Prereq: Italian 101.*

*Credits: 4*

### **ITAL-103 Intensive Elementary Italian**

*Spring*

This course completes the work of Italian 101-102 in one semester through intensive practice in speaking, reading, and writing Italian. It is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and creative group projects and informal conversation sessions with language assistants supplement class work.

*Applies to requirement(s): Humanities; Language*

*M. Svaldi*

*Credits: 8*

### **ITAL-201 Intermediate Italian through Film**

*Fall*

A review of Italian through film. Cultural and linguistic aspects of five to six films and related readings will be the focus of this course and the starting point for class activities, conversation, written exercises, and grammar review. This interdisciplinary approach offers students an opportunity to explore Italian culture deeply, while at the same time improving their reading, writing, and speaking skills. The course also features regular conversation sessions with language assistants.

*Applies to requirement(s): Humanities; Language*

*M. Svaldi*

*Prereq: Italian 102 or Italian 103.*

*Credits: 4*

### **ITAL-209 Conversation and Composition**

*Not Scheduled for This Year*

Offers practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Includes oral presentations as well as frequent compositions, from short reports to full-length essays. Uses newspapers, magazines, and literary texts to discuss issues and lifestyles concerning Italian society.

*Applies to requirement(s): Humanities; Language*

*E. Moretti*

*Prereq: Italian 201.*

*Credits: 4*

### **ITAL-221 Introduction to Italian Culture and Literature I**

#### **ITAL-221CL Introduction to Italian Culture and Literature I: 'A Journey Through Italy'**

*Not Scheduled for This Year*

This course is a transition from language courses to more advanced ones. It surveys the evolution of Italian culture and literature from its origins to modern

times. Class discussions, written work, and movie screenings are aimed at developing skills in oral expression and expository writing in Italian.

*Applies to requirement(s): Humanities*

*O. Frau*

*Credits: 4*

### **ITAL-222 Italian Modernity: Introduction to Modern Italy**

*Fall*

This course is an introduction to the major cultural movements of modern Italy, from Leopardi and Aleramo to Calvino and Pasolini. It surveys the major cultural and historical currents from the eighteenth century to the present. Representatives of romantic, realist, decadent, modernism and futurist works will be studied in their cultural and historical contexts. Class discussions, written work, and movie screenings are aimed at developing skills in oral expression and expository writing in Italian. In Fall 2015, the course will include a special focus on Italian food culture.

*Applies to requirement(s): Humanities; Language*

*E. Moretti*

*Advisory: Taught in Italian.*

*Notes: Taught in Italian.*

*Credits: 4*

### **ITAL-225 A Different Language Is a Different Vision of Life: Contemporary Italy through Cinema**

*Not Scheduled for This Year*

Film director Federico Fellini said that a 'different language is a different vision of life.' How has the Italian 'vision of life' changed from Mussolini's dictatorship to Berlusconi's government? From the birth of the Republic in 1946 to the debate ignited by Roberto Saviano's bestseller *Gomorra*, this course traces transformations in modern Italian society. Through historical and literary readings, films, and the media, this course explores the difficult path towards modernity Italy has traveled in the last five decades. We will explore contemporary popular culture and films that reflect these transformations and analyze family, religion, gender, sexuality, and class conflict.

*Applies to requirement(s): Humanities*

*E. Moretti*

*Notes: Taught in English.*

*Credits: 4*

### **ITAL-241 Italian Topics Taught in English**

#### **ITAL-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### **ITAL-311 Advanced Topics in Italian**

#### **ITAL-361 Seminar in Romance Languages and Cultures**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

#### **ITAL-361MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'**

*Spring*

Travel literature has always been a precious source for the study of culture, politics, arts, and last but not least, people. From Tacitus to Marco Polo, from

Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: Spanish 360MT, Italian 361MT, French 321MT, Romance*

*Languages 375MT*

*Applies to requirement(s): Humanities; Language*

*O. Frau*

*Prereq: Two courses from 200 or 300-level, beyond Italian 209.*

*Advisory: for language majors; two courses in culture and literature at the 200-level*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

*Credits: 4*

### **ITAL-362 Advanced Topics in Italian**

#### **ITAL-362FD Advanced Topics in Italian: 'Not Just Eating. Italian Food: History, Art, Literature, Film, Business**

*Fall*

Food has been at the center of Italian life and culture for centuries. This course explores two important aspects of food in Italian history: (a) the role and cultural meaning of food preparation and presentation in Italian literary texts and film with particular emphasis of new world foods on Italian society (tomatoes, coffee), and (b) the social and economic implications of the Italian Slow Food movement on the global economic stage. Readings include Clara Sereni, Giovanni Boccaccio, Joyce Lussu, F.T. Marinetti, Carlo Goldoni, Antonio Fogazzaro, Carlo Petrini and many more. The course includes a field trip to an organic farm and a cooking night.

*Applies to requirement(s): Humanities; Language*

*O. Frau*

*Notes: Taught in Italian.*

*Credits: 4*

### **ITAL-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **See Also**

- Romance Languages and Cultures

# Japanese

The minor in Japanese is administered by the Asian Studies Committee: Professors Gabriel (economics; on leave Fall 2015), Hachiyanagi (art), Hashmi (international relations), Khory (politics), I. Peterson (Indian literature, cultural history, and Hinduism), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature; on leave 2015-16); Five College Senior Lecturer Brown (Japanese).

## Overview

The Japanese program offers three levels of instruction. Students will build their language skills and cultural knowledge with various activities such as visiting Wa-Shin-An (the Japanese tea room at MHC), reading short stories, writing blogs, and interviewing a group of visiting students from Japan. Students' progress is monitored by the Japanese Computerized Adoptive Test (J-CAT). Students who study Japanese may choose to complete the minor in Japanese listed here or the major in East Asian Studies for which language study is a principal component.

## Contact Info

Kristin McMillan, senior administrative assistant  
Sohail Hashmi, chair  
Website: <http://www.mtholyoke.edu/acad/asian/>

## Requirements for the Minor

### Credits

- At least 16 credits of Japanese language courses at the 200 level or higher

### Courses

- At least two 300-level courses in Japanese
- Independent Studies (295 or 395) do not count toward the minor
- Language courses that are not taken at MHC must be approved by the head of the Japanese program at Mount Holyoke College to count toward the minor
- Courses taught in English do not count toward the minor

## Course Offerings

### ASIAN-222 Second Year Japanese I

*Fall*

This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Prereq: Asian Studies 121.; Coreq: ASIAN-222L.*

*Advisory: Asian Studies 121 or equivalent (contact Ms. Nemoto for placement)*

*Credits: 6*

### ASIAN-223 Second Year Japanese II

*Spring*

This course continues Asian Studies 222, Second Year Japanese I. Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Applies to requirement(s): Humanities; Language*

*N. Nemoto*

*Coreq: ASIAN-223L.; Prereq: Asian Studies 222.*

*Advisory: Asian Studies 222 or equivalent (contact Ms. Nemoto for placement)*

*Credits: 6*

### ASIAN-324 Third Year Japanese I

*Fall*

This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

*F. Brown*

*Prereq: Asian Studies 223.*

*Advisory: Asian Studies 223 or equivalent (contact Ms. Nemoto for placement)*

*Credits: 4*

### ASIAN-326 Third Year Japanese II

*Spring*

This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Applies to requirement(s): Humanities; Language*

*F. Brown*

*Prereq: Asian Studies 324.*

*Credits: 4*

## See Also

- East Asian Studies
- Asian Studies

# Jewish Studies

The minor in Jewish studies is administered by the Jewish Studies Committee: Professors Fine (Jewish studies, chair), Gill (politics), Hashmi (international relations), King (history), Penn (religion), Remmler (German studies), Weber (English; on leave Spring 2016); Lecturer Caravita (Jewish studies).

## Overview

The curriculum in Jewish studies provides course offerings in a range of fields and disciplines, including English, German, history, international relations, politics, and religion. Courses represent a variety of methodological approaches and are intended to introduce students to the broad and rich diversity of Jewish culture and experience.

## First-Year Students

First-year students are encouraged to take 112 as a gateway to Jewish studies.

## Contact Info

Lawrence Fine, chair  
Sue Rusiecki, senior administrative assistant

## Requirements for the Minor

Those choosing a minor in Jewish studies should consult as early as possible with the program chair in order to devise a course of study in consultation with the chair and other members of the program.

## Credits

- A minimum of 16 credits

## Courses

- Jewish Studies 112, Introduction to Judaism
- At least 4 credits must be at the 300 level

## Related Course in Other Departments

For a list of current courses that may be taken for credit toward a Jewish studies minor, consult with the chair of the program.

Students should consider taking Hebrew language as part of the Jewish studies minor and are encouraged to consider Jewish studies offerings at the other Five Colleges.

## Course Offerings

### JWST-103 Introduction to the Hebrew Bible

*Spring*

This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.

*Crosslisted as: Religion 103*

*Applies to requirement(s): Humanities*

*M. Penn*

*Credits: 4*

Jewish St. 1

### JWST-104 Introduction to the New Testament

*Fall*

This course investigates the social and historical context of first and early second-century Christianity, examines New Testament and select noncanonical documents, and introduces participants to the principal methods of New Testament studies. Students will read the 27 works that make up most modern collections of the New Testament, a number of early Christian documents that did not make the final cut, and several ancient non-Christian sources. Examples of recent New Testament scholarship will provide historical background for better understanding of Christian writings and will present different methods for approaching and interpreting ancient texts.

*Crosslisted as: Religion 104*

*Applies to requirement(s): Humanities*

*M. Penn*

*Credits: 4*

### JWST-112 Introduction to Judaism

*Not Scheduled for This Year*

Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.

*Crosslisted as: Religion 112*

*Applies to requirement(s): Humanities*

*L. Fine*

*Credits: 4*

### JWST-150 Introduction to Modern Hebrew

*Fall*

An introduction to modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking, and listening. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning will be amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. This course will involve regular collaboration with students from the Elementary Modern Hebrew course at Smith College. No previous knowledge of Modern Hebrew is necessary.

*Applies to requirement(s): Humanities; Language*

*J. Caravita*

*Credits: 4*

### JWST-151 Introduction to Modern Hebrew

*Not Scheduled for This Year*

A year-long introduction to modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking, and listening. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning will be amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. This course will involve regular collaboration with students from the Elementary Modern Hebrew course at Smith College. No previous knowledge of Modern Hebrew is necessary.

*Applies to requirement(s): Humanities; Language*

*J. Caravita*

*Prereq: Jewish Studies 150.*

*Credits: 4*

**JWST-225 Topics in Judaism****JWST-225LF Topics in Judaism: 'Love, Friendship, and Interpersonal Relations in Judaism'***Fall*

This course explores teachings and practices having to do with interpersonal relations in Jewish religious tradition, including notions of 'spiritual friendship,' relations between parents and children, teachers and disciples, and loving partners. Drawing broadly on the many varieties of Jewish religious literature, with a special interest in the mystical traditions of Judaism, the course also addresses diverse ethical questions such as the nature of forgiveness, responsibility towards the needs of others, and sexual ethics.

*Crosslisted as: Religion 225LF**Applies to requirement(s): Humanities**L. Fine**Credits: 4***JWST-232 Contemporary Jewish Ethics***Not Scheduled for This Year*

This course will explore issues of contemporary ethics from the point of view of Jewish religious thought and tradition. Topics will include medical and genetic ethics, death and dying, family and sexual ethics, ethics of war, poverty, and the environment. The course will explore these issues in the context of theoretical approaches to questions of religion and ethics.

*Crosslisted as: Religion 232**Applies to requirement(s): Humanities**L. Fine**Prereq: 4 credits in religion or Jewish studies.**Credits: 4***JWST-235 Introduction to Jewish Mysticism***Not Scheduled for This Year*

Mysticism refers to a type of religious life in which individuals seek intimate and personal, direct and intense experience of the Divine. There exists a rich and fascinating Jewish mystical tradition with hundreds of books of diverse kinds. This course examines the *Kabbalah* of thirteenth-century Spain, focusing upon the seminal work of this period, the *Zohar*; the synthesis of mysticism and messianism that occurred in the city of Safed (in the Land of Israel) in the sixteenth century; and the popular pietistic movement of Eastern Europe from the eighteenth century forward, Hasidism; and various expressions of mystical spirituality in our own time.

*Crosslisted as: Religion 235**Applies to requirement(s): Humanities**L. Fine**Credits: 4***JWST-249 Encounters Between Judaism and Other Religious Traditions: Christianity, Islam, and Buddhism***Not Scheduled for This Year*

This course will explore selected examples of the encounter between Judaism and other world religious traditions. Living alongside other religious traditions over millennia, how have Jewish religious thought and practice creatively appropriated, adapted, as well as resisted aspects of 'foreign' religions. Examples we will consider include encounters with medieval Islam in the realms of Arabic poetry and Sufi mysticism, Christianity in connection with religious ritual, mystical notions of the divine feminine, and in our own time, the influence of Buddhism on American Judaism.

*Crosslisted as: Religion 249**Applies to requirement(s): Humanities**L. Fine**Credits: 4***JWST-250 Intermediate Hebrew***Not Scheduled for This Year*

This course emphasizes skills necessary for proficiency in reading, writing, and conversational Hebrew. It presents new grammatical concepts and vocabulary through texts about Jewish and Israeli culture and tradition, as well as popular culture and day-to-day life in modern Israel. Course material includes newspapers, films, music, and readings from Hebrew short stories and poetry. Starts a transition from simple/simplified Hebrew to a more literate one, and sharpens the distinction between different registers of the language.

*Applies to requirement(s): Humanities**J. Caravita**Prereq: Jewish Studies 150 and 151.**Advisory: At least one year of college Hebrew or equivalent or permission of instructor**Notes: Attendance will be required at a weekly Hebrew language table at either Mount Holyoke College or Smith College.**Credits: 4***JWST-256 What Didn't Make It in the Bible***Fall*

Hundreds of ancient religious texts did not make it into the Hebrew Scripture (aka the Old Testament). This course examines some of these excluded writings. In particular, we will focus on works found among the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls. We will read an ancient Harlequin romance, tour heaven and hell, hear of the adventures of fallen angels who sired giants (and taught humans about cosmetics), and learn how the world will end. In critically examining such texts, we will better appreciate the diversity of Judaism, better understand the historical context of early Christianity, and explore the politics behind what did and did not make it into the bible.

*Crosslisted as: Religion 256**Applies to requirement(s): Humanities**M. Penn**Credits: 4***JWST-265 Holy Feast, Holy Fast: Sacred Food and Eating in Judaism***Not Scheduled for This Year*

This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.

*Crosslisted as: Religion 265**Applies to requirement(s): Humanities**L. Fine**Credits: 4***JWST-270 Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism***Not Scheduled for This Year*

Despite the biblical prohibition against 'graven images,' there exists a rich history of Jewish religious art and aesthetics. This course will study ancient Israelite art and archeology, including the Second Temple in Jerusalem, the extraordinary mosaic floors and frescoes of early synagogues throughout the Mediterranean world, medieval illuminated Hebrew manuscripts and printed book culture, synagogues of later periods, including the wooden synagogues of Eastern Europe, and Judaic ritual objects of many types. Jewish art, architecture, and visual representation will be explored in the context of the ancient Near Eastern, Greco-Roman, Christian, and Islamic settings in which they evolved.

*Crosslisted as: Religion 270, Art History 290JR*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Fine*

*Credits: 4*

**JWST-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**JWST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- Religion



# Nexus in Journalism, Media, and Public Discourse

The Nexus in Journalism, Media, and Public Discourse is administered by a faculty advisory group led by Professors Townsley (sociology) and Tucker (sociology).

## Overview

Many departments, including English, history, sociology, and politics, offer hands-on and theory-based courses in journalism and public media. Students learn to examine the world with an educated, critical eye; to collect material from a wide range of sources; and to analyze and communicate information clearly and concisely. MHC's approach reflects the reality of the job market: employers in journalism and media want students who are knowledgeable and articulate across a wide array of subjects in the liberal arts, who are creative, flexible thinkers with superior writing and analytical capabilities. The Nexus in Journalism, Media, and Public Discourse encourages students to explore journalism and media through many venues. In the classroom, students can master the nuts and bolts of reporting and fact-checking a news story, examine the history of the New York Times, or analyze the role of media in contemporary society.

## Contact Info

Eleanor Townsley, Nexus director  
Kenneth Tucker, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
- College 210 (the 2-credit "pre-experience" course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit "post-experience" course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the "experience" between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### *Asian Studies*

312 Newspaper Reading and Journalistic Practices in China

### *College*

210 Ready for the World: Preparing for Your Internship and Research Project  
211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### *English*

301JH Studies in Journalism: 'Journalism History and Ethics'  
301NN Studies in Journalism: 'Narrative Nonfiction'  
325 Victorian Literature and Visual Culture

### *Film Studies*

230 Documentary Film

### *History*

283MC Topics in the Recent History of the United States: 'The United States since 1945: We Didn't Start the Fire'

### *International Relations*

242 Media and the Public Sphere in Europe and the United States  
262 Transnational Social Movements in World Politics

### *Sociology*

216GM *Issues in Sociology: 'Generations, Media, and Society'*

# Latin

The major and minor in Latin is administered by the Department of Classics and Italian. Advisors for Latin: Professors Debnar (on leave Spring 2016), Sumi; Associate Professor Arnold.

## Overview

Latin is alive and well in the many English words that have Latin roots and as the matriarch of the modern Romance languages—Italian, French, and Spanish. The study of Latin is a foundation stone of the discipline of classics. Latin was originally spoken only in Latium, a small coastal plain containing the city of ancient Rome, but spread throughout Italy and then western Europe along with the consolidation of Roman power in the Mediterranean world, first as the language of political administration and the army. Around this same time, in the first century BCE and first century CE, Latin literature reached its apex, featuring such authors as Cicero, Caesar, Catullus, Vergil, Horace, Livy, Ovid, and Tacitus, as these Roman authors mastered the genres of epic, lyric, and elegiac poetry, comedy and tragedy, as well as oratory and historiography. In Late Antiquity, when Christianity became the religion of the Roman Empire, and later in the Middle Ages Latin became the language of the church fathers. In the Renaissance and early modern period Latin was the language of humanistic scholarship, science, and medicine.

The Latin major or minor is excellent preparation for advanced study in English, religion, philosophy, and history. There are also many opportunities for teaching Latin at the middle and high school levels (see below on Teaching Licensure).

The department offers courses in Latin at all levels, as well as a wide array of courses (in English) approaching the culture and history of Roman antiquity from a variety of perspectives. Majors have the opportunity to spend part or all of their junior years abroad (e.g., in Rome or the United Kingdom).

The department offers four majors. The classics major is a 40-credit major combining the study of both ancient Greek and Latin with a variety of courses in ancient history, art, philosophy, politics, or religion. Students may also major in Greek or in Latin. These majors require 32 credits in one of the ancient languages and its literature. The broadest is ancient studies, a 32-credit major approaching the ancient civilizations from an interdisciplinary and inclusive perspective.

## Contact Info

Kristin McMillan, senior administrative assistant  
Geoffrey Sumi, professor of Classics

## Requirements for the Major

### Credits

- A minimum of 32 credits
  - At least 12 credits at the 300 level in the language of concentration.
  - After consulting with her advisor, a Latin major may count courses in Latin or Greek at the 200 level or above and/or choose from a variety of courses in art history, classics (in English), history, philosophy, politics, or religion at the 200 level or above.
  - Courses at the 100 level normally do not count toward the major; however, in the case of second (or third) languages, 8 credits of Greek, Latin, or Sanskrit at the 100 level may count toward the major.

## Requirements for the Minor

### Credits

- A minimum of 16 credits above the 100 level in the Latin language, including at least 4 at the 300 level

## Teacher Licensure

Students interested in pursuing licensure in the fields of Latin and classics can combine their course work in Latin and classics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the majors of Latin and classics, please consult your advisor or the chair of the classics department. For information about the requirements for the minor in education, please consult “Teacher Licensure” in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the classics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Study Abroad

The department encourages study abroad. In recent years a number of students in the department have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in Great Britain. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also apply to summer sessions of the American School of Classical Studies at Athens

## Course Offerings

### LATIN-101 Elementary Latin I

Fall

Offers study and practice in the grammar and syntax of classical Latin.

*Applies to requirement(s): Humanities; Language*

*B. Arnold, G. Sumi*

*Restrictions: This course is limited to first years, sophomores and juniors*

*Credits: 4*

### LATIN-102 Elementary Latin II

*Not Scheduled for This Year*

Offers study and practice in the grammar and syntax of classical Latin.

*Applies to requirement(s): Humanities; Language*

*M. Landon*

*Prereq: Latin 101.*

*Notes: Students who have not completed Latin 101 should consult the department.*

*Credits: 4*

### LATIN-201 Intermediate Latin I

Fall

Combines a thorough review of Latin grammar and syntax with an introduction to the life and literature of ancient Rome, based on the reading of selected passages of Roman prose and poetry.

*Applies to requirement(s): Humanities; Language*

*B. Arnold*

*Prereq: Latin 102.*

*Credits: 4*

**LATIN-209 Vergil: Aeneid***Not Scheduled for This Year*

A study of the Aeneid with attention both to its presentation of the classic conflict between Greek and Roman value systems and to its controversial portrayal of empire in the Augustan age.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Latin 201.*

*Credits: 4*

**LATIN-222 Intermediate Latin II***Not Scheduled for This Year*

Includes the life and literature of the early Roman empire, as seen in selected works of authors such as Petronius, Ovid, Pliny, and others. Offers further review of grammar and syntax.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Latin 201.*

*Credits: 4*

**LATIN-225 The Dido/Aeneas Story***Not Scheduled for This Year*

Second-year level study of Latin with readings in prose and poetry focused around the Roman foundation myth of Dido and Aeneas, which can be read on many different levels: as a myth of the origins of Rome; as an historical allegory of the Punic wars and the later war against Cleopatra, Queen of the East; as a psychological analysis of romantic love; as moral and political philosophy; and as a classical tragedy with interesting allusions to several of the best Greek tragedies. Selections are from Vergil, Ovid, Livy and Pompeius Trogus. Offers further review of grammar and syntax.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Latin 201.*

*Credits: 4*

**LATIN-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**LATIN-307 The Slender Muse***Not Scheduled for This Year*

A study of the highly romantic poetry that launched a revolution in Latin literature, including such works as Catullus's *epyllion* on Peleus and Thetis and Vergil's *Eclogues* and *Georgics*, with attention to the new understanding of poetry shown in these poems and to their commentary on the social turmoil of the last phase of the Republic.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Latin 222 or above.*

*Credits: 4*

**LATIN-308 Lucretius***Not Scheduled for This Year*

This course explores Lucretius' philosophical poem *De Rerum Natura* as an exposition of Epicurean atomic theory and ethics, and considers the place of the poem in later literature and thought.

*Applies to requirement(s): Humanities; Language*

P. Debnar

*Prereq: Latin 222 or above.*

*Credits: 4*

**LATIN-309 Vergil: Aeneid***Not Scheduled for This Year*

A study of the Aeneid with attention both to its presentation of the classic conflict between Greek and Roman value systems and to its controversial portrayal of empire in the Augustan age.

*Applies to requirement(s): Humanities; Language*

B. Arnold

*Prereq: Any Latin course at the 200 level or above.*

*Credits: 4*

**LATIN-310 Ovid: Metamorphoses***Not Scheduled for This Year*

A study of Ovid's ambitious epic celebrating change and transformative forces, with attention to the challenges it poses to traditional Roman values and to conventional Roman notions of the work appropriate to a poet. In particular, consideration will be given to the way Ovid's poem subversively responds to Vergil's work.

*Applies to requirement(s): Humanities*

B. Arnold

*Prereq: one 200- or 300-level Latin course.*

*Credits: 4*

**LATIN-312 Roma Ludens: Comedy and Satire in Ancient Rome***Not Scheduled for This Year*

Could Romans be funny? Perhaps surprisingly, in a culture where seriousness (*gravitas*) and sternness (*severitas*) were praiseworthy attributes, Romans enjoyed theatrical productions adapted from Greek comedies - from raucous and ribald farces to more subtle comedies of manners. They also believed that satire, poetry that poked fun at the vices and foibles of human nature, was a truly Roman genre. Moreover, both comic and satirical elements appear in a wide range of Roman literature. Authors may include Plautus, Terence, Horace, Ovid, Martial, Juvenal, and others.

*Applies to requirement(s): Humanities; Language*

P. Debnar

*Prereq: Latin 222 or Latin 225.*

*Credits: 4*

**LATIN-319 Power, Politics, and Scandal: Roman Imperial Biography and Historiography***Not Scheduled for This Year*

Tacitus and Suetonius are the two principal authorities for understanding the impact of the Roman emperor's position and authority on the transformation of the political culture of the early empire from republic to monarchy. This course will focus on the content of Roman imperial historiography and biography-- politics and the abuse of power, dynastic succession, scandal and court intrigue-- as well as its form--source material, narrative structure and prose style--by reading closely selections from Tacitus' *Annals of Imperial Rome* and/or *Histories* and Suetonius' *Lives of the Twelve Caesars*.

*Applies to requirement(s): Humanities; Language*

G. Sumi

*Prereq: Latin 222.*

*Credits: 4*

**LATIN-350 Junior/Senior Tutorial***Fall*

Studies in Roman lyric, elegy, didactic poetry, the Roman novel, Roman use of myth in literature, or other authors or genres.

*Applies to requirement(s): Meets No Distribution Requirement*

B. Arnold

*Restrictions: This course is open to Juniors and Seniors.*

*Instructor permission required.*

*Prereq: 8 credits of advanced work in Latin.*

*Notes: Meets Humanities or Language requirement if taken for four credits.*

*Credits: 2-4*

**LATIN-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- Ancient Studies
- Classics
- Greek

# Five College Certificate in Latin American, Caribbean, and Latino Studies

## Overview

The Five College Certificate in Latin American, Caribbean, and Latino Studies allows students the opportunity to specialize in Latin American studies in addition to or as a complement to their majors. Under the guidance of an appointed faculty adviser for the program at each campus, students design a sequential, coordinated and comprehensive course of study drawing on the faculty specialists and course offerings at the five campuses. The program is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

## Requirements for the Certificate

### Courses

- A minimum of eight courses, including:
  - A broadly based introductory course on the social and political history of Latin America or U.S. Latinos (such as Latin American Studies 180/181 at Mount Holyoke)
  - One course in the humanities that focuses substantially on Latin America or U.S. Latinos -- including courses in art, art history, dance, folklore, literature, music, philosophy, religion, or theatre, etc.
  - One course in the social sciences that focuses substantially on Latin America or U.S. Latinos -- including courses in anthropology, economics, geography, politics or political science, and sociology
  - Four other courses which should be more advanced and more specific in focus.
  - One upper-level seminar in Latin America and/or U.S. Latinos.
- Proficiency through second-year college level in an official (other than English) or indigenous language of Latin America.

### Other

- At least one of the courses must be in Latino Studies, and at least one must be in Latin American or Caribbean Studies.
- All courses must be approved in advance by the student's Mount Holyoke advisor for the certificate program.
- At least one course must be taken outside of Mount Holyoke at one of the other institutions in the Five College consortium.
- Students must complete the required courses with a grade of B or better.

## Faculty/Contact

At Mount Holyoke, the advisor for this certificate is Professor Lowell Gudmundson. For further information see [www.fivecolleges.edu/sites/latinamericanstudies/](http://www.fivecolleges.edu/sites/latinamericanstudies/).

## See Also

- Latin American Studies

# Latin American Studies

The major and minor in Latin American studies are administered by the Department of Spanish, Latina/o, and Latin American Studies: Professors Gudmundson (on leave Spring 2016), Mosby (on leave Spring 2016), Romero-Díaz; Associate Professors Crumbaugh (chair) Assistant Professor D. Hernandez (on leave 2015-16); Visiting Lecturers J. Hernandez, Rosa, Soltero Lopez; Senior Lecturer Castro.

## Overview

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latino/a heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with film studies, gender studies, history, and Romance languages and cultures. Regular co-curricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

The interdisciplinary major and minor in Latin American studies emphasize critical approaches to the culture, history, society, and political economy of the region. As societies long defined by and in opposition to external powers, Latin America and the Caribbean have in modern times developed distinctive national and cultural identities celebrated on a world stage in art, music, and literature. The major and minor study the region in its enormous geographic diversity—from plantation to highland Americas, from Mexico to Argentina; and linguistic variety—four European, several Creole, and numerous indigenous languages. Students pursue course work in several thematic and geographic areas.

## Contact Info

Debra Morrissey, senior administrative assistant  
Justin Crumbaugh, chair

## Requirements for the Major

### Credits

- A minimum of 40 credits
- At least 16 credits at the 300 level

### Courses

- Latin American Studies 180, Introduction to Latin American Cultures
- At least one advanced (300-level) course on Spanish American or Brazilian literature taught in the language
- At least one course dealing with subjects outside traditional Latin America—that is, the non-Hispanic areas of the Caribbean or South

America; indigenous peoples of the region; the migration of Hispanic or Caribbean communities abroad.

- It is also strongly recommended that majors complete an appropriate course in American, African American, or Latin American studies that assesses the role of the United States in Latin America, studies United States Latino communities, or compares related experiences across United States/Latin American boundaries.
- At least two courses outside the primary area of interest

## Other

- A command of Spanish or Portuguese.
- An elementary knowledge of the other language (Spanish or Portuguese) and study abroad are strongly recommended for all majors.
- Programs for study abroad can be arranged throughout Latin America and the Caribbean.

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

- One Latin American Studies 180, Latin American Cultures
- At least one course at the 300 level
- One higher-level Latin American studies course

Courses in the student's major field may not be used to fulfill the requirements of the minimum minor.

For related courses in other departments, please check the major website or consult with your major advisor.

## Course Offerings

### LATAM-180 Introduction to Latin American Cultures

*Fall and Spring*

Examines the confrontation, assimilation, and transformation of Amerindian, African, and European cultures in Latin America from the sixteenth century to the present. Focuses on the processes in which distinctive self-images emerged in the region and how these images have been challenged and changed over time. Uses films, literature, and folk traditions to complement scholarly analysis of the emergence of a New World mentality.

*Crosslisted as: History 180*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson, The department*

*Credits: 4*

### LATAM-217 Portuguese for Spanish Speakers

*Fall*

This course is specially designed for students who are proficient in Spanish or another Romance language. This previous knowledge will be drawn upon to promote fast and solid acquisition of linguistic skills in Portuguese. Course conducted in Portuguese. Upon successful completion of the course, students should be able to: interact with other students and the instructor in Portuguese; describe and compare people, places, and things in Portuguese; communicate future plans in Portuguese; narrate and understand past events in Portuguese; offer and understand advice and directions in Portuguese; give and understand opinions in Portuguese; and hypothesize in Portuguese.

*Crosslisted as: Spanish 217*

*Applies to requirement(s): Humanities; Language*

*F. Cunha*

*Prereq: Spanish 201, placement test, or instructor permission.*

*Advisory: Spanish placement test, Spanish 201, or permission of instructor.*

*Notes: Students with proficiency in other Romance languages should seek permission of the instructor.*

*Credits: 4*

#### **LATAM-227 Portuguese for Spanish Speakers - Intermediate**

*Spring*

The goal of this course is to offer students sophisticated linguistic tools that will allow them to interact and communicate in Portuguese in socio-cultural contexts that go beyond their immediate personal experience and daily life. The course is designed for students who have previous experience with Portuguese and are already familiar with the majority of the grammatical structures of the language. Through the use of authentic written texts, videos, and songs, students will broaden and deepen their reading, writing, listening, and speaking abilities in Portuguese.

*Crosslisted as: Spanish 227*

*Applies to requirement(s): Humanities; Language*

*F. Cunha*

*Prereq: Spanish 217.*

*Notes: Course taught in Portuguese.*

*Credits: 4*

#### **LATAM-260 Afro-Latin America: From Slavery to Invisibility**

*Fall*

Exploration of the history of Afro-Latin American populations since Independence within and outside the nation-state. We will question why and how to study those whose governments define them not as peoples of African descent but as part of a mixed-race majority of Hispanic cultural heritage, who themselves may often have supported this policy, and who may have had compelling reasons to avoid official scrutiny. Readings include early twentieth-century Latin American racialist theorizing; research using census, economic, criminal, and marriage records; autobiographical works, and analysis of race in textual and musical representations of peoples, regions, and nations.

*Crosslisted as: History 287AF*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson*

*Credits: 4*

#### **LATAM-277 Caribbean Women Writers**

*Fall*

Comparative examination of contemporary women's writing in the Caribbean. Emphasis will be on their engagement with issues of history, cultural articulation, race, class, gender, and nationality, including exploration of their formal procedures, individual moods, regional particularity, and general impact as writers. Rosario Ferré, Ana Lydia Vega, Julia Alvarez, Edna Brodber, Maryse Condé, Simone Schwarz-Bart, Jean Rhys, Beryl Gilroy, and Rosa Guy are among those whose works we will review.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*D. Mosby*

*Credits: 4*

#### **LATAM-287 Topics in Latin American Studies**

This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.

#### **LATAM-287AC Topics in Latin American Studies: 'Latin America and the Apocalypse?'**

*Not Scheduled for This Year*

This course will examine the impulse in Latin American society, thinking, and cosmology from the pre-Columbian era to the present day. It will focus on historical episodes where cataclysmic visions and fears dominated the day. The course will finish by surveying the contemporary fascination with the end of the Mayan long count in 2012.

*Crosslisted as: History 287AC*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

#### **LATAM-287CU Topics in Latin American Studies: 'Imagining Cuba: Between History and Memory'**

*Spring*

This course introduces students to critical and creative works that center Cuba and its diasporas. The primary questions of the course are: How have authors variously imagined Cuba over time and across space? How are these imaginings of Cuba politically, economically, and culturally situated? Students will question the personal/national and the public/private across a range of texts that explore issues of exile, nostalgia, memory, and nationalism. Readings include works by Cristina Garcia, Ana Menendez, Pablo Medina, Achy Obejas, Roberto G. Fernandez, Carmelita Tropicana, Richard Blanco, and Rachel Kushner and readings by Gustavo Perez Firmat, Sheila Croucher, and Louis A. Perez, Jr.

*Crosslisted as: Gender Studies 204CU, Latina/o Studies 250CU*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*J. Hernandez*

*Credits: 4*

#### **LATAM-287DE Topics in Latin American Studies: 'Rethinking (Under)Development in Latin America'**

*Spring*

When and how did the notion of 'development' emerge and spread? Why does nearly every country now aspire to it? What stigmas and hierarchies does the term 'under-development' imply? Throughout Latin America, such terms provide highly problematic not only with respect to the material reality they purport to describe but also as a framework for understanding place, time, and selfhood. In this course, students rethink conventional wisdom about 'underdevelopment' through the study of writers, filmmakers, and painters from Latin America working at different historical junctures of the twentieth century.

*Crosslisted as: Critical Social Thought 256*

*Applies to requirement(s): Humanities*

*J. Crumbaugh*

*Credits: 4*

#### **LATAM-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

#### **LATAM-386 Central America: Reform, Reaction, Revolution**

*Not Scheduled for This Year*

This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework.

*Crosslisted as: History 386*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Gudmundson*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Latin American Studies or History.*

*Credits: 4*

### **LATAM-387 Special Topics in Latin American Studies**

#### **LATAM-387CL Special Topics in Latina/o Studies: 'Chicana/Latina Feminist Literature and Thought'**

*Fall*

This seminar surveys works by Chicana and Latina authors. Selections from critical/theoretical works will situate our reading of literature produced by Chicana/Latina authors in the United States. Readings of novels, short stories, poems, essays, and plays by Chicana, Cuban American, Puerto Rican, and Dominican American authors provide students with a range of experiences and literary styles. Students will ask how the diversity of these texts bespeaks a shared or distinct experience across differences. Particular attention will be given to the challenges that Chicana/Latina writers pose towards nationalist movements, literary genres, cultural production, and feminisms.

*Crosslisted as: Gender Studies 333CL, English 392CL, Latina/o Studies 350CL*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*J. Hernandez*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

#### **LATAM-387FW Special Topics in Latin American: 'Fighting Words: Imperial Discourses and Resistance in the Americas'**

*Spring*

In 1492, the Spanish conquest forever changed indigenous America and created a new world. European imperial discourses collided with resistance movements and the emerging voices of oppressed peoples, including indigenous peoples, women, and mestizos. This course traces the tensions between imperialist and resistance discourses during both the colonial period and today. We will analyze the literary 'fighting words' that consolidated the Spanish empire and later opened the path to Latin American independence. Tracing the impact of these struggles on the Americas today, we will examine how subaltern communities currently fight to make their voices heard in a globalized world.

*Crosslisted as: Spanish 350FW*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*The department*

*Prereq: Two 200-level Spanish courses above Spanish 212.*

*Notes: Taught in Spanish.*

*Credits: 4*

#### **LATAM-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **See Also**

- Latin American, Caribbean, and Latino Studies



# Latina/o Studies

The minor in Latina/o studies is administered by the Department of Spanish, Latina/o, and Latin American Studies: Professors Gudmundson (on leave Spring 2016), Mosby (on leave Spring 2016), Romero-Díaz; Associate Professors Crumbaugh (chair) Assistant Professor D. Hernandez (on leave 2015-16); Visiting Lecturers J. Hernandez, Rosa, Soltero Lopez ; Senior Lecturer Castro.

## Overview

The Latina/o Studies minor provides an interdisciplinary exploration of the history, culture, and experiences of Latinas/os in the United States. With a presence in the Americas spanning seven centuries, Latinas/os are the largest "minority" in the U.S. and reflect a cultural complexity that includes mode of incorporation to the U.S., cultural productions, political agency, and heterogeneous racial, gender, sexual, class backgrounds and citizenship statuses. Courses in Latina/o Studies place a premium on critical thinking, comparative analyses, and historical and contemporary engagement with society.

## Contact Info

Debra Morrissey, senior administrative assistant  
Justin Crumbaugh, chair

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

- Latina/o Studies 200 or 201, Introductions to Latina/o Studies
- At least one Latina/o Studies course at the 300 level
- Three other Latina/o Studies courses at the 200 or 300 level. A first-year seminar offered by Latina/o Studies faculty may be substituted for one of these courses.

### Other

- At least one course must include a Community-Based Learning component.
- Students are encouraged to take Latina/o Studies courses offered across the Five Colleges, per department faculty approval.
- Four Independent Study credits may be included in the minor (295, 395).
- Courses in a student's major field may not be used to fulfill the minimum requirements of the minor. (For example, a Latin American Studies major may not count a Latina/o Studies course towards both her major and the Latina/o Studies minor.)

## Course Offerings

### LATST-200 Introduction to Latina/o Studies: Social and Cultural Articulations

*Fall*

This course offers an introduction to the study of Latina/o communities in the United States. We will explore major concepts and debates in the growing field of Latina/o Studies, through the study of texts across disciplines including history, sociology, performance theory, personal narrative and ethnography. This interdisciplinary approach will provide us with rich frameworks to interrogate how Latinas/os negotiate complex identities across communities and specific geographic and political contexts.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*J. Hernandez*

*Credits: 4*

### LATST-201 Introduction to Latina/o Studies: Structural Inequalities

*Not Scheduled for This Year*

The course provides an overview of current and past social conditions of Latinas and Latinos within the U.S. We will address laws, policies and institutions that shape the complexity of Latinas'/os' social location and serve as critical sites of resistance. The course addresses legal constructions of race and citizenship, nomenclature, border politics, public health, education, and labor. We will consider the critical intersections of class, gender and sexuality as well as inequality in relation to other persons of color. Students will develop a firm sense of the importance and breadth of the Latina/o political agenda and acquire skills to think across social issues.

*Crosslisted as: Latin American Studies 287SI*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*D. Hernández*

*Credits: 4*

### LATST-230 Afro-Latina/o Diasporic Performance

*Not Scheduled for This Year*

This course focuses on performance practices rooted in the African diaspora of the Americas, with particular attention to how race, ethnicity, sexuality, class, and gender are articulated in multiple aesthetic approaches. We will interrogate how these performances have functioned and continue to inspire political transformation as well as the recovery of shared histories of the Afro-Latina/o diaspora.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Díaz-Sánchez*

*Credits: 4*

### LATST-235 Performance in the Americas

*Not Scheduled for This Year*

This course focuses on issues of race, sexuality, class, gender, indigenous and diasporic identities through the examination of Latin American and US Latina/o performance practices (theater, dance, art) in the Americas. This course explores how Latin American and US Latina/o modes of performance (theater, performance art, dance...) have functioned and continue to allow for politically subversive or resistant transformation.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Díaz-Sánchez*

*Credits: 4*

### LATST-240 Latina Theatre and Performance

*Not Scheduled for This Year*

This course offers transnational approaches to the theory and political practice of performance in the Americas with a focus on work by Latinas in the United States and women in Latin America. We will interrogate the ways in which race, sexuality, class, gender, indigenous and diasporic identities inform the methodological and aesthetic mandates of an array of artists from across disciplines. Employing multiple modes of performance from theater, dance, performance art, ritual, visual art, and folkloric music, we will explore how these practices have functioned and continue to allow for politically subversive or resistant transformation.

*Crosslisted as: Theatre Arts 234LT*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive*

*M. Díaz-Sánchez*

*Credits: 4*

**LATST-250 Special Topics in Latina/o Studies****LATST-250CU Special Topics in Latina/o Studies: 'Imagining Cuba: Between History and Memory'***Spring*

This course introduces students to critical and creative works that center Cuba and its diasporas. The primary questions of the course are: How have authors varyingly imagined Cuba over time and across space? How are these imaginings of Cuba politically, economically, and culturally situated? Students will question the personal/national and the public/private across a range of texts that explore issues of exile, nostalgia, memory, and nationalism. Readings include works by Cristina Garcia, Ana Menendez, Pablo Medina, Achy Obejas, Roberto G. Fernandez, Carmelita Tropicana, Richard Blanco, and Rachel Kushner and readings by Gustavo Perez Firmat, Sheila Croucher, and Louis A. Perez, Jr.

*Crosslisted as: Gender Studies 204CU, Latin American Studies 287CU**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course**J. Hernandez**Credits: 4***LATST-250LR Special Topics in Latina/o Studies: 'Latina/o Urbanism(s)'***Fall*

This course will examine the urban as a social, political, cultural, and economic formation, and set of social relations, with focus on Latina/o identities and culture(s). Urban scholars have long studied the changing and evolving city -- this course explores this notion in relation to Latina/o research, populations, and urban social change movements. We will examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, place-making, social policy, migration/immigration, segregation, urban education, language, and more.

*Crosslisted as: Sociology 216LR**Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa**Credits: 4***LATST-250RP Special Topics in Latina/o Studies: 'Race, Racism, and Power'***Fall*

This course analyzes the concepts of race and racism from an interdisciplinary perspective. Students will be asked to bring a critical lens to the ubiquitous, yet frequently misunderstood concepts of race and racism. We will study the sociocultural, political, economic, and historical forces that collaborate and compete with one another in the production of racial categories. This approach will require us to draw connections between wide-scale processes and everyday interactions. This will involve a consideration of a range of issues and concepts, including colonialism, nation, multiculturalism, representation, and violence. The analysis that we develop will ultimately allow us to think rigorously about social inequality, difference resistance, and liberation.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**V. Rosa**Credits: 4***LATST-250YE Special Topics in Latina/o Studies: 'The Undocumented Latina/o Youth Experience'***Fall*

This course provides an overview of the immigrant rights movement, emphasizing diverse undocumented Latina/o students throughout the K-20 pipeline. Readings and discussions will: address the socio-political construction of 'illegality'; critically examine the creation and implementation of pro- and anti-immigrant legislation, particularly policies that impact undocumented students; survey the challenges and resiliency of the undocumented youth movement as it pertains to education, social mobility, and health; and

deconstruct the legislative, political, economic, and cultural factors that impact the undocumented community in the U.S.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**A. Soltero Lopez**Credits: 4***LATST-295 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-4**Course can be repeated for credit.***LATST-330 Latina Feminisms***Not Scheduled for This Year*

This course offers an interdisciplinary approach to the study of feminist ideologies among Latinas throughout the United States. Employing a range of sources from archival texts to artistic images and ethnographies, we will study the histories and representations of Latina feminist theories across academic and aesthetic approaches. Focusing on the multiplicity of lived experiences among Puertorriquenas, Chicanas, Mexicanas, Centroamericanas, Dominicanas, Suramericanas, and many other communities in the United States, we will interrogate how gender and sexuality have informed the development of Latina feminist movements and political histories.

*Crosslisted as: Gender Studies 333EE**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Díaz-Sánchez**Credits: 4***LATST-335 Race and Representation in Latina/o Film***Not Scheduled for This Year*

This seminar offers an interrogation of the ways in which Latinas and Latinos are represented in the cinema. We will explore early portrayals of Latinas and Latinos in film history and then explore contemporary cinema with a focus on race, class, gender and sexuality in these representations. Employing multiple aesthetic and disciplinary approaches, we will analyze commercial films alongside independent films with particular attention to the market-driven and political mandates of these projects. We will focus on films by both Latina/o filmmakers and non-Latina/o filmmakers, interrogating the multifarious points of entry of these artists.

*Crosslisted as: Film Studies 370RR**Applies to requirement(s): Humanities; Multicultural Perspectives**M. Díaz-Sánchez**Credits: 4***LATST-340 Trans-Latina/o Cultural Studies***Not Scheduled for This Year*

This course begins by discussing the conceptual framework of cultural studies and analyzing the intellectual interceptions made by transnational Latin@ formations, followed by a discussion of transnational Latinidades and what Juan Flores and George Yudice describe as "transcreative" formations. Using these frameworks as a point of departure, we examine a range of particular issues that connect both Latin@ and Latin American communities around specific cultural practices, including the politics and claiming of space, the making of a Latin@ public sphere, transnational and subaltern imaginations, cultural production and consumption, and alternative/subversive performance practices.

*Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive; Writing-Intensive**M. Díaz-Sánchez, W. Valentin-Escobar**Credits: 4*

**LATST-345 Visualizing Immigrant Narratives: Migration in Film**

*Not Scheduled for This Year*

This course offers an interrogation of overt and embedded narratives of migrants and the migration process in popular and documentary film, paying specific attention to cinematic representations of non-citizen bodies confronting migration, deportation, labor, acculturation, and anti-immigrant hysteria. Film screenings and class discussions comprise the interpretative lens through which students will examine the aesthetic, cultural, economic, gendered, historical, political, racial and sexual dimensions of cultural texts. The course is supplemented with readings about immigration policies and histories.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*D. Hernández*

*Restrictions: This course is open to Juniors and Seniors.*

*Notes: Plus 2-3 special screenings*

*Credits: 4*

**LATST-350 Special Topics in Latina/o Studies**

**LATST-350CL Special Topics in Latina/o Studies: 'Chicana/Latina Feminist Literature and Thought'**

*Fall*

This seminar surveys works by Chicana and Latina authors. Selections from critical/theoretical works will situate our reading of literature produced by Chicana/Latina authors in the United States. Readings of novels, short stories, poems, essays, and plays by Chicana, Cuban American, Puerto Rican, and Dominican American authors provide students with a range of experiences and literary styles. Students will ask how the diversity of these texts bespeaks a shared or distinct experience across differences. Particular attention will be given to the challenges that Chicana/Latina writers pose towards nationalist movements, literary genres, cultural production, and feminisms.

*Crosslisted as: English 392CL, Gender Studies 333CL, Latin American Studies 387CL*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*J. Hernandez*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**LATST-360 Special Topics in Latin American Studies: 'Latina/o Immigration'**

*Not Scheduled for This Year*

The course provides an historical and topical overview of Latina/o migration to the United States. We will examine the economic, political, and social antecedents to Latin American migration, and the historical impact of the migration process in the U.S. Considering migration from Mexico, Central America, and the Caribbean, we will discuss the social construction of race, the gendered nature of migration, migrant labor struggles, Latin American-U.S. Latino relations, immigration policy, and border life and enforcement. Notions of citizenship, race, class, gender, and sexuality will be central to our understanding of the complexity at work in the migration process.

*Crosslisted as: Gender Studies 333UU, Sociology 316MM*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*D. Hernandez*

*Credits: 4*

**LATST-365 Disposable People: A History of Deportation**

*Not Scheduled for This Year*

Taught in English, the course explores comparative racial and ethnic politics in the U.S. during the 20th century. We will analyze the creation and maintenance of structural inequalities through laws and policies targeted at persons of color in the areas of healthcare, transportation, immigration, labor, racial segregation, and education. Through readings, lectures and films, we will discuss critical

histories of community struggle against social inequality, registering the central impact that race, class, gender, sexuality, and citizenship have had on efforts toward social justice. The course also offers an optional Community-Based Learning (CBL) component.

*Crosslisted as: Critical Social Thought 365, Latin American Studies 387DP*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*D. Hernandez*

*Credits: 4*

**LATST-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

# Nexus in Law, Public Policy, and Human Rights

The Nexus in Law, Public Policy, and Human Rights is administered by a faculty advisory group led by Assistant Professor Reiter (politics).

## Overview

The goal of the Nexus in Law, Public Policy, and Human Rights is to provide students with the tools necessary to form a deep understanding of how complex relationships between local and national political processes both create public policies and shape legislation and its interpretation. This Nexus provides students with both an academic and experiential lens. Students will choose courses from several departments including politics, economics, history, and sociology in order to examine how both law and public policies are imbedded in much larger social, historical, and economic realities.

## Contact Info

Eleanor Townsley, Nexus director  
Andrew Reiter, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
  - Students electing this track are also strongly encouraged to take a course in statistics and/or quantitative analysis, such as Economics 220, Psychology 201, Sociology 225, or Statistics 140.
- College 210 (the 2-credit “pre-experience” course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### *Anthropology*

245 Global Health and Humanitarianism

### *College*

210 Ready for the World: Preparing for Your Internship and Research Project

211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### *Economics*

203 Environmental Economics  
213 Economic Development: A Survey  
220 Introduction to Econometrics  
310 Public Finance Seminar

### *History*

301EM Colloquium: 'The Age of Emancipation'

### *Philosophy*

225 Symbolic Logic

### *Politics*

235 Constitutional Law: The Federal System  
236 Civil Liberties  
247 International Law and Organization  
313 The Politics of Poverty  
327 Transitional Justice

### *Psychology*

201 Statistics

### *Sociology*

225 Survey Research and Data Analysis

## See Also

- Politics
- International Relations

# Five College Certificate in Logic

## Overview

“How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence.” —V. K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: philosophy, mathematics, computer science, and linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

## Requirements for the Certificate

### Courses

- Six courses from the list of approved Five College logic courses as published online [https://www.fivecolleges.edu/logic/courses/regularly\\_offered\\_logic\\_course](https://www.fivecolleges.edu/logic/courses/regularly_offered_logic_course) or as approved by a Logic Program campus advisor
- No more than four courses can be counted toward the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).
- At least two courses must be taken at an advanced level (500 or above at University of Massachusetts; 300 or above at Amherst, Hampshire, Mount Holyoke or Smith).
- At least one course should expose students to the basic metatheory of first order logic, including incompleteness. Courses satisfying this requirement include:
  - Smith, Philosophy 220
  - Amherst, Math 385
  - University of Massachusetts, Philosophy 513, 514
  - Mount Holyoke, Philosophy 327

### Other

- Students must receive a grade of B or better in each course counting toward the certificate.

## Faculty/Contact

For further information see [www.fivecolleges.edu/sites/logic/](http://www.fivecolleges.edu/sites/logic/) or consult the Mount Holyoke College program advisor, Samuel Mitchell (philosophy).

## See Also

- Philosophy
- Mathematics

# Mathematics

The mathematics major and minor are administered by the Department of Mathematics and Statistics: Professors Davidoff (on leave 2015-16), Foulkes, Gifford, M. Peterson, Robinson, Sidman (chair); Assistant Professors Bray (on leave 2015-16), Shepardson; Visiting Lecturers Biermann, Hosman, Hoyer-Leitzel, Kouzehkanani, Schwartz.

## Overview

Courses in the Department of Mathematics and Statistics are designed with several goals in mind: to teach the language of the mathematical sciences, to provide a command of powerful mathematical tools, to develop problem-solving skills, to foster the ability to ask questions and make independent discoveries, and to encourage the experience of mathematics as a distinctively rigorous way of knowing.

## Contact Info

Laurie Kamins, senior administrative assistant  
Jessica Sidman, chair

## Requirements for the Major

### Credits

- A minimum of 36 credits
- 12 credits at the 300 level

### Courses

- Math 203, Calculus III
- Math 211, Linear Algebra
- Math 232, Discrete Mathematics,
- Math 301, Real Analysis
- Math 311, Abstract Algebra
- 4 additional credits in mathematics or statistics at the 300 level
- 12 additional credits in mathematics or statistics at the 200 level or above.

We strongly encourage students to explore topics in applied mathematics and statistics and urge students to begin this before their junior year.

With prior approval, a 300-level course that contains substantial mathematical or statistical content in another discipline may be used to fulfill at most 4 of these credits toward the major.

## Requirements for the Minor

### Credits

- A minimum of 16 credits in mathematics or statistics at the 200 level or above

### Courses

- At least one 200-level course in mathematics
- At least one 300-level course in mathematics

### Courses

- Students planning a minor in mathematics should consult a member of the department.

- With departmental permission, students who have already completed one exploration course may elect to enroll in a second exploration course at the 200-level so that it may be counted toward the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of mathematics can combine their course work in mathematics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of mathematics, please consult your advisor or the chair of the mathematics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the mathematics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### Beginning the Study of Mathematics

There are many ways to begin the study of the mathematical sciences at Mount Holyoke College. Students can begin with precalculus, calculus, an introduction to statistics or data analysis, an "explorations" course, or computer science.

If your interests lie in science, economics, or social sciences, calculus is important because it is the language these disciplines use. Students who are planning to take Precalculus, Calculus I, or Calculus II are required to complete a brief self-assessment. The actual self-assessment is available to all entering students and all students preregistering for Calculus. It is designed so that a student can use it as a learning tool, taking it as many times as she wishes. More information is on the department's website.

Toward the Study of Calculus. If the Precalculus Test or your own mathematics background suggests, you should complete a year-long sequence of Math 100, Precalculus, followed by Math 101, Calculus I. The Precalculus course carries 4 credits but does not meet any distribution requirement. Distribution credit will be granted upon successful completion of Math 101, Calculus I. Precalculus courses taken outside the Mount Holyoke College Math 100/Math 101 sequence will not be granted credit nor be approved to satisfy any distribution requirement.

Beginning with Calculus. If you wish to begin with a calculus course, you can take one of the following: Mathematics 101, Calculus I; Mathematics 102, Calculus II; or Mathematics 203, Calculus III.

Students who have not studied calculus and who have the necessary precalculus background belong in Calculus I. Most students who have taken calculus in high school begin with Calculus II. In particular, if you have studied the derivative and its applications and have been introduced to the definite integral, you should take the Calculus Assessment to determine if you are ready to move to Calculus II.

If you have a good knowledge of applications of integration and of transcendental functions, and if you enjoy mathematics, we encourage you to begin your college-level study of calculus with Calculus III (203). (The study of series is neither required for nor included in Calculus III. Physics and mathematics students will encounter this topic in later courses.)

Beginning the study of calculus beyond Calculus I does not require the advanced placement examination, although the score on this examination is a useful guide. A student with an advanced placement AB score of 3 or less should begin with

Mathematics 101, Calculus I; an advanced placement AB score of 4 or 5 or a BC score of 3 indicates readiness for 102; a grade of 4 or 5 on the BC examination indicates readiness for 203.

Other Beginnings. The “explorations” courses in areas like number theory and geometry (for example, Math-114, 120) offer another way to begin your study of mathematics. They emphasize mathematics as an art and as a way of seeing and understanding. The exploration courses do not presuppose demonstrated ability for or prior strong interest in mathematics. They intend to awaken interest by demonstrating either the remarkable pervasiveness of mathematics in nature and its power as a tool that transcends disciplines, or its qualities as an art that can fascinate and offer aesthetic pleasure to the participant. Any explorations course can serve as an entry to the further study of mathematics, and even to a minor or a major. Students who wish to go on may follow up with the Laboratory in Mathematical Experimentation (251) or Discrete Mathematics (232), among various other possibilities, all of which can be discussed with any member of the department.

A few students begin their study of mathematics with Linear Algebra (211), Discrete Mathematics (232), or the Laboratory in Mathematical Experimentation (251). Linear Algebra is a good choice for students who have a very solid background in high school mathematics and who enjoy abstraction. If you have taken some calculus, and if you enjoy new topics in mathematics, then you might consider either Discrete Mathematics (232) or the Laboratory in Mathematical Experimentation (251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics and computer science in this catalogue.

## Advice to Students with Special Interests

Actuarial science: Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 102), Calculus III (Mathematics 203), Probability (Mathematics 342), and Mathematical Statistics (Statistics 343), along with Macroeconomic Theory (Economics 211), Microeconomic Theory (Economics 212), and Economics of Corporate Finance (Economics 215). Students are also encouraged to obtain experience through an internship.

Biostatistics, public health, or natural resources: Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

Economics or business: Many students with these interests choose the special major in mathematics and economics or the special major in statistics and economics.

Engineering: Students interested in engineering often double major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering, the California Institute of Technology, or the University of Massachusetts (see the Other Degree and Certificate Programs chapter).

Graduate school: Students preparing for graduate school in mathematics or statistics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. For students considering graduate work in mathematics, more than the minimum number of courses for the mathematics major is advisable.

## Course Offerings

### MATH-100 Precalculus

*Instructor permission required.*

### MATH-100PC Precalculus

### Fall

This course is intended for students who, based on the results of their precalculus assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic precalculus skills in order to be ready to progress to calculus. Features the study of functions, including trigonometric functions, the exponential function, and logarithms, and the phenomena they model.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Robinson*

*Instructor permission required.*

*Notes: Send score from math online self-assessment and background information to robinson@mtholyoke.edu.*

*Credits: 4*

### MATH-101 Calculus I

*Fall and Spring*

This course is for students who have not studied calculus and who have the necessary precalculus background. It presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences. All students are required to complete the online self assessment of precalculus skills before the course begins.

*Applies to requirement(s): Math & Sciences*

*J. Biermann, A. Hoyer-Leitzel, The department*

*Credits: 4*

### MATH-102 Calculus II

*Fall and Spring*

Topics include techniques of integration, applications of integration, differential equations, sequences, series, and Taylor series.

*Applies to requirement(s): Math & Sciences*

*M. Peterson, J. Sidman, The department*

*Advisory: If you have studied the derivative and its applications and have been introduced to the definite integral, you will be prepared for Calculus II.*

*Credits: 4*

### MATH-112 History of Mathematics

### MATH-114 Explorations in Number Theory

*Not Scheduled for This Year*

We will cover the arithmetic of whole numbers and of prime numbers, in particular, examining some of the earliest questions in mathematics from a modern perspective, finding whole number solutions to equations with several variables, deciding whether or not such solutions exist and if so, determining whether the solution set is finite or infinite. Topics include the theory of 'finite arithmetic,' converting questions about the infinite set of whole numbers to those involving just a small set of primes, using computers to examine problems numerically.

*Applies to requirement(s): Math & Sciences*

*The department*

*Advisory: a good grasp of arithmetic*

*Credits: 4*

### MATH-120 Explorations in Geometry

*Spring*

*Applies to requirement(s): Math & Sciences*

*The department*

*Credits: 4*

### MATH-158EX Developing Mathematical Ideas: Examining Features of Shape

*Fall*

Participants will examine different aspects of two and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The course includes a study of angle, similarity, congruence,

and the relationships between 3-D objects and their 2-D representations. Later in the semester participants will explore different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume as well as the complex interrelationships among these.

*Crosslisted as: Mathematics (thru PaGE) 402*

*Applies to requirement(s): Meets No Distribution Requirement*

*A. O'Reilly, S. Smith*

*Instructor permission required.*

*Notes: Half semester.*

*Credits: 2*

### **MATH-158ME Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions**

*Fall*

Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.

*Crosslisted as: Mathematics (thru PaGE) 402*

*Applies to requirement(s): Meets No Distribution Requirement*

*A. O'Reilly, S. Smith*

*Instructor permission required.*

*Notes: Half semester.*

*Credits: 2*

### **MATH-203 Calculus III**

*Fall and Spring*

Topics include differential and integral calculus of functions of several variables.

*Applies to requirement(s): Math & Sciences*

*A. Hoyer-Leitzel, J. Sidman, The department*

*Prereq: Math 102.*

*Credits: 4*

### **MATH-211 Linear Algebra**

*Fall and Spring*

Topics include elements of the theory of matrices and vector spaces.

*Applies to requirement(s): Math & Sciences*

*M. Robinson, The department*

*Prereq: Mathematics 102 or above.*

*Credits: 4*

### **MATH-232 Discrete Mathematics**

*Fall and Spring*

Studies some aspects of discrete mathematics. Topics include sets, functions, elementary probability, induction proofs, and recurrence relations.

*Applies to requirement(s): Math & Sciences*

*A. Schwartz, The department*

*Prereq: Mathematics 102 or above or Computer Science 101 .*

*Credits: 4*

### **MATH-251 Laboratory in Mathematical Experimentation**

*Not Scheduled for This Year*

Offers mathematics as a laboratory science. After a short introduction to the computer, uses hand and computer computation to explore mathematical ideas.

Directs laboratory projects toward discovery of properties and patterns in mathematical structures. The choice of projects varies from year to year and is drawn from algebra, analysis, discrete mathematics, geometry, and statistics.

*Applies to requirement(s): Math & Sciences*

*Other Attribute(s): Writing-Intensive*

*The department*

*Prereq: Mathematics 102.*

*Credits: 4*

### **MATH-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes: The permission of The department is required for independent work to count towards the major or minor.*

*Credits: 1-4*

*Course can be repeated for credit.*

### **MATH-301 Real Analysis**

*Spring*

Topics include the real number system, convergence of sequences and series, power series, uniform convergence, compactness and connectedness, continuity, abstract treatment of differential and integral calculus, metric spaces, and point-set topology.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Mathematics 102, 211, and 232.*

*Credits: 4*

### **MATH-302 Complex Analysis**

*Not Scheduled for This Year*

Topics include differentiation and integration of functions of a complex variable, the Cauchy integral formula, residues, conformal mapping, and applications to physical science and number theory.

*Applies to requirement(s): Math & Sciences*

*The department.*

*Prereq: Mathematics 203 and 301 or Intro to Math Methods (Physics 303/200/205).*

*Notes: offered alternate years at Mount Holyoke and Smith Colleges*

*Credits: 4*

### **MATH-309 Topics in Analysis**

#### **MATH-311 Abstract Algebra**

*Fall*

Topics include algebraic structures: groups, rings (including some elementary number theory), fields, and vector spaces.

*Applies to requirement(s): Math & Sciences*

*A. Schwartz*

*Prereq: Mathematics 211 and 232*

*Credits: 4*

#### **MATH-319 Topics in Algebra**

##### **MATH-319CM Topics in Algebra: 'Combinatorial Commutative Algebra'**

*Fall*

How can we use graphs to answer questions about polynomials or use algebra to answer questions about graphs? This class will explore connections between graph theory and abstract algebra. Topics will include graph theory, simplicial complexes, and polynomial rings and ideals.

*Applies to requirement(s): Math & Sciences*

*J. Biermann*

*Prereq: Math 211.*

*Advisory: Mathematics 232 or 311 recommended.*

*Credits: 4*



**MATH-327 Advanced Logic***Fall*

This course uses the predicate calculus to present a careful development of formal elementary number theory, and elementary recursion theory, culminating in a proof of G+del's incompleteness results. It includes some discussion of the philosophical significance of these results for the foundations of mathematics.

*Crosslisted as: Philosophy 327**Applies to requirement(s): Humanities**S. Mitchell**Prereq: Philosophy 225.**Credits: 4***MATH-329 Topics in Geometry****MATH-333 Differential Equations***Spring*

This is an introduction to differential equations for students in the mathematical or other sciences. Topics include first-order equations, second-order linear equations, qualitative study of dynamical systems, and first- and second-order linear partial differential equations.

*Applies to requirement(s): Math & Sciences**The department**Prereq: Math 102.**Credits: 4***MATH-339 Topics in Applied Mathematics****MATH-339PT Topics in Applied Mathematics: 'Optimization'***Fall*

Mathematical optimization involves finding the best solution to a problem from a set of feasible solutions defined by mathematical constraints. It has an elegant theory and applications in fields like management, economics, engineering, and computer science that require decision making under constraints on time or other resources. We will begin by studying linear optimization, including duality, the simplex algorithm, and the geometry of linear programming. Other topics will include discrete optimization, network optimization, and nonlinear optimization.

*Applies to requirement(s): Math & Sciences**D. Shepardson**Prereq: Mathematics 211.**Credits: 4***MATH-342 Probability***Fall*

This course develops the ideas of probability simultaneously from experimental and theoretical perspectives. The laboratory provides a range of experiences that enhance and sharpen the theoretical approach and, moreover, allows us to observe regularities in complex phenomena and to conjecture theorems. Topics include: introductory experiments; axiomatic probability; random variables, expectation, and variance; discrete distributions; continuous distributions; stochastic processes; functions of random variables; estimation and hypothesis testing.

*Applies to requirement(s): Math & Sciences**A. Foulkes**Prereq: Mathematics 203.*

*Notes: Offered alternately at Mount Holyoke and Smith Colleges. Offered at Mount Holyoke in fall 2015 and 2017.*

*Credits: 4***MATH-395 Independent Study***Fall and Spring**The department**Instructor permission required.*

*Notes: The permission of The department is required for independent work to count towards the major or minor.*

*Credits: 1-8**Course can be repeated for credit.***See Also**

- Engineering
- Dual Degree Engineering

# Medieval Studies

The major and minor in medieval studies are administered by the Medieval Studies Committee: Professors Davis (art history), Romero-Díaz (Spanish); Associate Professor Yu (English); Five College Early Music Program Director Eisenstein.

## Overview

Medieval studies focuses on a seminal period in Western, Mediterranean, and Middle Eastern civilizations. Through the study of art, history, languages, literature, music, and religion, the program leads students to explore the character and creative contributions of the period, to investigate the dynamic interactions of its diverse Christian, Jewish, Muslim, and pagan cultures, and to assess the impact of the Middle Ages on the formation of the New World and the shaping of modern societies.

The Medieval Studies Program offers an unusually strong and innovative variety of courses at all levels of the curriculum. Prospective majors and minors should try to take as many of the 100- and 200-level courses offered by the program as possible.

## Contact Info

Kristin McMillan, senior administrative assistant  
Wesley Yu, chair

## Requirements for the Major

### Credits

- A minimum of 40 credits

### Courses

- Three courses in different disciplines at the 100 or 200 level, including Medieval Studies 101.
- Five courses (20 credits) must be at the 300 level in at least two disciplines, with 8 credits at the 300 level in at least one discipline. Majors are encouraged strongly to take Medieval Studies 300 as one of the courses at the 300 level.

### Other

- Majors should study medieval language or literature in English, French, Italian, Latin, or Spanish in a program worked out with the program chair or academic advisor. Students are advised to acquire proficiency in a modern foreign language sufficient to use foreign language sources in advanced courses.

Medieval studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minor

### Credits

- A minimum of 16 credits (four courses)

### Courses

- Medieval Studies 101 is strongly recommended as a foundation for study.

- Courses must be selected from at least two disciplines beyond the 100 level.
- At least one course must be at the 300 level.

## Course Offerings

### MEDST-217 Special Topics in Medieval Studies

#### MEDST-295 Independent Study

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### MEDST-300 Seminar in Medieval Studies

#### MEDST-300MC Seminar in Medieval Studies: 'Early Muslim/Christian Encounters'

*Not Scheduled for This Year*

This course explores a set of recently discovered documents that substantially changes our understanding of Christian/Muslim relations. We will read texts such as a Christian/Muslim debate, a bishop's letter on how to bribe Muslim rulers, and an exorcism account concerning demon-possessed monks. Students will be among the first in a thousand years to read these works providing them with a strong knowledge of the history of Christianity, of Islam, and of their first interactions with each other.

*Crosslisted as: Religion 337MC*

*Applies to requirement(s): Humanities*

*M. Penn*

*Prereq: 4 credits in Religion.*

*Credits: 4*

### MEDST-395 Independent Study

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## Related Courses

### Art History

222 Age of Cathedrals: Art in Europe 1100-1500

271 Arts of Islam: Book, Mosque, and Palace

320 Seminar in Medieval Art

332 Seminar in Baroque Art

### English

213 The Literature of the Later Middle Ages

214LR Topics in Medieval Studies: Love and Reason in Medieval Romance

214CM Topics in Medieval Studies: The Curious Middle Ages

215 Early Chaucer

311CT Chaucer: The Canterbury Tales

### History

115 The Medieval World

129 The Middle Ages: 300-1300

254 Doubt, Dissent, and Heresy in the Age of the Inquisition

301MA Martyrdom as Social Protest: Resistance and Honor from Antiquity to Early Modern Europe

### Music

281 History of Western Music I

### Politics

211 Ancient and Medieval Political Thought

# Middle Eastern Studies

The major in Middle Eastern Studies is administered by the Asian Studies Committee: Professors Gabriel (economics; on leave Fall 2015), Hachiyonagi (art), Hashmi (international relations), Khory (politics), I. Peterson (Indian literature, cultural history, and Hinduism; on leave Spring 2016), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature; on leave 2015-16); Associate Professors Chen (politics), Datla (history), Mrozik (religion; on leave Spring 2016), Steinfels (religion); Assistant Professor Babul (anthropology; on leave 2015-16); Lecturers Xu (Chinese) and Yan (Chinese); Teaching Associate Kao (Chinese); Five College Assistant Professor Sbaiti (history; on leave 2015-16); Five College Senior Lecturer Brown (Japanese); Five College Lecturers Arafah (Arabic), Massey (Korean), Park (Korean); Visiting Lecturer Lee (history).

The certificate in Middle Eastern Studies is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisors from Mount Holyoke, Professor Hashmi (international relations), Associate Professor Steinfels (religion), and 5College Lecturer Arafah (Arabic).

## Overview

One of four interdisciplinary majors within the Asian Studies program, the major in Middle Eastern studies allows students to specialize in the history, languages, cultures, and politics of the Middle East. The Five-College Certificate in Middle Eastern Studies allows students to complement any disciplinary major with multidisciplinary studies and linguistic attainments.

Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of this region.

Language study is the core component of the major. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke.

Most of our students spend a semester or a summer in study abroad programs. Students may participate in one of the many Mount Holyoke College-approved Middle Eastern study abroad programs.

Middle Eastern studies majors and minors graduate to pursue careers in fields as varied as education, business, NGOs, journalism, the arts, government service, and graduate study.

## Contact Info

Kristin McMillan, senior administrative assistant  
Sohail Hashmi, chair  
Website: <http://www.mtholyoke.edu/acad/asian/>

## Requirements for the Major

A minimum of 40 credits of course work on the Middle East. Any course that devotes 50 percent or more of its substance to Middle Eastern countries, peoples, or issues may be counted toward the major. One course on Middle Eastern diasporas may count toward the major.

## Courses

- Four courses (16 credits), equivalent to two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian. Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Additional courses in Arabic and in other languages are offered through the Five College Mentored Language Program. Students may count up to 4 credits toward the major for studying a Middle Eastern language through the Five College Mentored Language Program. A maximum of 16 lower-level language credits and a total of 24 language credits can be counted toward the major.
- Two introductory courses (8 credits) providing an overview of Middle Eastern history. One course (4 credits) must be in the premodern period (pre-1500 CE) and one course (4 credits) must be in the modern period (1500–present).
  - The following courses fulfill the premodern history requirement: Religion 102, Introduction to Islam.
  - The following courses may be used for the modern history requirement: History 111, The Making of the Modern Middle East; International Relations 211, Middle East Politics.
- Four elective courses (16 credits):
  - Two (8 credits) must be from Group One: Humanities (language, literature, the arts, history, philosophy, and religion and interdisciplinary courses in these areas). In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.
  - Two (8 credits) must be from Group Two: Social Science (anthropology, economics, geography, international relations, linguistics, politics, sociology, and interdisciplinary courses in these areas).
- At least three courses (12 credits) must be 300-level courses. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course. One of the three 300-level courses must be a non-language course.

## Requirements for the Certificate

Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with a Middle Eastern Studies advisor from Mount Holyoke. Students are encouraged to declare intentions and begin work with an advisor during the sophomore year.

## Courses

- Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian. Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Additional courses in Arabic and in other languages are offered through the Five College Mentored Language Program. This requirement may be fulfilled through course completion or by examination.
- Two introductory courses providing an overview of Middle Eastern history. One course must be in the pre-modern period (600-1500 CE) and one course must be in the modern period (1500-present).
- Five courses from the following categories. Students must take at least one course from each of the groups.
  - Group one: Religion and Philosophy
  - Group two: Literature, Art, and Language study beyond what is required to satisfy the language requirement above.
  - Group three: History and Social Sciences

## Other

Students are also encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's advisor.

Courses offered at the Five Colleges in the upcoming semester that qualify for the Certificate are listed on the certificate's website, as is the application students must submit when all requirements have been completed:

<https://www.fivecolleges.edu/middleeast/certificate/>. Courses not listed, whether taken at one of the Five Colleges or elsewhere, must be approved by the committee on the recommendation of the campus advisor.

Students must receive a grade of B or better in every course counted toward the certificate.

## Related Courses

Most Middle Eastern studies courses at Mount Holyoke are listed below, but students should also consult the catalogue entries or websites of other departments, including art history, history, international relations, politics, and religion. Middle Eastern Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College or individual college websites).

Please consult the chair of the Asian Studies Committee for guidelines regarding Asian languages not taught in the Five Colleges.

## Courses Counting toward the Major, 2015–2016

### *Art History*

- 271 Arts of Islam: Book, Mosque, and Palace  
360CG Seminar in Asian Art: 'Curating Global Contemporary Art'

### *Asian Studies*

- 130 First-Year Arabic I  
232 Second-Year Arabic I  
271 Arts of Islam: Book, Mosque, and Palace  
332 Third-Year Arabic I

### *History*

- 111 The Making of the Modern Middle East  
296ME Women in History: 'Women and Gender in the Middle East'

### *International Relations*

- 125 Israel/Palestine: Fact/Fiction  
211 Middle East Politics  
222 The United States, Israel, and the Arabs  
224 The United States and Iran  
323 Comparative Politics of the Middle East  
324 Islamic Political Thought  
333 Just War and Jihad: Comparative Ethics of War and Peace  
341 Political Islam

### *Jewish Studies*

- 150 Introduction to Modern Hebrew

### *Religion*

- 102 Introduction to Islam  
201 Introduction to the Qur'an  
205CL Issues in Islamic History: 'Classical Islamic Civilization'  
207 Women and Gender in Islam

### *Russian and Eurasian Studies*

- 312 Silk Roads: Ancient and Modern Highways across the Eurasian Continent

## See Also

- Arabic Minor
- Asian Studies

# Music

The major and minor in music are administered by the Department of Music: Professors Greenbaum, Laderach, Omojola (Five College Ethnomusicologist), Sanford, Schipull, Steigerwalt (chair); Assistant Professors Mueller, Ng (Director of Orchestra); Senior Lecturer Eisenstein (Five College Early Music Director); Lecturers Cobb, Pope (Director of Choral Ensembles), Schween; Performance Instructors Alterman, Caputo, de Fremery, Dennis, Fizznogli, Gilwood, Gionfriddo (Director of Jazz Ensembles), Hale, Jeffries, Klement, Lach, Levine, Lipkens, Lovell, Patrick, Perry, Picchi, Robbins, Ruby, Slapin.

## Overview

The Department of Music regards the study of music as an artistic discipline that has an essential role in liberal arts education. Through courses in music history, theory, ethnomusicology, performance, and composition, the department cultivates growth of the individual by fostering her creative, intellectual, and critical abilities.

## Contact Info

Carol Wrobleski, senior administrative assistant  
Gary Steigerwalt, chair  
Website: <http://www.mtholyoke.edu/acad/music/>

## Requirements for the Major

The music major is designed for students with a wide range of interests, backgrounds, and career goals. It is intended to provide a broad and varied acquaintance with theory, historical and cultural contexts, and literature of music as well as to develop skills in performance, analysis, and synthesis. The integration of creating, performing, and thinking about music fosters musical awareness and critical perception.

In order to declare a major, students must have already completed one four-credit course that leads to or fulfills a requirement of the major/minor: Music 131, 215, 220, 226, 231, 239, or 281.

## Credits

- A minimum of 32 credits in classroom courses, including 12 at the 300 level, and
- 8 credits in ensemble and performance studies

## Courses

- Music 231, Theory I; 232, Theory II; 233, Theory III
- Music 281, History of Western Music I; 282, History of Western Music II
- Music 334, Music Analysis
- Music 371, Topics in Music
- A 4-credit 300-level elective in history, theory, ethnomusicology, performance, or composition
- Performance requirements:
  - Two semesters of individual performance study, one of which must be at the 200 level
  - One additional semester at the 200 or 300 level in individual performance study, conducting, ethnomusicology, or composition
  - 2 credits in ensemble performance

## Other

- If a 4-credit course in ethnomusicology is not selected to fulfill the 300-level classroom elective or the third semester of individual performance study, then an additional ethnomusicology classroom course at the 200 level is required.
- Students with little or no keyboard experience are advised to study a keyboard instrument while completing required work in the department at the 100 and 200 levels.
- Demonstration of a level of keyboard proficiency that permits the reading of elementary keyboard repertory is required.
- Independent study (295, 395) is encouraged but does not count toward the major. A student wishing to pursue independent study that may lead to honors is encouraged to begin in the second semester of her junior year.
- Approval of the department chair is required for initial declaration of the major.

For information on exemption procedures for any requirement, contact the Department of Music.

## Requirements for a Special Major with a Music Component

### Courses

- Music 231, Theory I; Music 232, Theory II
- Music 281, History of Western Music I; Music 282, History of Western Music II
- Two courses at the 300 level, chosen from among those offered in theory, history, ethnomusicology, composition, and/or performance.
- Approval of the department chair is required for initial declaration of the special major with a music component. Students are required to have a music department faculty member among their advisors.

## Requirements for the Minor

In order to declare a minor, students must have already completed one four-credit course that leads to or fulfills a requirement of the major/minor: Music 131, 215, 220, 226, 231, 239, or 281.

## Credits

- A minimum of 20 credits above the 100 level

## Courses

- Music 231, Theory I; Music 232, Theory II
- Either Music 281, History of Western Music I or 282, History of Western Music II
- 8 additional credits at or above the 200 level (excluding 295 and 395), including at least one 4-credit 300-level course in music theory, history, ethnomusicology, performance, or composition.
- Approval of the department chair is required for initial declaration of the minor.

*If 200-level individual performance study is to be counted toward the minor, two semesters must be taken consecutively in the same instrument or in voice.*

## Teacher Licensure

Students interested in pursuing licensure in the field of music can combine their course work in music with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. Students wishing to pursue teacher licensure should consult the music department before the first semester. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Frenette in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the music department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### First-Year Students

Introductory classes in fundamentals, music history and literature, and composition are offered for students with little or no experience; those with more experience may be able to exempt prerequisites and enter directly into the music theory or music history course sequence.

A first-year student interested in a music major or minor should take or exempt Music 100, Rudiments of Music or Music 131, Basic Musicianship (Rudiments with a lab component), so that she may enroll in Music 231 in the spring semester of her first year. First-year students may also take 102, Music and Technology; 226, World Music; 151, Individual Performance Instruction; Ensembles; or a first-year seminar taught by Music faculty such as FYSEM-110DV, Adventures in Music. Spring entrants should exempt Music 100 when they arrive on campus, so that they may enroll in 231.

### Music Exemption Exams

Students who demonstrate a thorough knowledge of the rudiments of music will be exempted from the Music 100 prerequisite for certain courses and from the Music 100 requirement associated with individual performance studies (please see below). For information on exemption from other courses, please contact the department.

### Performance Studies

Official registration for all performance courses may only be done on ISIS after successful completion of the audition process; at the audition students should be prepared to demonstrate their level of vocal or instrumental proficiency. All performance study is for academic credit. (See Music 100 requirement below.)

The Department of Music offers private instruction in performance studies at three levels for areas listed. Students studying privately are encouraged to elect the 50-minute lesson but may, at their own option or when advised by the instructor, enroll for the 30-minute lesson.

Students will be placed according to the following order of priority: declared music majors and minors; first-, second-, and third-year students who demonstrate proficiency on their instrument at or above an upper elementary level, with order of placement determined by extent of experience and quality of performance; first-, second-, and third-year students who wish to begin their study of an instrument or voice, provided they enroll concurrently in Music 100 Rudiments of Music or 131 Basic Musicianship; fourth-year students, with order of placement determined by extent of experience and quality of performance. Senior beginners must enroll concurrently in Music 100 or Music 131.

Applied music fees, grants-in-aid, and fee exemptions are described in the Tuition and Fees chapter. No refund of fee after tenth academic day of classes. For 2015-2016 fees, please see [www.mtholyoke.edu/acad/music/performance](http://www.mtholyoke.edu/acad/music/performance).

Students study with Mount Holyoke performance faculty if the instrument they wish to study is offered by the department. Enrollment is limited according to teacher availability, and permission of the instructor is required. Please consult the department for audition dates and times.

### Music 100 Requirement

Because the Department of Music believes students enrolled in individual performance studies should have a thorough knowledge of the rudiments of music, enrollment will be contingent on exemption from or concurrent enrollment in Music 100 or Music 131 regardless of whether a student is enrolled at Mount Holyoke or another Five College institution.

The Music 100 Exemption Examination is in two parts. In order to pass the exam, students must achieve scores of at least 75 percent on both the written and aural portions.

### 100 Level

Successful completion of, or exemption from, Music 100 allows up to 8 academic credits of individual performance study on one instrument at the 100 level.

### 200 Level

Following successful completion of 8 credits of performance study at the 100 level on one instrument, the student automatically advances to study at the 200 level, for which there are no credit limitations. Students enrolled in study at the 200 level must participate in at least one public performance per semester. Earlier entry into the 200 level is with permission of instructor.

### 300 Level

Usually taken only in the senior year. Students may advance to the 300 level of performance studies upon completion of 232, one history course at the 200 level, recommendation of the instructor, and permission of the department chair. Four credits are granted for each semester of performance study at the 300 level. Students enrolled in one semester of study at the 300 level will be required to prepare a half-recital or its equivalent. Students enrolled in a full year of study at the 300 level must prepare one full recital program or its equivalent. ("Equivalent": two half-recitals, or one-half recital plus other significant public performance.) More detailed information on performance study at the 300 level is available from the Department of Music office.

### Ensemble Performance Studies

Enrollment in any large or small ensemble is by audition only.

### Instrumental Ensembles

Enrollment in instrumental ensembles may be limited according to teacher availability. Permission of instructor is required.

### The Five College Early Music Program

The Five College Early Music Program provides practical experience in medieval, Renaissance, and Baroque music. A faculty of distinguished performers and scholars provides applied, historical, and theoretical experience in performance. A collection of early music instruments is available. Students are encouraged to participate in one or more of the performing groups that meet regularly with a coach; ensembles are organized at all levels of ability, from beginning to advanced, to accommodate progress throughout a four year academic program.

## Course Offerings

### 100-level Courses

#### **MUSIC-100 Rudiments of Music**

*Fall and Spring*

In this half-semester course students will become familiar with the elements of music notation (staves, clefs, pitch names, note and rest values) and with some of the basic skills necessary for college-level music instruction (e.g., construction and identification of scales, intervals, triads, and basic diatonic functions).

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Schipull*

*Notes: Meets for only the first half of the semester.*

*Credits: 2*

#### **MUSIC-102 Music and Technology**

*Spring*

It is now possible to record, manipulate, notate, and compose music with a variety of powerful and flexible tools using the personal computer. This course will focus on hands-on experience with various sorts of music software, including recording and editing, mixing, synthesis and midi interfaces, notation, and various instructional programs. In the process of experimenting with these tools and operating on their favorite musical styles, students will learn a good bit of notation, ear training, and rudimentary principles of arrangement and composition. Basic computer literacy (such as comfort with basic editing commands and the concept of keyboard shortcuts) is required.

*Applies to requirement(s): Humanities*

*M. Gionfriddo*

*Credits: 4*

#### **MUSIC-128 The Hyperbolic World of Opera in 25 Episodes -- An Introduction to Western Classical Opera from the Renaissance to the Present Day**

*Not Scheduled for This Year*

This course begins with the birth of opera at the end of the Renaissance Period, and ends with some of the most successful operas in the past decade. Our investigation includes operas in English, French, German, Italian and Russian. Alongside an introduction to the materials of opera, from vocal fachs, forms, and styles, to vocal virtuosity, the course situates opera as a cultural phenomenon by considering the unique set of historical, intellectual, social, political and economic conditions of each work of art. The course includes some opera projections; each one is preceded by an introduction of the period in which it was first performed and is followed by class discussion.

*Applies to requirement(s): Humanities*

*T. Ng*

*Credits: 4*

#### **MUSIC-131 Basic Musicianship**

*Fall and Spring*

Explores the ways in which sound is organized into musical structures. Topics include the physical properties of sound; the basic vocabulary of Western music (scales, key signatures, intervals, triads, rhythm, meter); and an introduction to musical form and analysis. Includes extensive practice in music reading, sight singing, ear training, and critical listening.

*Applies to requirement(s): Humanities*

*L. Schipull*

*Coreq: MUSIC-131L.*

*Credits: 4*

### 200-Level Courses

#### **MUSIC-215 Composition I**

*Not Scheduled for This Year*

Students will explore a number of musical styles and approaches, including twentieth century techniques, in the process of creating their own works.

Students will read compositions in class, with the possibility of performances at the end of the semester.

*Applies to requirement(s): Humanities*

*L. Schipull*

*Prereq: Music 100 or 131.*

*Credits: 4*

#### **MUSIC-220 Music and Film**

*Fall*

This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of pre-existing music in films of Kubrick and Tarantino.

*Crosslisted as: Film Studies 220MU*

*Applies to requirement(s): Humanities*

*D. Sanford*

*Prereq: Music 100, 102, 103 or 131.*

*Credits: 4*

#### **MUSIC-226 World Music**

*Fall*

This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean, and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions. Students are expected to undertake a final project in music ethnography.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*O. Omojola*

*Credits: 4*

#### **MUSIC-228 African Folk Opera: 'African Folk Opera in Theory and Practice'**

*Not Scheduled for This Year*

In this course, African folk opera will provide the framework for exploring salient features of African music. The course will begin by examining a wide range of performance elements, including ensemble practice, the role of dance, and musical storytelling. The second part will feature practical sessions culminating in a public performance of an African folk opera. Students will work with visiting African master drummers and choreographer. The practical sessions will afford students an opportunity to reflect on the theoretical issues examined earlier on in the semester, and gain practical knowledge of the African operatic tradition.

*Crosslisted as: Theatre 215AF*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*B. Omojola*

*Credits: 4*

**MUSIC-231 Theory I***Spring*

Studies two part counterpoint, four part harmony (part-writing, inversions, harmonization, figured bass and non-harmonic tones) and composition of simple period forms. Includes analysis, ear training, solfege, use of notation software and keyboard harmony.

*Applies to requirement(s): Humanities*

*L. Schipull*

*Prereq: Music 100 or 131.; Coreq: MUSIC-231L.*

*Notes: requires 3 weekly class meetings and 2 labs*

*Credits: 4*

**MUSIC-232 Theory II***Fall*

This course provides continued study of diatonic theory, including seventh chords in all inversions and an introduction to chromatic theory. Includes part writing, analysis, ear training, and keyboard harmony.

*Applies to requirement(s): Humanities*

*D. Sanford*

*Prereq: Music 231.; Coreq: MUSIC-232L.*

*Notes: requires 3 weekly class meetings and 2 labs*

*Credits: 4*

**MUSIC-233 Theory III***Spring*

This course provides a continued study of chromatic theory, including chromatically altered chords and modulations and an introduction to form. Includes part writing, analysis, ear training, and keyboard harmony.

*Applies to requirement(s): Humanities*

*D. Sanford*

*Prereq: Music 232.; Coreq: MUSIC-233L.*

*Notes: requires 3 weekly class meetings and 2 labs*

*Credits: 4*

**MUSIC-239 African American Popular Music, 1930-2000***Not Scheduled for This Year*

The developments, personalities, and historical relations of arguably the most influential musical streams in American history are the focus of this study which will discuss visionary works and individuals in their social and historical contexts. Beginning with Ellington's work in the Harlem Renaissance, we will consider the progression of African American popular music through the swing era, early rhythm and blues, Motown of the 1960s which evolved toward social commentary, the rise of funk and disco in the 1970s, and trends in early hip-hop from the early 80s through the early 90s.

*Applies to requirement(s): Humanities*

*D. Sanford*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: Music 100 or 131.*

*Credits: 4*

**MUSIC-242 Conducting I***Fall*

Fundamentals of conducting: gestures, rehearsal techniques, study of representative short scores, and practice leading primarily choral ensembles. Videotaping, class recital.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Pope*

*Prereq: Music-231.*

*Advisory: Music 231, ensemble experience*

*Credits: 4*

**MUSIC-281 History of Western Music I***Fall*

The first half of a two-semester survey of Western music history, Music 281 examines the musical culture of Europe from the Middle Ages through the mid-eighteenth century, focusing on evolution of style and the changing roles of composers, performers, patrons, and audience.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*A. Mueller*

*Prereq: Music 100 or Music 131.*

*Credits: 4*

**MUSIC-282 History of Western Music II***Spring*

The completion of the survey of Western music history begun in Music 281, Music 282 examines the musical culture of Europe from the late eighteenth century through the first decades of the twentieth century, continuing the focus on evolution of style and the changing roles of composers, performers, patrons, and audience.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive*

*The department*

*Prereq: Music-231.*

*Credits: 4*

**300-Level Courses****MUSIC-321 Advanced Interdisciplinary Topics****MUSIC-321AM Advanced Interdisciplinary Topics: 'Art, Music and the Brain'***Fall*

Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

*Crosslisted as: Biological Sciences 321AM*

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Barry, L. Laderach*

*Restrictions: This course is limited to seniors.*

*Instructor permission required.*

*Prereq: At least 8 credits at the 200 level in Biological Sciences, Neuroscience and Behavior, Studio Art, Art History, or Music.*

*Notes: Music students must get permission to register from Professor Laderach*

*Credits: 4*

**MUSIC-334 Music Analysis***Spring*

The course begins with a study of musical forms frequently encountered in Western art music and some analytic techniques appropriate to them. The course concludes with topics of selected interest, including the application of various analytic approaches to a single piece of music.

*Applies to requirement(s): Humanities*

*D. Sanford*

*Prereq: Music-232.*

*Credits: 4*



### **MUSIC-341 Conducting II**

*Not Scheduled for This Year*

Conducting II builds on fundamentals of conducting from Music 242. The course will include gestural vocabulary, moving fluently between choral and instrumental conducting, introduction to keyboard realization of scores, relationship between interpretation and conducting, and rehearsal preparation. The conducting class forms the core of the ensemble for the class.

*Applies to requirement(s): Humanities*

*T. Ng*

*Advisory: Music 242*

*Credits: 4*

### **MUSIC-371 Topics in Music**

This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological/ethnomusicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations are integral to the course, with a major paper as the final requirement.

#### **MUSIC-371CH Topics in Music: 'Music and Childhood in the Western Tradition'**

*Fall*

This course examines significant moments in the history of children as creators, performers, consumers, and subjects of music in the Western tradition. From Mozart to Michael Jackson, medieval psalmody to Debussy's Children's Corner and beyond, we will survey the enlisting of children, childhood, and the childlike across a range of musical genres and pedagogical, aesthetic, and cultural-political agendas. For their final project, students may work with a historical artifact of children's musical culture, or research a local children's music program or ensemble.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Writing-Intensive; Topics Course*

*A. Mueller*

*Prereq: Music 232 and 282.*

*Credits: 4*

## **Performance Studies**

### **MUSIC-151A Individual Performance Study: 'Piano'**

*Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Dennis, M. Gionfriddo, D. Gilwood, G. Steigerwalt*

*Instructor permission required.*

*Prereq: Music 100 or Music 131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: enrollment is limited according to teacher availability. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 1-2*

*Course can be repeated for credit.*

### **MUSIC-151B Individual Performance Study: 'Voice'**

*Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Cobb, E. Ruby*

*Instructor permission required.*

*Prereq: Music 100 or Music 131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: enrollment is limited according to teacher availability. Lesson fee -- see Tuition and Fees in catalog. No refund of fee after 10th academic day of class*

*Credits: 1-2*

*Course can be repeated for credit.*

### **MUSIC-151C Individual Performance Study: 'Flute'**

*Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Greenbaum, A. Hale*

*Instructor permission required.*

*Prereq: Music 100 or Music 131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 1-2*

*Course can be repeated for credit.*

### **MUSIC-151D Individual Performance Study: 'Oboe'**

*Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Lipkens*

*Instructor permission required.*

*Prereq: Music 100 or Music 131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 1-2*

*Course can be repeated for credit.*

### **MUSIC-151E Individual Performance Study: 'Clarinet'**

*Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*D. Perry*

*Instructor permission required.*

*Prereq: Music 100 or Music 131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: enrollment is limited according to teacher availability. Lesson fee -- see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 1-2*

*Course can be repeated for credit.*

### **MUSIC-151F Individual Performance Study: 'Saxophone'**

*Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Levine*

*Instructor permission required.*

*Prereq: Music 100 or Music 131.*

*Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.*

*Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 1-2*

*Course can be repeated for credit.*

**MUSIC-151G Individual Performance Study: 'Bassoon'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**R. Eldredge**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151H Individual Performance Study: 'French Horn'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**J. Jeffries**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee -- see Tuition and Fees in catalog. No refund of fee after the 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151I Individual Performance Study: 'Trumpet'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**J. Klement**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151J Individual Performance Study: 'Trombone'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**S. Pemrick**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151K Individual Performance Study: 'Tuba'***Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151M Individual Performance Study: 'Percussion'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**G. Caputo, F. Conant, D. Patrick**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151N Individual Performance Study: 'Harpsichord'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Schipull**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151O Individual Performance Study: 'Organ'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Schipull**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2**Course can be repeated for credit.***MUSIC-151P Individual Performance Study: 'Harp'***Fall and Spring*

Performance study - individual instruction.

*Applies to requirement(s): Meets No Distribution Requirement**T. Alterman, The department**Instructor permission required.**Prereq: Music 100 or Music 131.**Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.**Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.**Credits: 1-2*

Course can be repeated for credit.

**MUSIC-151Q Individual Performance Study: 'Guitar'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

P. de Fremery, M. Lach

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.

Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151R Individual Performance Study: 'Violin'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

L. Laderach

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.

Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151S Individual Performance Study: 'Viola'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

L. Laderach, S. Slapin

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study

Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151T Individual Performance Study: 'Cello'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

N. Fizznogia, A. Schween

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.

Notes: enrollment is limited according to teacher availability. Lesson fee - see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151U Individual Performance Study: 'String Bass'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

Music 7

L. Lovell, D. Picchi

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.

Notes: enrollment is limited according to teacher availability. Lesson fee--see

Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151V Individual Performance Study: 'Recorders/Early Winds'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

E. Samuels, D. Stillman

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.

Notes: enrollment is limited according to teacher availability. Lesson fee--see

Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151W Individual Performance Study: 'Loud Winds'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

D. Stillman

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study.

Notes: enrollment is limited according to teacher availability. Lesson fee--see

Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151X Individual Performance Study: 'Lute'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

R. Castellano

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study

Notes: enrollment is limited according to teacher availability. Lesson fee--see

Tuition and Fees in catalog. No refund of fee after 10 academic day of class.

Credits: 1-2

Course can be repeated for credit.

**MUSIC-151Y Individual Performance Study: 'Early Strings'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

A. Robbins

Instructor permission required.

Prereq: Music 100 or Music 131.

Advisory: Exemption from or enrollment in Music 100 or 131 required for initial semester of study

Notes: enrollment is limited according to teacher availability. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.  
Credits: 1-2  
Course can be repeated for credit.

## 200-Level Performance Studies

### **MUSIC-251A Individual Performance Instruction: 'Piano'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

S. Dennis, M. Gionfriddo, D. Gilwood, G. Steigerwalt

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251B Individual Performance Instruction: 'Voice'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

C. Cobb, E. Ruby

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee -- see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251C Individual Performance Instruction: 'Flute'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

A. Greenbaum, A. Hale

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251D Individual Performance Instruction: 'Oboe'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

K. Lipkens

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251E Individual Performance Instruction: 'Clarinet'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

D. Perry

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251F Individual Performance Instruction: 'Saxophone'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

T. Levine

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251G Individual Performance Instruction: 'Bassoon'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251H Individual Performance Instruction: 'Horn'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

J. Jeffries

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251I Ind. Perform. Study: Trumpet**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

### **MUSIC-251J Ind. Perform. Study: Trombone**

Spring

Applies to requirement(s): Meets No Distribution Requirement

S. Pemrick

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251K Ind. Perform. Study: Tuba**

*Not Scheduled for This Year*

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251M Individual Performance Instruction: 'Percussion'**

*Fall*

*Performance study - individual instruction.*

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Caputo, D. Patrick*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Advisory: 8 credits of Music 151 and permission of instructor*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee-- see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251N Individual Performance Instruction: 'Harpichord'**

*Fall and Spring*

*Performance study - individual instruction.*

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Schipull*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251O Individual Performance Instruction: 'Organ'**

*Fall and Spring*

*Performance study - individual instruction.*

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Schipull*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must perform in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251P Individual Performance Instruction: 'Harp'**

*Not Scheduled for This Year*

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Alterman*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251Q Individual Performance Instruction: 'Guitar'**

*Fall and Spring*

*Performance study - individual instruction.*

*Applies to requirement(s): Meets No Distribution Requirement*

*P. de Fremery, M. Lach*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251R Individual Performance Instruction: 'Violin'**

*Fall and Spring*

*Performance study - individual instruction.*

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Laderach*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251S Individual Performance Instruction: 'Viola'**

*Fall and Spring*

*Performance study - individual instruction.*

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Laderach, S. Slapin*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

*Credits: 2*

*Course can be repeated for credit.*

**MUSIC-251T Individual Performance Instruction: 'Cello'**

*Fall and Spring*

*Performance study - individual instruction.*

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Fizznogli, A. Schween*

*Instructor permission required.*

*Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.*

*Notes: enrollment is limited according to teacher availability. Participation in one public performance required. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.*

Credits: 2

Course can be repeated for credit.

**MUSIC-251U Individual Performance Instruction: 'String Bass'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

L. Lovell, D. Picchi

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Participation in one public performance required. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

**MUSIC-251V Individual Performance Instruction: 'Recorders/Early Winds'**

Spring

Applies to requirement(s): Meets No Distribution Requirement

E. Samuels

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

**MUSIC-251W Ind. Perform. Study: Loud Winds**

Spring

Applies to requirement(s): Meets No Distribution Requirement

D. Stillman

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

**MUSIC-251X Ind. Perform. Study: Lute**

Spring

Applies to requirement(s): Meets No Distribution Requirement

R. Castellano

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

**MUSIC-251Y Ind. Perform. Study: Early Strings**

Spring

Applies to requirement(s): Meets No Distribution Requirement

A. Robbins

Instructor permission required.

Prereq: 8 credits of 100 level instruction or one semester of 200 level instruction.

Notes: enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee--see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.

Credits: 2

Course can be repeated for credit.

## 300-Level Performance Studies

**MUSIC-351 Advanced Performance Study**

Instructor permission required.

**MUSIC-351A Individual Performance Study: 'Piano'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

S. Dennis, M. Gionfriddo, D. Gilwood, G. Steigerwalt

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351B Individual Performance Study: 'Voice'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

C. Cobb, E. Ruby

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351C Individual Performance Study: 'Flute'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

A. Greenbaum, A. Hale

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351D Individual Performance Study: 'Oboe'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

K. Lipkens

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351E Individual Performance Study: 'Clarinet'**

Spring

Applies to requirement(s): Meets No Distribution Requirement

D. Perry

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351F Individual Performance Study: 'Saxophone'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

T. Levine

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351G Individual Performance Study: 'Bassoon'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351H Individual Performance Study: 'Horn'**

Spring

Applies to requirement(s): Meets No Distribution Requirement

J. Jeffries

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351I Individual Performance Study: 'Trumpet'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Music 11

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351J Individual Performance Study: 'Trombone'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

S. Pemrick

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351K Individual Performance Study: 'Tuba'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

The department

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351M Individual Performance Study: 'Percussion'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

M. Compitello

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351N Individual Performance Study: 'Harpsichord'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

L. Schipull

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351O Individual Performance Study: 'Organ'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

L. Schipull

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351P Individual Performance Study: 'Harp'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

T. Alterman

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351Q Individual Performance Study: 'Guitar'**

Spring

Applies to requirement(s): Meets No Distribution Requirement

P. de Fremery

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351R Individual Performance Study: 'Violin'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

L. Laderach

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351S Adv. Perform. Study: Viola**

Fall and Spring

Applies to requirement(s): Meets No Distribution Requirement

L. Laderach

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351T Individual Performance Study: 'Cello'**

Fall and Spring

Performance study - individual instruction.

Applies to requirement(s): Meets No Distribution Requirement

A. Schween

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351U Individual Performance Study: 'String Bass'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

L. Lovell

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351V Individual Performance Study: 'Recorders/Early Winds'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

E. Samuels

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351W Individual Performance Study: 'Loud Winds'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

D. Stillman

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance

Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.

Credits: 4

Course can be repeated for credit.

**MUSIC-351X Individual Performance Study: 'Lute'**

Not Scheduled for This Year

Applies to requirement(s): Meets No Distribution Requirement

R. Castellano

Instructor permission required.

Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance



*Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

*Credits: 4*

*Course can be repeated for credit.*

**MUSIC-351Y Individual Performance Study: 'Early Strings'**

*Not Scheduled for This Year*

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Robbins*

*Instructor permission required.*

*Advisory: permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance*

*Notes: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee--see Tuition and Fees in catalog. No refunds after 10th academic day of class.*

*Credits: 4*

*Course can be repeated for credit.*

## **Ensemble Performance Studies: Instrumental Ensembles**

**MUSIC-143A Chamber Music: 'Wind Ensembles'**

*Fall and Spring*

*Chamber Music for wind instruments*

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Jeffries*

*Prereq: enrollment is by audition only for new students or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143B Chamber Music: 'String Ensembles'**

*Fall and Spring*

*Chamber Music for string instruments*

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Fizznogleia, L. Laderach, A. Schween*

*Instructor permission required.*

*Prereq: enrollment is by audition only for new students or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143C Chamber Music: 'Piano Ensembles'**

*Fall and Spring*

*Chamber Music for piano instruments*

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Steigerwalt*

*Prereq: enrollment is by audition only for new students or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143D Chamber Music: 'Mixed Ensembles'**

*Fall and Spring*

*Chamber music for mixed ensembles.*

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Jeffries, L. Laderach*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143E Chamber Music: 'Brass Ensembles'**

*Fall and Spring*

*Chamber Music for brass instruments*

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Jeffries*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143F Chamber Music: 'Klezmer Ensemble'**

*Fall and Spring*

*This ensemble, composed of all instruments--including piano, strings, brass, and woodwinds--performs dance music of Eastern Europe. Students at all levels of experience will use their classical training to go beyond the printed page into the folk tradition, learning to play different modes of the tunes and employing 'untraditional' techniques that are traditional in this unique folk music.*

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Greenbaum*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143G Chamber Music: 'Flute Choir'**

*Fall and Spring*

*Study and perform music for flute ensembles.*

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Hale*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143H Chamber Music: 'Euridice Ensembles'**

*Fall and Spring*

*Euridice Ensembles are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice.*

*Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interest of students participating each semester. Singers, modern and early string, wind and keyboard players from the Five Colleges are invited to participate.*

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Eisenstein, A. Robbins*

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-143I Chamber Music: 'Percussion Ensembles'**

*Fall and Spring*

*Chamber Music for percussion instruments.*

*Applies to requirement(s): Meets No Distribution Requirement*

*D. Patrick*

*Prereq: enrollment is by audition only for new students or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-155A Jazz Ensemble: 'Big Band'**

*Fall and Spring*

The Big Band is a mixed instrumental group open to beginning, intermediate, and advanced musicians. Students learn a variety of classic and contemporary swing, Latin, jazz, and pop standards. The group performs in concert twice a semester and occasionally off campus as well.

*Applies to requirement(s): Meets No Distribution Requirement*  
M. Gionfriddo

*Instructor permission required.*

*Prereq: enrollment is by audition only or previous participation in the ensemble*

*Notes: enrollment is by audition only or previous participation in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

### **MUSIC-161 Beginning West African Drumming Ensemble**

*Fall and Spring*

This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Non musicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.

*Applies to requirement(s): Meets No Distribution Requirement*

F. Conant

*Instructor permission required.*

*Credits: 1*

*Course can be repeated for credit.*

### **MUSIC-191 Mount Holyoke Orchestra**

*Fall and Spring*

Studies and presents a variety of orchestra repertoire on and off campus. Multiple opportunities to perform each semester.

*Applies to requirement(s): Meets No Distribution Requirement*

T. Ng

*Instructor permission required.*

*Notes: Enrollment is by audition only.*

*Credits: 1*

*Course can be repeated for credit.*

### **MUSIC-255A Chamber Jazz Ensemble: 'Chamber Jazz'**

*Fall and Spring*

A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and techniques that will aid them in solo improvisation.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Gionfriddo

*Prereq: One semester of previous study or permission of instructor.*

*Credits: 1*

*Course can be repeated for credit.*

### **MUSIC-261 Intermediate West African Drumming Ensemble**

*Fall and Spring*

This course will focus on learning by ear and playing the polyrhythmic traditional music of the peoples of southern Ghana, Togo and Benin, including sections of Adjogbo and Agbekor. All students will learn drum, rattle and bell parts, some songs, and some dance steps. Non-musicians are welcome; practice between classes is required. The group will perform in a workshop at the end of the semester.

*Applies to requirement(s): Meets No Distribution Requirement*

F. Conant

*Instructor permission required.*

*Prereq: Music 161.*

*Credits: 1*

*Course can be repeated for credit.*

## **Ensemble Performance Studies: Choral Ensembles**

### **MUSIC-155B Jazz Ensemble: 'Vocal Jazz'**

*Fall and Spring*

The Vocal Jazz Ensemble is a select group of singers which performs classic and contemporary jazz vocal music. The group performs in concert twice a semester and occasionally off campus as well. Solo opportunities also exist with the Big Band and Chamber Jazz Ensembles for students enrolled in Vocal Jazz.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Gionfriddo

*Instructor permission required.*

*Prereq: One previous semester of Vocal Jazz.*

*Notes: 1 rehearsal; limited enrollment*

*Credits: 1*

*Course can be repeated for credit.*

### **MUSIC-193 Chorale**

*Fall and Spring*

With varied repertoire, an intermediate-level women's choir providing excellent vocal training, occasional solo opportunities, and a structured sight-singing curriculum. Performs on and off campus, sometimes with men's choruses and orchestra. Previous ensemble experience is helpful, though not a prerequisite.

*Applies to requirement(s): Meets No Distribution Requirement*

L. Pope

*Prereq: enrollment is by audition only or previous enrollment in the ensemble*

*Notes: Registration for Chorale will occur in September following auditions. Please contact the music department for more information.*

*Credits: 1*

*Course can be repeated for credit.*

### **MUSIC-293 Glee Club**

*Fall and Spring*

A relatively advanced women's choir with a varied classical, contemporary, and folk-derived repertoire. Occasional collaborations with men's choruses and orchestra, sometimes involving long-distance travel. Previous ensemble experience (vocal or instrumental) and strong musicianship--including sight singing--are prerequisites.

*Applies to requirement(s): Meets No Distribution Requirement*

L. Pope

*Prereq: enrollment is by audition only or previous participation in the ensemble*

*Notes: Registration for Glee Club will occur in September following auditions.*

*Please contact the music department for more information.*

*Credits: 1*

*Course can be repeated for credit.*

### **MUSIC-297 Chamber Singers**

*Fall and Spring*

Highly select vocal ensemble drawn from Glee Club to perform original works for women's chorus, with emphasis on contemporary music.

*Applies to requirement(s): Meets No Distribution Requirement*

L. Pope

*Prereq: enrollment is by audition only or previous participation in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

## **Independent Study**

### **MUSIC-295 Independent Study**

*Fall and Spring*

The department

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**MUSIC-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## The Five-College Early Music Program

**MUSIC-147A Early Music Ensembles: 'Collegium'**

*Fall*

Renaissance and baroque music for mixed voices

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Eisenstein*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-147B Early Music Ensembles: 'Voces Feminae'**

*Fall and Spring*

Renaissance and baroque music for women's voices.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Bell*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-147C Early Music Ensembles: 'Instrumental Ensemble'**

*Fall and Spring*

Study and perform music for early strings, recorder, shawm, and other early music instruments from the medieval, renaissance and Baroque periods.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Castellano, A. Robbins, E. Samuels, D. Stillman*

*Prereq: enrollment is by audition only or previous study in the ensemble*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-147D Early Music Ensembles: 'Renaissance and Baroque Dance I'**

*Fall*

Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: Dance 127*

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Monahin, M. Pash*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-147E Early Music Ensembles: 'Seminar in Seventeenth-Century Song'**

*Fall*

This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Eisenstein*

*Prereq: enrollment is by audition only*

*Notes: limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba)*

*Credits: 1*

*Course can be repeated for credit.*

**MUSIC-147F Early Music Ensembles: 'Renaissance and Baroque Dance II'**

*Spring*

Continuation of Renaissance and Baroque Dance I. Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the original dance sources, and reconstruction techniques.

*Crosslisted as: Dance 128*

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Monahin, M. Pash*

*Prereq: Music 147D or Dance 127.*

*Credits: 1*

## See Also

- Ethnomusicology

# Five College Certificate in Native American and Indigenous Studies

## Overview

The Five College Certificate in Native American and Indigenous Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that students can become acquainted with the history, culture, and presence of indigenous peoples in this region.

## Requirements for the Certificate

### Courses

- At least seven courses including
  - A foundation course. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native studies theories, pedagogies, and methodologies
  - Six additional courses, with no more than three of the seven courses from a single discipline. These courses must be selected from the courses currently approved by the Five College NAIS Committee as counting toward the certificate. That list is available at [www.fivecolleges.edu/sites/natam/certificate/](http://www.fivecolleges.edu/sites/natam/certificate/) (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.)

### Other

- A student's program must be approved by the program advisor from her or his campus.
- Students must receive a grade of B or higher in all seven courses to receive a certificate.

## Faculty/Contact

For further information consult professors Lauret Savoy (environmental studies; on leave Spring 2016) or Christine DeLucia (history; on leave Spring 2016) or see [www.fivecolleges.edu/sites/natam/](http://www.fivecolleges.edu/sites/natam/).

# Neuroscience and Behavior

The major in neuroscience and behavior is administered by the Neuroscience and Behavior Committee: Professors Barry (biological sciences), Binder (psychology and education, chair); Gillis (biological sciences), Hollis (psychology and education), Millard (psychology and education); Associate Professors Bacon (biological sciences); Assistant Professors Breen (psychology and education; on leave Fall 2015), Colodner (neuroscience and behavior), McMenimen (chemistry; on leave 2015-16); Visiting Assistant Professor Schwartz (psychology and education); Visiting Lecturer Tanner (biological sciences).

## Overview

The program in neuroscience and behavior is intended for students with strong, integrative interests in both biological sciences and psychology and in the biological bases of behavior.

## Contact Info

Dianne Baranowski, senior administrative assistant  
Katherine Binder, chair

## Requirements for the Major

### Credits

- A minimum of 52 credits

### Courses

Required core curriculum:

- Neuroscience 100, Introduction to Neuroscience & Behavior
- Chemistry 101, General Chemistry, or Chemistry 160, Integrated Introduction to Biology and Chemistry
- Chemistry 201, General Chemistry II
- Chemistry 202, Organic Chemistry
- Mathematics 101, Calculus I
- Psychology 200, Research Methods in Psychology
- Biological Sciences 200, Introduction to Biology II
- Biological Sciences 220, Cell Biology
- Biological Sciences 333, Neurobiology
- A course in quantitative inference:
  - Psychology 201, Statistics
  - Statistics 240, Elementary Data Analysis and Experimental Design

Two laboratory-based courses at the 300 level must be selected from the following:

- Biological Sciences 311, Protein Biochemistry and Cellular Metabolism
- Biological Sciences 315, Behavioral Ecology
- Biological Sciences 322, Comparative Biomechanics
- Biological Sciences 328, Human Physiology
- Biological Sciences 335, Mammalian Anatomy
- Psychology 340EL Laboratory in Perception and Cognition: Human Electrophysiology
- Psychology 350, Laboratory in Behavioral Neuroscience
- Computer Science 334, Artificial Intelligence
- Neuroscience 395, Independent Study (4 credits)

A third 300-level course from the preceding list, or from the following:

- Neuroscience 330, Biology of Neurological Diseases
- Biological Sciences 321AM, Conference Course: Art Music and the Brain
- Psychology 359, Seminar: Biological Bases of Behavior

## Other

- More Students planning postgraduate study in a related discipline or in medicine are urged to participate in independent laboratory research within either or both departments.

Neuroscience and behavior is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

## Course Offerings

### NEURO-100 Introduction to Neuroscience and Behavior

*Fall and Spring*

This comprehensive survey course explores the brain and the biological basis of behavior. We will examine the anatomy of the nervous system and the unique properties of the cells that make up the brain. We will discuss the mechanisms by which individual brains cells communicate with each other, and how small networks of cells underlie more complex processes such as perception, learning, and behavior. In labs, students will perform experiments that expand upon and reinforce these ideas through hands-on exercises.

*Applies to requirement(s): Math & Sciences*

*K. Colodner*

*Restrictions: This course is limited to first-year students.*

*Coreq: NEURO-100L.*

*Credits: 4*

### NEURO-295 Independent Study

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### NEURO-321 Conference Course:

### NEURO-324 Cellular and Molecular Neuroscience

*Spring*

This course will explore cellular and molecular mechanisms of nervous system development and function through lectures, laboratory exercises, and the critical analysis of primary literature. Topics include synapse formation and synaptic transmission, neuronal-glia interactions, the molecular basis of behavior, and applied genetic engineering techniques.

*Applies to requirement(s): Math & Sciences*

*K. Colodner*

*Prereq: Neuroscience 100 and Biological Sciences 220*

*Notes: This course meets the 300-level laboratory-based course requirement for the Neuroscience and Behavior major.*

*Credits: 4*

### NEURO-330 Biology of Neurological Diseases

*Not Scheduled for This Year*

Biology of Neurological Diseases will explore the molecular and cellular basis of neurological diseases. We will investigate the biological mechanisms underlying neurodegenerative diseases, such as Alzheimer's disease. We will focus on animal models used to investigate pathogenic mechanisms and the biology

underlying therapeutic strategies. This class will rely heavily on primary research articles and in-class discussions.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Colodner*

*Prereq: Biological Sciences 210, Biological Sciences 220 and Psychology 250 or Neuroscience 100.*

*Credits: 4*

**NEURO-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- Cognitive Neuroscience

# Nexus in Nonprofit Organizations

The Nexus in Nonprofit Organizations is administered by a faculty advisory group led by Professor Robinson (economics); Assistant Professor Schmeiser (economics).

## Overview

The Nonprofit Organizations Nexus focuses on the study of organizational settings in the nonprofit sector. The word “nonprofit” refers to a type of business—one which is organized under rules that forbid the distribution of profits to owners. The Internal Revenue Service describes nonprofit organizations as serving charitable, religious, scientific, or educational purposes. Nonprofit organizations include global nongovernmental organizations (NGOs) such as Oxfam and Greenpeace as well as local community organizations such as the Food Bank of Western Massachusetts and Historic Northampton Museum. Students may pursue internships with nonprofit organizations to complete the experiential requirement for this Nexus.

## Contact Info

Eleanor Townsley, Nexus director  
Michael Robinson, track chair  
Steven Schmeiser, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
  - In selecting courses from the approved list for the track, students will complete at least one course particular to nonprofit organizations and will generally also select one of the approved Complex Organizations courses.
- College 210 (the 2-credit “pre-experience” course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### *Anthropology*

212 Shopping and Swapping: Cultures of Consumption and Exchange

### *College*

210 Ready for the World: Preparing for Your Internship and Research Project  
211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### *Complex Organizations*

205 Financial Accounting  
212 Individuals and Organizations  
218 Perspectives in Global Business  
249 Non-Profit Business Practice

### *Economics*

215 Economics of Corporate Finance  
307 Seminar in Industrial Organization  
310 Public Finance Seminar

### *Mathematics*

339PT Topics in Applied Mathematics: 'Optimization'

## See Also

- Complex Organizations

# Philosophy

The major and minor in philosophy are administered by the Department of Philosophy: Professors Harold, Pasquerella, Wartenberg; Associate Professor Mitchell; Assistant Professor Vavova (on leave Spring 2016); Visiting Lecturers Koo, Yelle.

## Overview

We take many things for granted—that things exist besides ourselves; that some art is good, some art is bad, and some “art” is not really art at all; that other people feel pain, have emotions, dreams, and desires; that there are right ways to behave, and wrong ways too. However, even casual reflection reveals that these assumptions are just that—things we take for granted without much thought. In order to illuminate our lives and appreciate our existence, we ought to investigate these assumptions; as Socrates says, the unexamined life is not worth living.

Philosophy is a discipline that encourages the examination of life in its myriad dimensions. Our fundamental assumptions about right and wrong, beauty, truth, the mind, language, and meaning are exposed to careful scrutiny in philosophy classes. We encourage you, as a student of philosophy, not only to strive to understand what philosophers have written, but also to be a philosopher yourself—thinking with depth and clarity about issues that are fundamental to our condition as human beings. Whether you take a course on philosophy of film, ethics, feminist philosophy, logic, or philosophy of science, philosophy will leave you seeing the world anew.

A major in philosophy will provide you with a broad understanding of the background of both historical and contemporary philosophical thought, with the tools for critical reasoning necessary for philosophical inquiry, with a good understanding of some important philosophical themes, and with the enthusiasm for inquiry necessary for the productive pursuit of your own philosophical speculations. The critical approach you will learn will be valuable for whatever you choose to do after graduation.

## Beginning the Study of Philosophy

Students who are completely new to philosophy can take Philosophy 101 or 103, which offer a broad introduction to the subject. If you’ve done some philosophy and enjoyed it though, we encourage you to take a 200-level course with a number lower than 220, such as 201 (The Greek Period), 202 (Descartes to Kant), 205 (Ethics), 209 (Probability and Causation), or 210 (Logical Thought). Courses at this level require no previous knowledge, but offer more useful background for other philosophy courses, and can be used to satisfy a possible minor.

We also offer courses without prerequisites that are designed to supplement other topics and serve broader interests. These courses include Medical Ethics, Social and Political Philosophy, Women and Philosophy, and Philosophical Issues in Race and Racism. Philosophy 225, Symbolic Logic is of interest to mathematicians and computer scientists, as well as being very useful to philosophy majors.

More advanced courses draw upon the writing skills and content of these courses. We offer, on a regular basis, topics in the systematic study of one philosopher, advanced logic, meta and normative ethics, and the philosophy of art. We also offer a course on philosophy for children, in which students introduce and teach philosophical topics to schoolchildren.

## Contact Info

James Harold, chair  
Sue Rusiecki, senior administrative assistant

## Requirements for the Major

### Credits

- A minimum of 36 credits (nine courses) in philosophy
- At least 12 credits at the 300 level

### Courses

Specific courses in the following areas of philosophy are required:

- Two courses in the History of Philosophy, such as:
  - Philosophy 201, Philosophical Foundations of Western Thought: The Greek Period
  - 202, Philosophical Foundations of Western Thought: The Modern Period
  - 255, Existentialism
- One course in Ethics and Value Theory, such as:
  - 205, Ethics
  - 238 Ethics of Career Choice
  - 242, Social and Political Philosophy
  - 248, Philosophical Issues in Race and Racism
  - 249, Women and Philosophy
  - 260ME, Topics in Applied Philosophy: ‘Medical Ethics’
  - 273, Philosophy of the Arts
  - 275, Philosophy and Film Theory 255, Existentialism
- One course in Theoretical Philosophy, such as:
  - 209, Probability and Causation
  - 264, Philosophy of Mind
- One course in Theoretical Philosophy, such as:
  - 210, Logical Thought
  - 225, Symbolic Logic

Majors will be asked to fill out a form that specifies which courses they will use to satisfy these requirements. In rare cases, the department may allow appropriate courses from other departments to satisfy requirements for a student’s major.

## Requirements for the Minor

Like the major, the minor is intended to provide an understanding of some of the structure and content of current philosophical thinking, with upper-level work in some area of special interest and with enough philosophical breadth to imbue a generous mixture of knowledge and enthusiasm.

### Credits

- A minimum of 16 credits above the 100 level and
- At least 4 credits at the 300 level

## Course Offerings

### PHIL-101 Introduction to Philosophy

*Fall*

This course will explore topics that philosophers have grappled with for thousands of years, and that still undergird (or sometimes threaten to undermine) our understanding of the world, our knowledge, ourselves, and each other. In historical and modern texts of the Western intellectual tradition, we will discuss questions such as: Are we all selfish? What makes right actions right, if anything? Do you know anything at all about the future? Are you really free if



your actions are caused? This class is for first and second year students who know nothing about philosophy, and want to know whether they will be interested in it. Students with some exposure to, and interest in, the field should take other classes.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Credits: 4*

### **PHIL-103 Comparative Introduction to Philosophy**

*Spring*

What kind of life should a person live? What can we know about the world? Do we have souls that are separate from our bodies? The aim of the course is to learn something about the ways that thinkers throughout the globe have discussed important philosophical questions. We read some European philosophers (such as Plato, Descartes, and Kant) alongside philosophers from other traditions, such as the Chinese and Indian traditions (e.g., Zhuangzi and Santideva), and we also read some contemporary writers from other cultural traditions (such as James Baldwin and Gloria Anzaldúa). This course is equivalent to Philosophy 101.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*J. Harold*

*Credits: 4*

### **PHIL-201 Philosophical Foundations of Western Thought: The Greek Period**

*Fall*

An introduction to ancient Greek philosophy, focusing mainly but not exclusively on the works and ideas of three Athenian philosophers who worked and taught in the period between the Persian Wars and the rule of Alexander the Great, more than 2,300 years ago: Socrates, Plato, and Aristotle. Topics to be discussed include: What is the nature of the self? What is reality, and how can it be known? What kind of life should we live? We will work to understand each philosopher's responses to these questions, but we will also learn to develop our own answers. We will take care to place these figures and their works in their historical and cultural context.

*Applies to requirement(s): Humanities*

*J. Harold*

*Credits: 4*

### **PHIL-202 Philosophical Foundations of Western Thought: The Modern Period**

*Spring*

Investigates the development of Western philosophy in the seventeenth and eighteenth centuries through the writings of Descartes, Locke, Leibniz, Hume, and Kant. Focus on the apparent conflict between modern natural science and traditional religion as sources of knowledge and belief. Topics include the nature and extent of human knowledge, the nature of the mind, the existence of God, and the possibility of human freedom.

*Applies to requirement(s): Humanities*

*J. Koo*

*Credits: 4*

### **PHIL-205 Ethics**

*Fall*

This course will focus on classic and contemporary work on central topics in ethics. The goal will be to see whether there is anything to be said in a principled way about what to do and how to live. The core of the course will be an examination of the central traditions in moral philosophy in the West, typified by Aristotle, Kant, and Mill. We will also examine vexing contemporary moral issues with an eye to whether moral theories can give us practical guidance. Finally, we will step back and ask whether any of the moral theorizing we have been engaging in is really capable of uncovering objective moral truths.

*Applies to requirement(s): Humanities*

*E. Vavova*

*Credits: 4*

### **PHIL-209 Theories of Probability and Causation**

*Spring*

In this course we will look at theories of causation, probability, and their interaction. We will look first at Hume on causation, and then move on to some very basic probability theory. We will briefly explore the standard statistical approaches and go on to Bayesian reasoning and confirmation theory. Finally, we'll examine recent developments in the Bayesian Net theory of causation. As a whole, the class is an investigation of recent mathematical and philosophical theories about how science works, what justifies the hypotheses we ought to believe, and how observations could justify hypotheses about unobserved entities and regions.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Prereq: One course in Philosophy or Mathematics.*

*Credits: 4*

### **PHIL-210 Logical Thought**

*Fall*

This course cultivates sound reasoning. Students will learn to see the structure of claims and arguments and to use those structures in developing strong arguments and exposing shoddy ones. We will learn to evaluate arguments on the strength of the reasoning rather than on the force of their associations and buzzwords.

*Applies to requirement(s): Humanities*

*B. Yelle*

*Credits: 4*

### **PHIL-225 Symbolic Logic**

*Spring*

This course develops a symbolic system that can be used as the basis for inference in all fields. It will provide syntax and semantics for the language of this system and investigate its adequacy. It provides the basis for all further work in logic or in the philosophical foundations of mathematics. Much of the course has a mathematical flavor, but no knowledge of mathematics is necessary.

*Applies to requirement(s): Humanities*

*S. Mitchell*

*Credits: 4*

### **PHIL-238 Ethics of Career Choice**

*Not Scheduled for This Year*

Mary Lyon said 'When you choose your fields of labor, go where no one else will go.' For most students attending a college like Mount Holyoke, one of the most important questions is: what career should I prepare to pursue after graduation? When most of us think about this question, we tend to think about self-centered considerations: what will make us happy, or express our talents, or provide financial independence. This class examines the ethical aspects of choosing a career. Do we have moral responsibilities to others, to ourselves, or to future generations, in choosing our careers? For example, are we obligated to work against social injustice? How should such moral considerations affect this most important of choices?

*Applies to requirement(s): Humanities*

*J. Harold*

*Credits: 4*

### **PHIL-242 Social and Political Philosophy**

*Spring*

We will examine the place of liberty and equality in a just society by looking at classic and contemporary topics in social and political philosophy. We will consider questions such as the following: What is liberty? Why is liberty important? Are some liberties more important than others? What is equality?

Why is equality important? What sort of equality should a just society ensure? Can a society ensure both liberty and equality? Or are these conflicting values? And if they are, how should we handle this conflict?

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

#### **PHIL-244 Philosophy and Literature**

*Not Scheduled for This Year*

This course examines philosophical themes in literature and philosophical questions about literature. Can literature yield knowledge about the world? What is the meaning of a work of literature, and how can we know it? Are the author's intentions relevant to how a work is to be interpreted? Can works of literature be immoral? How is the identity of the reader relevant to the understanding of a literary work? What is a work of literature? Can a work of literature also be a work of philosophy?

*Applies to requirement(s): Humanities*

*J. Harold*

*Credits: 4*

#### **PHIL-248 Philosophical Issues in Race and Racism**

*Fall*

An introduction to discussions of 'race' within philosophy and related discussions in science, the law, and the arts. Topics to be discussed include: Is 'race' real, subjective, or produced by society? How is race relevant to our identities? How does the popular media represent 'race'? Does science construct 'race'? What is the connection between 'race,' gender, and class? Class readings from philosophy and a variety of interdisciplinary texts, including film and literature.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*J. Koo*

*Credits: 4*

#### **PHIL-249 Women and Philosophy**

*Not Scheduled for This Year*

This course will focus on topics to which feminist thinking has made important philosophical contributions, such as: pornography, objectification, and consent. We will draw on a variety of philosophical resources, ranging from liberal and feminist political theory, to speech act theory. We will consider questions such as: Is pornography morally problematic? Can sexism or other biases lead to bad science? Is it wrong to choose to be a stay-at-home parent? The goal will be to see how careful philosophical thought can help us with pressing issues of sex and gender.

*Crosslisted as: Gender Studies 210PH*

*Applies to requirement(s): Humanities*

*E. Vavova*

*Credits: 4*

#### **PHIL-250 Topics in Philosophy**

##### **PHIL-255 Existentialism**

*Not Scheduled for This Year*

Is life absurd? Do human beings really want to be free? Or do we prefer to sacrifice our freedom for comfort and amusement? Is God dead? Is it possible to live without religious belief? These are among the central questions about human life raised by existentialist thinkers. We will discuss these issues, and many others, through careful reading works of literature and philosophy by such important existentialists as S&oslash;ren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, Albert Camus, Simone de Beauvoir, Franz Fanon, and Samuel Beckett. In addition, we will consider how the existentialists' ideas are reflected in films.

*Applies to requirement(s): Humanities*

*T. Wartenberg*

*Credits: 4*

#### **PHIL-260 Topics in Applied Philosophy**

These courses ask questions about the ethical and/or conceptual problems pertaining to a practice, such as law, medicine, or caring for the natural environment. Such courses are suitable for philosophy majors as well as for students who are new to philosophy but who are interested in the relevant practice.

##### **PHIL-260LW Topics in Applied Philosophy: 'Philosophy of Law'**

*Fall*

This course is an inquiry into questions concerning the nature of 'justice,' 'law,' and the relationship between the two from the point of view of various schools of legal thought like natural law theory, positivism, utilitarianism, legal realism, critical race studies, and feminist theory. We will examine questions like 'Is there a duty to obey, or sometimes disobey, the law?' and 'What do we mean by 'equality' or 'rights'?' within the context of contemporary legal issues like affirmative action, abortion, and same-sex marriage. Readings drawn from Aristotle, Hobbes, Locke, Kant, Mill, Holmes, Llewellyn, Hart, Rawls, and others.

*Applies to requirement(s): Humanities*

*B. Yelle*

*Credits: 4*

##### **PHIL-260ME Topics in Applied Philosophy: 'Medical Ethics'**

*Spring*

Modern medicine has raised new and difficult moral and philosophical problems. Topics discussed include: What is the distinction between health and illness? How should limited health care resources be distributed? How are medical problems related to larger social problems (e.g., gender inequality)? What are the responsibilities of medical researchers toward their research subjects? What moral reasons do we have to be concerned about the growth of technology in medicine? Are the basic institutions of medicine and medical education just?

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

##### **PHIL-264 Philosophy of Mind**

*Not Scheduled for This Year*

This course explores long-standing questions about the nature of consciousness; the relationship between mind and body; the relationship between mind and language; and the role that science has (if any) in negotiating these questions. The course will emphasize the philosophical understanding and implications of current work in neuroscience.

*Applies to requirement(s): Humanities*

*The department*

*Prereq: 4 credits in Philosophy.*

*Credits: 4*

##### **PHIL-273 Philosophy of the Arts**

*Spring*

The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can artistic taste be objective? What does it mean for a work of music to be 'sad'? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent their objects? Readings will be drawn from both historical and contemporary philosophical writings.

*Applies to requirement(s): Humanities*

J. Harold

Credits: 4

**PHIL-275 Philosophy and Film Theory**

*Not Scheduled for This Year*

An exploration of philosophical and theoretical issues encountered in the study of film such as: Why do we need a theory of film? What is a film anyway? Do films have 'authors'? How do films engage our emotions? Can films be socially critical? What can we learn from films? There will be weekly required film screenings.

*Crosslisted as: Film Studies 290PT*

*Applies to requirement(s): Humanities*

T. Wartenberg

*Prereq: 4 credits in Philosophy or Film Studies.*

*Notes: 2 meetings (75 minutes), 1 screening (1.5 hours)*

Credits: 4

**PHIL-280 Philosophy for Children**

*Fall*

When you act bravely, can you be scared? How do you know that you are not dreaming now? If everyone told you you weren't a person, would you believe them? These questions are raised by children's books, such as *Frog and Toad Together* and *The Bear That Wasn't*. In this course, you will learn how to conduct discussions of philosophical questions like these among elementary school children using picture books. The first half of the course will concentrate on developing the necessary skills; the second on teaching philosophy to the children. Along the way, we'll delve into a range of philosophical issues, as we prepare to teach an introductory philosophy course for second graders.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Community-Based Learning; Speaking-Intensive*

T. Wartenberg

Credits: 4

**PHIL-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

Credits: 1-4

*Course can be repeated for credit.*

**PHIL-321 Seminar in Philosophy of Language**

*Not Scheduled for This Year*

How do words come to mean things? Frege introduced two aspects of meaning: reference, that is, whatever expressions pick out in the world, and sense, a publicly accessible means by which expressions pick out their references, which must be grasped by all speakers. This course is an extended examination of the concept of sense, the uses to which it has been put, and the criticisms that have been lodged against it. We'll look at Frege's work, the complaints made by Quine and Kripke, Davidson's theory of meaning, and Dummett's defense of sense.

*Applies to requirement(s): Humanities*

S. Mitchell

*Prereq: 8 credits from the philosophy department.*

Credits: 4

**PHIL-327 Advanced Logic**

*Fall*

This course presents a careful development of formal elementary number theory using predicate logic, and elementary recursion theory, culminating in a proof of Gödel's incompleteness results. It includes some discussion of the philosophical significance of these results for the foundations of mathematics.

*Crosslisted as: Mathematics 327*

*Applies to requirement(s): Humanities*

S. Mitchell

*Prereq: Philosophy 225.*

Credits: 4

**PHIL-328 Non-Classical Logic**

*Not Scheduled for This Year*

This course looks at the recent flowering of non-classical logics. The most prominent are modal logics concerning necessity and possibility, which have come to dominate work in metaphysics and epistemology. Conditional logics, intuitionist logics, and relevance logics have also become important. These logics are particularly useful in graduate-level classes in philosophy but also are interesting in their own right.

*Applies to requirement(s): Humanities*

*The department*

*Prereq: 4 credits from Philosophy, Mathematics, or Computer Science department.*

*Advisory: One course in Logic, Mathematics, Computer Science or Philosophy 209*

Credits: 4

**PHIL-334 Topics in Ethics**

**PHIL-334EP Topics in Ethics: 'Moral Epistemology'**

*Not Scheduled for This Year*

This course will focus on a handful of epistemic challenges to morality. We will consider questions such as: How is moral knowledge possible? Can we gain moral knowledge from testimony? What are the implications of the prevalence of moral disagreement? Do our evolutionary origins pose a challenge to our moral beliefs?

*Applies to requirement(s): Humanities*

E. Vavova

*Prereq: 8 credits from the Philosophy department including Philosophy 205.*

Credits: 4

**PHIL-334MR Topics in Ethics: 'Moral Relativism'**

*Fall*

Moral relativism describes a family of views that deny the universality of moral claims. So, for example, some philosophers have claimed that statements like 'Torture is morally wrong' can only be assessed as 'true' or 'false' relative to some social agreement about moral norms. In this course, we will survey some contemporary attempts to develop and defend moral relativism, as well as some criticisms of these relativist approaches. Our goal will be to assess arguments for and against moral relativism. Prior coursework in ethics and logic is recommended.

*Applies to requirement(s): Humanities*

J. Harold

*Prereq: 8 credits from the Philosophy department including Philosophy 205.*

Credits: 4

**PHIL-350 Topics in Philosophy**

**PHIL-350SO Topics in Philosophy: 'Socrates Against the Sophists'**

*Not Scheduled for This Year*

In a number of Plato's dialogues we find the character Socrates debating various sophists--itinerant teachers-for-hire whose views were often diametrically opposed to Socrates' own. This seminar is structured around a close, careful reading of three such dialogues: the Euthydemus, the Protagoras, and the Gorgias. These dialogues will offer a general introduction to Socratic philosophy, but we will also focus on a few issues in much greater detail. Chief among those special topics will be questions about the nature and value of moral knowledge, the possibility of moral education, and the efficacy of the Socratic method of inquiry.

*Crosslisted as: Classics 349*

*Applies to requirement(s): Humanities*

*D. Hagen*

*Prereq: 8 credits in Philosophy or Classics (or in a combination of Philosophy and Classics).*

*Credits: 4*

### **PHIL-351 Systematic Study of One Philosopher**

#### **PHIL-351KA Systematic Study of One Philosopher: 'Kant'**

*Spring*

Immanuel Kant's *Critique of Pure Reason* is one of the few works in the Western philosophic tradition that fundamentally transformed our understanding of the place of human beings in the world. This seminar involves a careful, critical reading of the text in order to assess the nature and significance of the epistemological and metaphysical views it expounds. There will be frequent, short papers.

*Applies to requirement(s): Humanities*

*T. Wartenberg*

*Prereq: Philosophy 202 and one additional Philosophy course.*

*Credits: 4*

#### **PHIL-373 Philosophy of Art**

This class examines philosophical issues concerning the interpretation, creation, and experience of art. Topics vary from year to year.

#### **PHIL-373ST Philosophy of Art: 'Illustration'**

*Not Scheduled for This Year*

Illustrations surround us, occurring in picture books, scientific texts, fine art editions of books, magazines, and in the pockets of airline seats. Yet there is little philosophical reflection about illustrations and their functions. In this seminar, we will investigate the topic of illustration theoretically and practically. There will be readings, viewings, and studio sessions. Participants will be expected to take part in this approach, producing both written and studio work. Our approach will be eclectic, hoping to educate our eyes, minds, and bodies about this important use of images.

*Applies to requirement(s): Humanities*

*T. Wartenberg*

*Prereq: 8 credits from the department.*

*Credits: 4*

#### **PHIL-375 Philosophy of Film**

An examination of different theoretical issues concerning the nature of film and film viewing. Topics vary yearly.

#### **PHIL-375PF Philosophy of Film: 'Dangerous Movies'**

*Not Scheduled for This Year*

Many critics considered Kathryn Bigelow's *Zero Dark Thirty* to be the best film of 2012, but it was also widely criticized for seeming to promote torture. Movies can be morally dangerous, seemingly endorsing or even promoting immoral or discriminatory ideals, or romanticizing immoral characters and behavior, as in Hannibal Lecter from *Silence of the Lambs* (Thomas Harris, 1991). In this course, we evaluate the arguments given for treating certain movies as immoral, and we examine whether and how our moral evaluations of movies should affect us. When, if ever, are movies immoral? Should certain movies be censored? Should we withhold praise from morally objectionable movies?

*Crosslisted as: Film Studies 320PF*

*Applies to requirement(s): Humanities*

*J. Harold*

*Prereq: 8 credits from Philosophy or Film Studies.*

*Notes: There will be film screenings in addition to the regular class meeting times*

*Credits: 4*

#### **PHIL-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

### **See Also**

- Logic

# Physical Education and Athletics

Lecturers Allen, Esber, Friedman, Haneishi, Hendricks (chair), Hutcheson, Lee, Perrella, Priest, Putnam, Robson, Santiago, Scecina, Terrell, Walko, Whitcomb; Riding Instructors Collins, Law, Pierce.

## Overview

The Department of Physical Education aims to develop in the student an awareness and an intelligent understanding of the need for and effects of healthy physical activity. The instructional program offers opportunities for the student to acquire lifetime sport and movement skills that will enhance the overall quality of life, both now and in the future.

Four physical education units are required of all students, except transfer students and Frances Perkins Scholars who are required to complete two physical education units. Students who do not feel safe in deep water are encouraged to take a swimming course.

Most physical education courses meet two hours a week for one semester, for two physical education units. Some courses, however, meet for half a semester, for one physical education unit.

Fees are indicated where required.

The physical education department does not offer a physical education major, but a student may propose an 18-credit educational studies minor with a concentration in sport pedagogy and coaching. (See the Educational Studies chapter for further information on.) Within physical education, two classes are offered for academic credit: Introduction to Sport Pedagogy (4 academic credits) and a first-year seminar, Pursuit of Wellness (4 academic credits). Also offered is an academic independent credit option. See the end of the physical education listings for these courses.

Courses numbered 100 are at the beginning level; those numbered 200 are intermediate; those numbered 300 are advanced; and those numbered 400 indicate varsity teams and/or special advanced courses.

The second number in each course number indicates a specific area of study as follows: 0, aquatics; 1, dance and individual activities; 2, exercise, fitness, and wellness; 3 and 4, varsity sports; and 5, riding.

## Dance

All Department of Dance technique courses satisfy both academic and physical education requirements. There is no "physical education unit only" option for dance department courses. Students must meet the attendance requirement to receive two physical education units. See Department of Dance for course descriptions.

## Riding

The Equestrian Center and its instructors are licensed by the Commonwealth of Massachusetts. Under Massachusetts law, "an Equine Professional is not liable for an injury to, or death of, a participant in equine activities resulting from the inherent risk of equine activities, pursuant to section 2D of Chapter 128 of the General Laws."

Mount Holyoke College has the option to cancel/combine classes to maintain an enrollment of four or more in a class.

All riders must wear properly fitting headgear passing or surpassing current applicable ASTM/SEI standards with harness secured when mounted. With the exception of beginner classes, all riders must have the following riding attire to

participate in riding classes: approved helmet, riding breeches, and correct footwear. Correct footwear includes: paddock boots with half chaps or tall riding boots. Full chaps and paddock boots are allowed during cold weather. No tank tops.

All riders must be prepared to allow approximately one half-hour before and after each class to properly groom, tack, and cool out their horse.

Riding is a sport in which the rider's balance and the horse's balance are integrally connected. When a rider's body weight is significantly high in relation to height, the rider may struggle enough with one's own balance to endanger both the rider's and horse's safety, especially when learning to ride and when jumping. There are also times when the Equestrian Center does not have horses suitable to carry these riders. With these two facts in mind, the Equestrian Center reserves the right to prohibit students' participation in a riding class or to limit the horses that they ride. The Equestrian Center may also limit the activities in which they participate in their physical education class if the instructor feels that either the student's or horse's safety and well-being is at risk. The Equestrian Center staff is committed to encouraging fitness through riding and will collaborate with the physical education department to improve any interested student's fitness level for a safe riding experience.

If you have questions about your riding level, please see [http://athletics.mtholyoke.edu/facilities/equestrian\\_center/riding\\_program](http://athletics.mtholyoke.edu/facilities/equestrian_center/riding_program) or email [equestrian@mtholyoke.edu](mailto:equestrian@mtholyoke.edu).

## Contact Info

Lori Hendricks, chair  
Cathleen Smelcer, senior administrative assistant

## Course Offerings

### Aquatics

#### PE-101 Beginning Swimming

*Fall and Spring*

For the student who has little to no experience in the water. Introduces breath control, bobbing and floating. Stresses safety and comfort in the water and covers basic strokes and water entries.

*Applies to requirement(s): Physical Education*

*D. Allen, C. Lee*

*Notes: 2 PE Units.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### PE-102 Springboard Diving

*Fall*

An introduction to the techniques of springboard diving. Includes forward, backward, inward, reverse and twisting dives.

*Applies to requirement(s): Physical Education*

*R. Battis*

*Notes: 2 PE Units.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### PE-103 Advanced Beginning Swimming

*Fall and Spring*

For students who are comfortable in the water with a few basic swimming skills. Reviews the basic front and back strokes, floating and treading water. Introduces additional strokes and techniques.

*Applies to requirement(s): Physical Education*

*M. Scecina*

Notes: 2 PE Units.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-104 Beginning Scuba Diving**

Fall and Spring

Designed for those with no scuba experience. Consists of classroom and pool time. Classroom: learning academics of diving; pool time: learning to use scuba equipment. Optional weekend of ocean diving leading to NAUI scuba diver certification, near end of session. First half of semester.

Applies to requirement(s): Physical Education

S. Ausevich

Notes: 2 PE Units. Half semester, fee course

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-105 Aqua-Jogging for Fitness**

Spring

This course will focus on Deep Water Running. The students will be upright in the water utilizing the Aqua Jogging belts provided. Each class will begin with a focus of the day (speed, endurance, strength, flexibility), then a warmup, the workout followed by a cool-down. Students will be introduced to the following information as it relates to the activity of Aqua-Jogging: heart rate, assessment of perceived exertion, recovery, endurance training, speed training, Fartlek training, strength training and flexibility.

Applies to requirement(s): Physical Education

C. Lee

Notes: 1 PE Unit. Half-semester. The student must be able to swim safely across the length of the diving well, without the belt, in order to be enrolled in the class.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-201 Intermediate Swimming**

Fall

For the student who is experienced with two to three strokes and can swim a minimum of 25 yards and is comfortable in deep water. Covers the four competitive strokes and recreational strokes and diving.

Applies to requirement(s): Physical Education

D. Allen

Notes: 2 PE Units.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-303 Swim and Stay Fit**

Spring

Offers conditioning through endurance swimming. Includes instruction on stroke technique.

Applies to requirement(s): Physical Education

D. Allen

Advisory: For intermediate and advanced swimmers

Notes: 2 PE Units. no repeats

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-306 Red Cross Lifeguard Training**

Fall

Includes certifications in Lifeguarding, CPR for the Professional Rescuer, and Standard First Aid. Requirements include text and assigned reading and a written and practical final examination.

Applies to requirement(s): Physical Education

D. Allen

Restrictions: Course limited to sophomores, juniors and seniors

Advisory: Screening test; for advanced swimmers.

Notes: 3 physical education units with certification, 2 physical education units without. Some classes for the required CPR training portion will meet between 8:00am and 9:50am. Fee course.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-307 Water Safety Instruction**

Spring

Includes required test, reading assignments, and final examinations. This course will give the student a Red Cross certification to teach basic water safety and learn to swim classes.

Applies to requirement(s): Physical Education

C. Lee

Advisory: Minimum 17 years of age, screening test; for advanced swimmers

Notes: 3 PE units with certification, 2 PE units without. Fee course.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

## **Exercise, Fitness, and Wellness**

#### **PE-122 Fitness for Life**

Fall

Explains the purpose of physical exercise to enable each student to evaluate her own level of fitness and design a personalized exercise program that will be beneficial throughout life. Topics include cardiovascular endurance, nutrition, muscular strength and endurance, flexibility, weight management, and stress management. Half lecture, half activity. Required text and examination.

Applies to requirement(s): Physical Education

M. Esber, S. Terrell

Notes: 3 PE Units. no repeats

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-125 Beginning Weight Training**

Fall and Spring

Covers basic weight-training techniques and theory. Instructs students in the use of weight machines and a variety of other modalities. Allows students to develop individualized weight-training programs.

Applies to requirement(s): Physical Education

M. Esber, H. Putnam, S. Terrell, A. Whitcomb

Notes: 1 PE Unit. Half semester. no repeats

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-128 Walking for Fitness**

Fall and Spring

Covers all aspects of walking, focusing on incorporating walking into a lifetime fitness regimen. Emphasis on cardiovascular fitness by use of heart rate monitoring and perceived exertion. Goals will be set for distance and time.

Applies to requirement(s): Physical Education

M. Esber, H. Putnam, S. Terrell

Notes: 1 PE Unit. Half semester. no repeats

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-129 Fitness Walking With Fido**

Not Scheduled for This Year

Students will be transported via College transportation to and from a local Rescue Center. Students will walk in pairs or groups of three. As often as possible, students will walk with dogs, matched to them according to the dogs' age, ability, and fitness level. At other times, students will walk without dogs, but still in pairs or groups. An instructor will monitor the groups walking.

Applies to requirement(s): Physical Education

C. Lee

*Advisory: Students should have some prior experience with dogs and dog care. The student should be able to walk comfortably in an urban environment (city sidewalks).*

*Notes: 2 PE Units. Half semester*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-325 Functional Strength Training**

*Spring*

Introduces an integrated, functional approach to strength training that incorporates balance, coordination, and agility. Teaches weight training without machines, using dumbbells, medicine balls, stability balls, and body weight to grow stronger. Mini lectures on a variety of related exercise topics will also be given. This class is designed for students who exercise regularly and have at least a minimal level of fitness.

*Applies to requirement(s): Physical Education*

*E. Perrella*

*Notes: 2 PE Units. no repeats*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

## **Dance and Individual Activities**

### **PE-110 Hiking in the Pioneer Valley**

*Fall*

This course will introduce and develop an understanding of the activity of hiking by presenting the basics in the form of lecture and activity. It will cover safety, equipment, and planning trips. Course will consist of local hikes.

*Applies to requirement(s): Physical Education*

*M. Esber, L. Hendricks*

*Notes: 2 PE Units. No repeats; half semester*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-111 Basic Self-Defense for Women**

*Fall and Spring*

This course is part of a nationally-recognized program in Rape Aggression Defense (RAD). It will cover "streetwise" self-defense techniques, including stances, blocking, kicking, striking, voice commands and ground defense. It will also impart techniques for risk awareness, risk recognition and risk reduction. The semester's study concludes with an optional full contact self-defense simulation.

*Applies to requirement(s): Physical Education*

*B. Arrighi*

*Notes: 1 PE Unit. Half semester; course fee \$25; RAD manual \$5; no repeats; dress comfortably with athletic shoes with nonmarking soles.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-112 Beginning Yoga**

*Fall and Spring*

Yoga is an ancient practice from India that develops a balance of physical strength and flexibility and promotes evenness of mind. This class is an introduction to basic postures, meditation, and breathing techniques with a focus on unifying breath with movement. Revered for its therapeutic benefits, yoga can be practiced by people of all abilities with safe and healthy results.

*Applies to requirement(s): Physical Education*

*L. Cameron, K. Haneishi*

*Notes: 1 PE Unit. Half semester. Fee: \$25*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-114 Beginning T'ai Chi (Taijiquan)**

*Fall and Spring*

T'ai Chi (Taijiquan) is a slow movement exercise that stimulates energy (Qi). This course introduces the Yang-style form, which includes a sequential pattern of movements that builds strength and flexibility, increases internal energy, and promotes a peaceful feeling in body and mind. Two sections; one the first half of the semester and one, the second half of the semester.

*Applies to requirement(s): Physical Education*

*M. Kinuta*

*Notes: 1 PE Unit. Half semester. Fee: \$25*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-118 Folk Dance**

*Not Scheduled for This Year*

The course is designed to familiarize students with dance styles of different countries around the globe. The purpose of dance and the roles it has played in various cultures will be discussed.

*Applies to requirement(s): Physical Education*

*J. Friedman, S. Terrell*

*Notes: 1 PE Unit. First half of semester. Students are encouraged to take both folk and ballroom dance (second half of semester). These are scheduled so that students can be involved the entire semester. Fee \$25.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-119 Ballroom Dance**

*Fall*

Introduces ballroom dances such as foxtrot, rhumba, waltz, polka, cha-cha, tango, and swing.

*Applies to requirement(s): Physical Education*

*L. Priest*

*Notes: 1 PE unit. Half semester. Students are encouraged to take both folk and ballroom dance. These are scheduled to follow each other so that students can be involved for the entire semester.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-126 Pilates**

*Fall and Spring*

The Pilates Method offers a slow-building repertoire of stabilizing and mobilizing exercises that work the entire body. Focus is on use of breath, core strength, and full body connection. Students will learn the basic exercises that strengthen the major muscle groups of the body creating length and flexibility in an integrated way.

*Applies to requirement(s): Physical Education*

*J. Carey*

*Notes: 1 PE Unit. Half semester. Fee: \$25*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-211 Keychain Self-Defense for Women**

*Spring*

This six-week course is a continuation of the Basic Self-Defense for Women course. The Kubotan is a keychain that doubles as a self-defense tool. It is easy to learn to use and carry. The keychain can enable any person, with a minimum of training, to defend herself, by nullifying any power/strength imbalance between herself and her attacker.

*Applies to requirement(s): Physical Education*

*B. Arrighi*

*Prereq: Physical Education 111.*

*Advisory: Completion of a Basic RAD self defense class.*

*Notes: 1 PE Unit. Half semester. Course fee \$25; RAD manual and Kubotan \$10; dress comfortably with athletic shoes with non-marking soles. No repeats.*

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-212 Intermediate Yoga

Fall and Spring

Intermediate yoga introduces more advanced variations of basic postures and is an opportunity for students to deepen their experience of this practice. Yoga vinyasa, a style of yoga that links postures together in a flowing sequence will be introduced along with basic inversions. Recommended for students who have completed beginning yoga.

Applies to requirement(s): Physical Education

L. Cameron, K. Haneishi

Advisory: Previous experience suggested.

Notes: 1 PE Unit. Half semester. Fee: \$25.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-226 Intermediate Pilates

Fall and Spring

This course continues the work of Pilates mat exercises. Students will attain a deeper understanding of the movement patterns and refine their skills to achieve a higher level of core conditioning and control.

Applies to requirement(s): Physical Education

J. Carey

Advisory: Previous experience suggested.

Notes: 1 PE Unit. Half semester. Fee: \$25.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

## Sports

### PE-130 Beginning Table Tennis

Fall and Spring

This course is an introduction to the game of table tennis. The grip, basic rules, serve, forehand and backhand will be introduced. Designed for students who have little or no table tennis experience.

Applies to requirement(s): Physical Education

M. Esber, M. Scecina, S. Terrell, A. Whitcomb

Notes: 1 PE Unit. Half semester

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-131 Beginning Tennis

Fall and Spring

This course is an introduction to the game of tennis. It covers the basic skills, rules and strategy of singles and doubles. It is designed for beginning players with little or no tennis experience.

Applies to requirement(s): Physical Education

A. Santiago, S. Terrell

Notes: 2 PE Units.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-132 Beginning Soccer

Not Scheduled for This Year

Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.

Applies to requirement(s): Physical Education

K. Haneishi

Notes: 1 PE Unit. Half semester

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-133 Beginning Canoeing

Fall

This course will provide basic skills and knowledge necessary for safe enjoyment of recreational flat water canoeing. It will cover basic tandem bow and stern strokes. It will provide students with the awareness of common hazards associated with the sport and develop the safety knowledge to avoid such hazards.

Applies to requirement(s): Physical Education

D. Allen

Advisory: Must be a swimmer; swim test given at first class meeting.

Notes: 1 PE Unit. Half semester.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-134 Beginning Badminton

Fall and Spring

This course is an introduction to the game of badminton. Teaches the skills, rules and strategy of singles and doubles. It is designed for students who have little or no badminton experience.

Applies to requirement(s): Physical Education

M. Esber, M. Scecina

Notes: 1 PE Unit. Half semester

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-135 Beginning Volleyball

Spring

Covers basic skills and strategy. Taught in conjunction with Physical Education 235s. For those with little or no experience.

Applies to requirement(s): Physical Education

S. Terrell

Notes: 1 PE Unit. Half semester

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-136 Beginning Fencing

Fall and Spring

Covers the basics of Olympic-style fencing. You will learn the basic movements and principles of foil fencing and progress to bouting and refereeing one another's bouts. It is recommended that both half semesters (sections 01 and 02) be taken. The second half semester will build on the skills learned in the first half, with the addition of strategy and additional techniques, with plenty of bouting and will culminate in an in-class tournament at the end of the semester.

Applies to requirement(s): Physical Education

D. McMenamin, T. Yamashita

Notes: 1 PE Unit. Half semester. Fee: \$25

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

### PE-137 Beginning Golf

Fall and Spring

Covers the fundamentals - complete swing, golf course etiquette, golf rules. Dress code for the Orchards golf course must be adhered to. No tank or halter tops or denim. Sleeveless tops must have collars and shorts must be no higher than 4 inches above the knee. Classes meet at golf course. For those with little or no golf experience.

Applies to requirement(s): Physical Education

T. Walko

Notes: 1 PE Unit. Half semester; equipment provided; fee: \$25

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).



**PE-140 Beginning Indoor Rowing**

*Fall and Spring*

Rowing is a life-long activity that provides great cardiovascular conditioning as well as an overall muscular workout. This course will introduce or perfect the participants' rowing stroke in the rowing tank or on the rowing machines (ergometers). Proper stretching and strategies for working out will also be discussed. Participants of this class will also be cleared to use the crew team's rowing machines.

*Applies to requirement(s): Physical Education*

*H. Putnam*

*Notes: 1 PE Unit. Half semester*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-141 Beginning Sculling/Rowing**

*Not Scheduled for This Year*

Rowing is a lifelong activity that provides excellent cardiovascular conditioning as well as full body muscular training. This course is designed to introduce participants to sculling-rowing with two oars/person. Boat care and rigging will also be taught. Participants must pass a swimming test.

*Applies to requirement(s): Physical Education*

*H. Putnam*

*Notes: 2 PE Units. Half semester class. Transportation will be provided to the boathouse.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-142 Beginning Squash**

*Fall and Spring*

Introduces sound footwork, forehand, backhand drives, and volleys, lob serve, backwall shots, and boasts. Covers international squash rules and basic strategy. For beginning players who have had little or no squash experience.

*Applies to requirement(s): Physical Education*

*E. Robson*

*Notes: 2 PE Units.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-144 Beginning Racquetball**

*Fall and Spring*

This course is an introduction to the game of racquetball. Covers basic strokes, rules, and strategy. For those with little or no racquetball experience.

*Applies to requirement(s): Physical Education*

*M. Esber, M. Scecina*

*Notes: 1 PE Unit. Half semester*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-146 Beginning British Racketball**

*Fall and Spring*

This course is an introduction to the game of British racketball which is a game that combines racquetball with a slower ball played on the squash court. The course will cover the techniques, rules and strategy of racketball. This course is ideal for those with little or no racketball/racquetball experience.

*Applies to requirement(s): Physical Education*

*E. Robson*

*Notes: 1 PE Unit. Half semester*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-231 Intermediate Tennis**

*Fall and Spring*

Reviews the basic strokes. Emphasizes the lob, overhead, return of serve, and strategy for both singles and doubles.

*Applies to requirement(s): Physical Education*

*A. Santiago*

*Prereq: Physical Education 131.*

*Notes: 2 PE Units.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-234 Intermediate Badminton**

*Fall and Spring*

This course continues the basic skills and emphasizes playing formations, defensive and offensive shots and strategies for singles and doubles play.

*Applies to requirement(s): Physical Education*

*M. Esber, M. Scecina*

*Prereq: Physical Education 134 or 234.*

*Notes: 1 PE Unit. Half semester course, usually following Physical Education 134*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-235 Intermediate Volleyball**

*Spring*

Elaborates on fundamental skills of beginning volleyball, in addition to the more advanced skills of blocking and individual defense.

*Applies to requirement(s): Physical Education*

*S. Terrell*

*Prereq: Physical Education 135.*

*Notes: 1 PE Unit. Half semester*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-236 Intermediate Fencing**

*Spring*

Continues the basic skills and emphasizes more complicated strategies and tactics. Expands on handwork and footwork.

*Applies to requirement(s): Physical Education*

*D. McMenamin*

*Notes: 1 PE Unit. Half semester. Fee course.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-237 Intermediate Golf**

*Fall and Spring*

Offers on-course instruction in appropriate shots for various situations. For those with some golf experience. Dress code for the Orchards Golf Club must be adhered to. No tank or halter tops or denim. Sleeveless tops must have collars and shorts must be no higher than 4 inches above the knee.

*Applies to requirement(s): Physical Education*

*T. Walko*

*Notes: 1 PE Unit. Half semester; equipment provided; fee: \$25*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**Riding**

**PE-051 Beginning Riding: An Introductory Course**

*Fall and Spring*

Teaches safety and general procedures in handling, grooming, and tacking the horse. Allows mounted students to learn and practice the basic riding position and communication aids for stopping, going and turning at the walk and trot

with an introduction to the canter. Instruction will be multidisciplinary. Special emphasis on horse care and overall stable management. For those with no prior horse experience and/or no formal riding instruction.

*Applies to requirement(s): Physical Education*

*E. Donaldson, L. Sattler*

*Notes: 2 PE Units. Riding fee \$600; two 60-minute meetings.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-052 Beginning Riding II**

*Fall and Spring*

Reviews basic riding position and the proper aids for the walk and trot with emphasis on greater control and harmony with the horse. Continues the introduction and practice of canter work and introduces the jumping position.

*Applies to requirement(s): Physical Education*

*L. Sattler*

*Notes: 2 PE Units. Riding fee \$600; two 60-minute meetings.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-053 Beginning Intensive Riding**

*Not Scheduled for This Year*

Beginning riding course to cover material listed in 051 level courses over a shortened time frame.

*Applies to requirement(s): Physical Education*

*The department*

*Notes: 1 PE Unit.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-054 Team Beginner/Advanced Beginner Riding**

*Not Scheduled for This Year*

This class is for riders of the 051/052 level who are in need of a physical education riding class to satisfy the riding team requirement of being in a PE class.

*Applies to requirement(s): Physical Education*

*The department*

*Instructor permission required.*

*Notes: 2 PE Units.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-055 Western Beginning Riding**

*Fall and Spring*

Teaches safety and general procedures in handling, grooming, and tacking the horse for Western style riding. Students will learn and practice the basic Western style riding position and communication aids for stopping, going, and turning at the walk and jog. For those with no or very limited horse experience.

*Applies to requirement(s): Physical Education*

*K. Wainscott*

*Notes: 1 PE Unit. One meeting 60 minutes. Fee. \$350*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-151 Low-Intermediate Riding**

#### **PE-151LA Low-Intermediate Riding**

*Fall and Spring*

Teaches students to improve control of the horse on the flat and introduces low jumps. Focus on the rider includes developing a stable position, strength, and balance. For riders capable of controlling a horse at the walk, trot, and canter.

*Applies to requirement(s): Physical Education*

*E. Donaldson, L. Sattler*

*Notes: 2 PE units. Riding fee \$600. Two 60 minute classes.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-151LB Low-Intermediate Riding**

*Spring*

Teaches students to improve control of the horse on the flat and introduces low jumps. Focus on the rider includes developing a stable position, strength, and balance. For riders capable of controlling a horse at the walk, trot, and canter.

*Applies to requirement(s): Physical Education*

*J. Wilda*

*Notes: 1 PE Unit. Riding fee \$350. One 60 minute class.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-155 Novice Western Riding**

*Fall*

Reviews basic riding position with emphasis on greater control and harmony with the horse.

*Applies to requirement(s): Physical Education*

*K. Wainscott*

*Advisory: For the rider who has some riding experience but is new to Western or has completed Western Beginning Riding, PE-055.*

*Notes: 1 PE unit. One meeting 60 minutes. Fee. \$350*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-250 Intermediate General Riding**

*Fall and Spring*

For riders with moderate experience who would like to ride one/time per week on the flat. Riders must be capable of walking, trotting, and cantering. The instructor will stress fun and finer communication with the horse both on the ground and riding through use of both natural and classical approaches. Topics such as bareback, games, longe-ing, green horse training, and principals of classic and hunt seat equitation and dressage will be explored.

*Applies to requirement(s): Physical Education*

*L. Sattler, J. Wilda*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: 1 PE Unit. One meeting 60 minutes. Fee \$405*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-251 Intermediate Riding**

*Fall and Spring*

Focuses on improving the rider's effective use of the aids to influence the horse and on developing a secure position and balance. For those capable of riding on the flat and over two-foot jumps, while maintaining control of the horse.

*Applies to requirement(s): Physical Education*

*E. Donaldson, C. Law*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: 2 PE Units. Riding Fee \$765. Two 60 minute classes.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-252 Introduction to Dressage**

*Fall and Spring*

Teaches riders with a solid mastery of riding at all three gaits and how to begin to put a horse on the bit. Teaches students how to correctly ride the dressage movements required at the lower training levels while focusing on confidence.

*Applies to requirement(s): Physical Education*

*M. Hilly*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: Must be able to walk-trot-canter.*

*Notes: 1 PE unit. One 60 minute class. Fee \$405.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-255 Intermediate Western Horsemanship**

*Fall and Spring*

Focuses on improving the rider's effective use of the aids to influence the horse and to develop a secure position and balance for western horsemanship. Focus on equitation and pattern skills.

*Applies to requirement(s): Physical Education*

*K. Wainscott*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Advisory: For riders that are capable at the walk, jog and lope.*

*Notes: 1 PE Unit. One 60 minute class. Fee \$405.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-351 High-Intermediate Riding**

*Fall and Spring*

Emphasizes maintaining proper position and balance at all paces and over more complex courses. Focuses on riding technique to persuasively influence the horse's movements. Riders taking this class should be capable of jumping a three-foot course and riding more athletic horses.

*Applies to requirement(s): Physical Education*

*C. Law*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: 2 PE Units. Riding Fee \$765. Two 60 minute classes. Combined with PE-451.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-352 Intermediate Dressage**

#### **PE-352DA Intermediate Dressage**

*Spring*

Teaches riders who have had an introduction to dressage how to gain more confidence and skill, influencing horses in all three gaits and how to correctly ride the dressage movements required at the upper training levels. Riders must be able to put most horses on the bit.

*Applies to requirement(s): Physical Education*

*M. Hilly, L. Sattler*

*Notes: 2 PE units. Riding Fee \$765. Two 60 minute classes.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-352DB Intermediate Dressage**

*Fall and Spring*

Teaches riders who have had an introduction to dressage how to gain more confidence and skill, influencing horses in all three gaits and how to correctly ride the dressage movements required at the upper training levels. Riders must be able to put most horses on the bit.

*Applies to requirement(s): Physical Education*

*M. Hilly, L. Sattler*

*Notes: 1 PE unit. One 60 minute class. Fee \$405.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-354 Modified High Intermediate Riding**

*Fall and Spring*

For riders highly competent on the flat, in the hunt seat, or in dressage discipline who have less or minimal expertise over fences. Working on the flat, riders will be challenged with classic equitation and dressage principals. On jumping days, they will be led step by step to work on position and the fundamentals of jumping.

*Applies to requirement(s): Physical Education*

*J. Collins*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: 2 PE Units. Riding Fee \$765. Two 60 minute classes.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-355 Advanced Western Riding**

*Not Scheduled for This Year*

For riders with significant Western-style riding experience. The class will focus on further refinement and effective use of the aids for training in equitation, pleasure, trail, and reining.

*Applies to requirement(s): Physical Education*

*K. Wainscott*

*Notes: 1 PE Unit. One 60 minute class. Fee \$405.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-451 Advanced Riding**

*Fall and Spring*

Develops the art of communication with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Riders taking this course should be capable of jumping a 3'3" to 3'6" course.

*Applies to requirement(s): Physical Education*

*N. Cannici, C. Law*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: 2 PE Units. Riding Fee \$765. Two 60 minute classes.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-452 Advanced Dressage**

*Fall and Spring*

For experienced dressage riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of aids through a balanced and effective seat. Riders at this level must have experience riding First Level movements or above.

*Applies to requirement(s): Physical Education*

*M. Hilly*

*Instructor permission required.*

*Notes: 2 PE Units. Riding Fee \$765. Two 60 minute classes.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

### **PE-455 Bringing Dressage Theory to Life**

*Fall and Spring*

This course will explore a series of principles and movements in classical dressage with extensive use of video and text and then work to apply this knowledge in mounted sessions. For advanced dressage riders. Class will meet one time per week mounted and one time per week unmounted. Unmounted session meeting time TBD by instructor and class at first class meeting. One section offered.

*Applies to requirement(s): Physical Education*

*P. Pierce*

*Instructor permission required.*

*Notes: 2 PE Units. Riding Fee \$605. Two 60 minute classes.*

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-456 Jumping for Boarders and Ship-Ins**

Fall and Spring

For experienced jumping riders with their own mounts to learn and practice over fences weekly. Hunter, jumper, equitation, and event riders welcome. Each week gymnastics and/or full courses will be used to best train the horse and rider to negotiate jumping obstacles in a smooth and harmonious manner with emphasis on track, pace, balance, rhythm, and timing. In the event a personal horse becomes unusable, a pro-rated fee will be incurred.

Applies to requirement(s): Physical Education

J. Collins

Instructor permission required.

Notes: 1 PE Unit. One 60 minute class. Fee \$405.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-458 Riding Team**

Fall and Spring

Team members are required to enroll in one of these levels of riding: 051, 052, 151, 251, 351, 451fs. Team members practice on Fridays. Five shows are in the fall, five shows are in the spring. The College is a member of the Intercollegiate Horse Show Association.

Applies to requirement(s): Physical Education

C. Law

Instructor permission required.

Notes: 1 PE Unit.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-459 Private Riding Instruction**

Fall and Spring

Applies to requirement(s): Physical Education

P. Pierce

Instructor permission required.

Notes: 1 PE Unit. 9 lessons (45 minutes); Riding Fee

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-459RA Private Riding Instruction 2x/week**

Fall and Spring

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.

Applies to requirement(s): Physical Education

J. Collins, M. Hilly, C. Law, P. Pierce, J. Wilda

Instructor permission required.

Notes: 2 PE units. 17 lessons; riding fee \$1360.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-459RB Private Riding Instruction 1x/week**

Fall and Spring

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horse or those with access to privately owned horses.

Applies to requirement(s): Physical Education

J. Collins, M. Hilly, C. Law, P. Pierce, J. Wilda

Instructor permission required.

Notes: 1 PE unit. 10 lessons; riding fee \$720.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-460 Private Hunter Seat Inst**

Not Scheduled for This Year

Private instruction available by arrangement and permission of instructor. Until further notice, private lessons are only available for those with their own horse or those with access to privately owned horses.

Applies to requirement(s): Physical Education

J. Collins, E. Donaldson, C. Law, J. Wilda

Instructor permission required.

Notes: 1 PE Unit. 9 lessons (45 minutes); Riding Fee

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-461 Semi-Private Riding Instruction**

Spring

Semi-private instruction available by arrangement and permission of instructor.

Until further notice, semi private lessons are only available for those with their own horse or those with access to privately owned horses.

Applies to requirement(s): Physical Education

C. Law

Instructor permission required.

Notes: 1 PE Unit. 9 lessons (50 minutes); Enrollment limited to 2-3 students per

class; Riding Fee

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-461RA Semi-Private Riding Instruction 2x/week**

Fall and Spring

Semi-private instruction available by arrangement and permission of instructor.

Until further notice, semi-private lessons are only available for those with their own horses or those with access to privately owned horses.

Applies to requirement(s): Physical Education

J. Collins, M. Hilly, C. Law, P. Pierce, J. Wilda

Instructor permission required.

Notes: 2 PE units. 17 lessons; enrollment limited to 2-3 students per class; riding fee \$935.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-461RB Semi-Private Riding Instruction 1x/week**

Fall and Spring

Semi-private instruction available by arrangement and permission of instructor.

Until further notice, private lessons are only available for those with their own horses or those with access to privately owned horses.

Applies to requirement(s): Physical Education

J. Collins, M. Hilly, C. Law, P. Pierce, J. Wilda

Instructor permission required.

Notes: 1 PE unit. 10 lessons; enrollment limited to 2-3 students per class; riding fee \$495.

Course can be repeated for additional PE units.

Grading: Standard PE grading (Satisfactory completion of PE units or NC).

#### **PE-462 Semi-Private Dressage Instruction**

Not Scheduled for This Year

Semi-private instruction available by arrangement and permission of instructor.

Until further notice, semi private lessons are only available for those with their own horse or those with access to privately owned horses.

Applies to requirement(s): Physical Education

The department

*Instructor permission required.*

*Notes: 1 PE Unit. 9 lessons (50 minutes); Riding Fee*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-463 Private Western Instruction**

*Not Scheduled for This Year*

Private instruction available by arrangement and permission of instructor only.

Private lessons are only available for those with their own horses or on schoolhorses if availability permits. Our schoolhorses will be assigned to group PE classes first.

*Applies to requirement(s): Physical Education*

*P. Pierce*

*Instructor permission required.*

*Notes: 1 PE Unit. Riding Fee*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

## **Academic Courses**

#### **PHYED-275 Introduction to Sport Pedagogy**

*Spring*

This course is designed to introduce students to the many facets of sport pedagogy and coaching. Our focus is the strategies and styles of coaching youth sports. Topics include coaching philosophy, motor learning, anatomy and physiology, biomechanics, sport psychology and risk management/liability. Other topics include the benefits of playing sports, developing age-appropriate instruction and training, goal setting, effective feedback, special issues in coaching children, and coaches as role models for children. In a local school system, we will apply the concepts and theories learned, by developing and implementing lesson plans to introduce various athletic skills and sports.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*D. Allen*

*Notes: No PE units. Academic credit only.*

*Credits: 4*

#### **PHYED-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 2-4*

*Course can be repeated for credit.*

#### **PHYED-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 4-8*

*Course can be repeated for credit.*

## **Athletics**

#### **PE-401 Intercollegiate Swimming and Diving Team**

*Spring*

Includes eight to ten dual or tri meets. Seven Sisters Tournament, NEWMAC Championship, and the New England Championships. Season runs mid-October through March.

*Applies to requirement(s): Physical Education*

*D. Allen*

*Notes: 2 PE Units. Team selection by tryouts. 5 meetings*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-423 Intercollegiate Cross-Country Running Team**

*Fall*

Includes five to seven meets. Seven Sisters Invitational Tournament, New England Championships, and NEWMAC Championship.

*Applies to requirement(s): Physical Education*

*J. Adams*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE Units. 5 meetings.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-431 Intercollegiate Tennis Team**

*Fall and Spring*

Includes twelve fall and eight spring matches. Seven Sisters Tournament, New England Intercollegiate Tournament, and NEWMAC Competition.

*Applies to requirement(s): Physical Education*

*A. Santiago*

*Notes: 1 PE Unit. Team selection by tryouts; 5 meetings*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-432 Intercollegiate Soccer Team**

*Fall*

Includes fourteen-game schedule. NEWMAC Championship.

*Applies to requirement(s): Physical Education*

*K. Haneishi*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE Units. 5 meetings.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-435 Intercollegiate Volleyball Team**

*Fall*

Includes 18- to 20-match schedule. Seven Sisters Tournament, Volleyball Hall of Fame Invitational, and NEWMAC Championship.

*Applies to requirement(s): Physical Education*

*S. Terrell*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE Units. 5 meetings.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-437 Intercollegiate Golf Team**

*Fall and Spring*

Includes dual matches, invitational tournaments, Massachusetts and Eastern Intercollegiate Golf Championships.

*Applies to requirement(s): Physical Education*

*T. Walko*

*Notes: 1 PE Unit. Team selection by tryouts; 5 meetings*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

#### **PE-438 Intercollegiate Basketball Team**

*Spring*

Includes 20 games per season. Seven Sisters Tournament and NEWMAC Championship. Season runs from October through March.

*Applies to requirement(s): Physical Education*

*M. Scecina*

*Notes: 2 PE Units. Team selection by tryouts; 5 meetings.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-441 Intercollegiate Rowing Team**

*Fall and Spring*

Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.

*Applies to requirement(s): Physical Education*

*J. Crawford, H. Putnam*

*Notes: 1 PE Unit. Selection by tryouts beginning the first day of classes in the fall semester; 5 meetings*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-442 Intercollegiate Squash Team**

*Spring*

Includes 14 dual matches played mostly at weekend invitational events. Also Seven Sisters Championship and the Howe Cup National Team Championship at Yale University. Season runs from mid-October to the first weekend in March.

*Applies to requirement(s): Physical Education*

*E. Robson*

*Notes: 2 PE Units. Team selection by tryouts in mid-October; 5 meetings*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-443 Intercollegiate Track and Field Team**

*Spring*

Includes seven meets. Season begins second week of November and lasts until examinations. Begins formally second Monday in January, runs until second weekend in March.

*Applies to requirement(s): Physical Education*

*C. Lee*

*Notes: 2 PE Units. Team selection by tryout; 5 meetings*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-445 Intercollegiate Lacrosse Team**

*Spring*

Includes 14-game schedule. Seven Sisters Tournament and NEWMAC Championship.

*Applies to requirement(s): Physical Education*

*M. Esber*

*Notes: 2 PE Units. Team selection by tryouts; 5 meetings*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

**PE-446 Intercollegiate Field Hockey Team**

*Fall*

Includes 18-game schedule. Seven Sisters Tournament and NEWMAC Championship.

*Applies to requirement(s): Physical Education*

*A. Whitcomb*

*Advisory: Team selection by tryouts.*

*Notes: 2 PE Units. 5 meetings.*

*Course can be repeated for additional PE units.*

*Grading: Standard PE grading (Satisfactory completion of PE units or NC).*

# Physics

The major and minor in physics are administered by the Department of Physics: Professor Peterson; Associate Professor Aidala (chair); Assistant Professors Arango, Nordstrom; Visiting Lecturer Smith.

## Overview

Consulting with a departmental advisor, the student may design her major curriculum for various purposes. She may take the courses necessary to prepare for graduate study in physics or closely related fields (including engineering), or she may plan a program that, together with courses from other disciplines, prepares her for advanced work in medicine, environmental engineering, or other physical sciences or branches of engineering, as well as for secondary school teaching, technical writing, or technical positions in industry. Students interested in geophysics, astrophysics, materials science, biophysics, physical chemistry, and other similar programs can work out special majors in consultation with faculty in the appropriate departments.

## Contact Info

Sarah Byrne, senior administrative assistant  
Katherine Aidala, chair

## Requirements for the Major

### Credits

- A minimum of 37 credits

### Courses

Courses required for the major consist of the following or their equivalents:

- Physics 110, Force, Motion, and Energy
- and 201, Electromagnetism\*
- 205, Introduction to Mathematical Methods for Scientists
- 210, Waves and Optics
- 250, Quantum Mechanical Phenomena
- 231, Techniques of Experimental Physics

Students must also take two of:

- 315, Analytical Mechanics
- 325, Electromagnetic Theory
- 326, Statistical Physics and Thermodynamics
- And 8 credits of laboratory work, including at least one of:
- 220, Intermediate Laboratory in Physics
- 308, Electronics
- Independent work (290, 295, 295P, 390, 395, 395P)
- Other advanced lab work with the permission of the department

In addition, physics majors must take 4 additional credits of independent work or advanced laboratory work. The independent work may include Physics 290, 295, 295P, 395, 395P, or 390; Smith Physics 350; or laboratory courses offered at other institutions, as arranged on a case-by-case basis. Course substitutions for the above requirements will be allowed on a case-by-case basis where it makes sense for a student's academic goals; for example, a student interested in biomechanics might reasonably replace Physics 250 with Physics 222 and Physics 395 with Biology 395.

\*Students who can demonstrate proficiency in one or both introductory courses by taking placement exams administered by the department may begin their physics study at the appropriate level but must still complete 37 credits of college-level physics courses for the major.

## Other

- Up to 4 credits of Physics 295P or 395P may be earned through summer research, following college guidelines for awarding 295P/395P credit. Note that 295P and 395P credit must be arranged with the department before the summer research experience begins; typically, a single eight to ten-week summer research program will account for no more than 2 credits of 295P or 395P.
- Normally, no more than 12 credits of 290, 295, 295P, 390, 395, or 395P will count towards the major.
- Physics majors are also encouraged to take Chemistry 101 and/or 201 (General Chemistry I and II).
- Math 203 (Calc III – multivariate calculus), Math 211 (linear algebra), and Physics 324, while not required, are recommended for those students planning to take advanced physics courses or to pursue graduate study. Math 302 (complex analysis) and Math 333 (differential equations) are also recommended for students planning to pursue graduate study in physics or engineering.
- Students planning to pursue graduate study in physics are encouraged to take at least one graduate-level course in physics at UMass.

## Requirements for the Minor

### Credits

- A minimum of 16 credits at or above the 200 level

### Courses

Normally, courses for the minor consist of:

- Physics 201 (Physics 110 is a prerequisite)
- Any three of 205, 210, 250, and 308, although other combinations of courses are also possible with permission of the department chair.

## Teacher Licensure

Students interested in pursuing licensure in the field of physics can combine their course work in physics with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of physics, please consult your advisor or the chair of the physics department.

For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Professor Lawrence in the psychology and education department.

Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the physics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Getting Started in Physics

Entering students considering a major in physics are strongly urged to take Physics 110 in the first year. While it is possible to complete the major by taking Physics 110 and 201 as late as the second year, such a program is not recommended because this delay limits the student's opportunities for advanced electives or honors work.

## Sample Programs of Study

*Courses in italics are required for the major.*

The recommended programs are based on the assumption that the student will undertake an independent project leading to honors in the fourth year. It is important for students to take mathematics courses which teach the specific skills needed for physics. Both integral and differential calculus are necessary for mathematical manipulation of formulas in the introductory physics courses.

Elective courses include: Physics 211, 220, 222, 295, 308, 324, 336, 395 or a wide range of Five College options.

For students beginning physics in the first semester of the first year:

	Semester I	Semester II
Fy	<i>Physics 110</i> Math 102	<i>Physics 201</i> Math 203
Soph	<i>Physics 205</i> <i>Physics 210</i>	<i>Physics 250</i> Physics 315
Jr	Physics 325 Physics 326	Physics 308 Physics 336
Sr	Physics 395 Physics elective	Physics 395 Physics elective

For students beginning physics in the second semester of the first year:

	Semester I	Semester II
Fy	Math 101	Math 102 <i>Physics 110</i>
Soph	<i>Physics 201</i> <i>Physics 205</i>	Physics 308 Physics 315
Jr	<i>Physics 210</i> Physics 395	<i>Physics 250</i> Physics elective
Sr	Physics 325 Physics 326	Physics 395 Physics elective

For students beginning physics in the first sophomore semester:

	Semester I	Semester II
Fy	Math 101	Math 102
Soph	<i>Physics 110</i>	<i>Physics 201</i>
Jr	<i>Physics 205</i> <i>Physics 210</i>	<i>Physics 250</i> Physics 310
Sr	Physics 325 Physics 326 Physics 395	Physics 308 Physics 395

(Physics 231 should be taken during the junior or senior year; note that Physics 324 and 336 will be offered in alternate years. Both 324 and 336 are recommended, as is Math 211.)

## Introductory Courses and Distribution Requirements

Physics 100–150 is a non-calculus introductory course sequence in physics, appropriate for students in the life sciences and for students with a general, nonprofessional interest in physics. This sequence satisfies the physics requirements of medical school.

Physics 110–201 is a calculus-based introductory course sequence in physics, appropriate for students intending to major in a physical science. To major in physics, a student must complete Physics 201 by the end of her sophomore year. A student with excellent preparation in physics may take a departmental placement exam to place out of one or both of these introductory courses. Any 200 or 300-level 4-credit physics course will then count for distribution in physics. Physics 110 and 201 do not cover the full range of topics on the MCAT syllabus; the Physics 100 and 150 sequence has a better coverage of these topics.

## Course Offerings

### PHYS-100 Foundations of Physics

*Fall*

This course studies a variety of topics in physics unified by the physical notions of force, energy, and equilibrium. Mathematics is used at the level of geometry, proportion, and dimensional analysis. Topics, drawn from the MCAT syllabus, include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.

*Applies to requirement(s): Math & Sciences*

*M. Peterson*

*Coreq: PHYS-100L.*

*Credits: 4*

### PHYS-104 Renewable Energy

*Spring*

We will examine the feasibility of converting the entire energy infrastructure of the US from one that is dependent on fossil fuels to one that utilizes mostly renewable sources of energy. We will examine the potential scale of energy production and the associated costs, natural resource requirements and land usage needs for both renewables, such as solar, wind and biofuel, and non-renewables, such as coal, natural gas, petroleum and nuclear. By applying extensive use of basic algebra and an elementary understanding of the physical processes underpinning each energy technology, we will arrive at a number of urgent conclusions about the challenges facing our energy infrastructure.

*Crosslisted as: Environmental Studies 104*

*Applies to requirement(s): Math & Sciences*

*A. Arango*

*Credits: 4*

### PHYS-110 Force, Motion, and Energy

*Fall and Spring*

Studies the mechanics of material objects. Topics include Newton's laws, projectile motion, circular motion, momentum, kinetic and potential energy, angular momentum, gravitation, and oscillations. This course is appropriate for students intending to major in a physical science.

*Applies to requirement(s): Math & Sciences*

*K. Nordstrom*

*Prereq: Mathematics 101.; Coreq: PHYS-110L.*

*Credits: 4*



**PHYS-150 Phenomena of Physics**

*Spring*

This course studies a variety of topics in physics, drawn from the MCAT syllabus, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 103/100, the applicable mathematics is geometry, proportion, and dimensional analysis.

*Applies to requirement(s): Math & Sciences*

*M. Peterson*

*Prereq: Physics 103/100 or Physics 115/110.; Coreq: PHYS-150L.*

*Credits: 4*

**PHYS-201 Electromagnetism**

*Fall and Spring*

Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation.

Additional topics chosen according to the interests of the class and instructor.

*Applies to requirement(s): Math & Sciences*

*K. Aidala, A. Arango*

*Prereq: Physics 115 or 110 and Mathematics 102.; Coreq: PHYS-201L.*

*Credits: 4*

**PHYS-205 Introduction to Mathematical Methods for Scientists**

*Fall*

Topics include infinite series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector analysis, ordinary differential equations, and Fourier series. The course includes a brief introduction to Mathematica and Matlab, in addition to a traditional emphasis on analytic solutions.

*Applies to requirement(s): Math & Sciences*

*S. Smith*

*Prereq: Physics 216, 190 or 201.; Coreq: PHYS-205L.*

*Advisory: Physics 190/201 or concurrent enrollment*

*Credits: 4*

**PHYS-210 Waves and Optics**

*Fall*

A comprehensive treatment of wave phenomena, particularly light, leading to an introductory study of quantum mechanics. Topics include wave propagation, polarization, interference and interferometry, diffraction, and special relativity.

*Applies to requirement(s): Math & Sciences*

*S. Smith*

*Prereq: Electromagnetism (Physics 216/190/201) and Intro to Math Methods (Physics 303/200/205) or concurrent enrollment in Physics 205.*

*Advisory: Electromagnetism (Physics 190/201) and Intro to Math Methods (Physics 200/205) or concurrent enrollment in 205*

*Credits: 4*

**PHYS-220 Intermediate Lab in Physics**

*Fall*

This lab-based course is an introduction to modern, investigative, experimental physics. The course is intended as a bridge between the structured introductory lab experience and independent research. Students will engage in a semester-long experimental project, participating in experimental design, construction, debugging and implementation. Students will practice presenting and interpreting experimental results and will be encouraged to develop follow-up experimental questions of their own. This course will also introduce students to scientific communication skills, and is speaking- and writing-intensive.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*A. Arango*

*Prereq: Physics 201.*

*Credits: 4*

**PHYS-221 Topic**

*Spring*

*Applies to requirement(s): Math & Sciences*

*Prereq: Physics 110/115 and permission of instructor.*

*Credits: 4*

**PHYS-222 Comparative Biomechanics**

*Spring*

The main objective of this course is to explore organismal structure and function via an examination of the basic physical principles that guide how living things are constructed and how organisms interact with their environment. We will use the combined approaches of the biologist and engineer to study the impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of animal locomotion, and learn how biologists working in diverse areas (e.g., ecology, development, evolution, and physiology) gain insight through biomechanical analyses.

*Crosslisted as: Biological Sciences 322*

*Applies to requirement(s): Math & Sciences*

*G. Gillis*

*Prereq: Physics 110/115 and permission of instructor.; Coreq: PHYS-222L.*

*Notes: 12 students per lab*

*Credits: 4*

**PHYS-231 Techniques of Experimental Physics**

*Fall and Spring*

Provides training in the techniques employed in the construction of scientific equipment.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. McEachern*

*Restrictions: This course is limited to physics majors.; This course is open to Juniors and Seniors.*

*Notes: 1 meeting (2 hours) for 3 weeks.*

*Credits: 1*

*Grading: CR/NC Grading only (no letter grading).*

**PHYS-250 Quantum Mechanical Phenomena**

*Spring*

This course provides an introduction to quantum mechanics. The Uncertainty Principle, Schroedinger's Equation, and the hydrogen atom are studied in depth, with emphasis on angular momentum, electron spin, and the Pauli Exclusion Principle.

*Applies to requirement(s): Math & Sciences*

*S. Smith*

*Prereq: Physics 200/205 and 210.*

*Credits: 4*

**PHYS-290 Advanced Laboratory Practicum**

*Fall*

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*A. Arango*

*Instructor permission required.*

*Prereq: 4 credits in Physics.*

*Credits: 1-8*

*Course can be repeated for credit.*

**PHYS-295 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-4**Course can be repeated for credit.***PHYS-308 Electronics***Spring*

This course is a study of electrical circuits and components with emphasis on the underlying physical principles; solid-state active devices with applications to simple systems such as linear amplifiers; feedback-controlled instrumentation; and analog and digital computing devices.

*Applies to requirement(s): Math & Sciences**T. Herd**Prereq: Physics 216/190/201.**Notes: Meetings combine lecture and hands-on lab**Credits: 4***PHYS-315 Analytical Mechanics***Spring*

Newton's great innovation was the description of the world by differential equations, the beginning of physics as we know it. This course studies Newtonian mechanics for a point particle in 1, 2, and 3 dimensions, systems of particles, rigid bodies, and the Lagrangian and Hamiltonian formulations.

*Applies to requirement(s): Math & Sciences**S. Smith**Prereq: Physics 200 (formerly Phys-303) or 205.**Credits: 4***PHYS-325 Electromagnetic Theory***Fall*

This course presents the development of mathematical descriptions of electric and magnetic fields; study of interactions of fields with matter in static and dynamic situations; mathematical description of waves; and development of Maxwell's equations with a few applications to the reflection and refraction of light and microwave cavities.

*Applies to requirement(s): Math & Sciences**S. Smith**Prereq: Intro to Math Methods (Physics 303/200/205).**Advisory: Intro to Math Methods (Physics 200/205)**Credits: 4***PHYS-326 Statistical Mechanics and Thermodynamics***Fall*

This course presents thermodynamic and statistical descriptions of many-particle systems. Topics include classical and quantum ideal gases with applications to paramagnetism; black-body radiation; Bose-Einstein condensation; and the Einstein and Debye solid; the specific heat of solids.

*Applies to requirement(s): Math & Sciences**K. Nordstrom**Prereq: Quantum Mechanical Phenomena (Physics 302/250) and Intro to Math Methods (Physics 303/200/205).**Advisory: Intro to Math Methods (Physics 303/200/205) and Quantum Mechanical Phenomena (Physics 302/250) or permission from department**Credits: 4***PHYS-328 From Lilliput to Brobdingnag: Bridging the Scales Between Science and Engineering***Not Scheduled for This Year*

The performance of many engineered devices is dependent on macroscopic factors (pressure, temperature, flow, conductivity). As a result, engineers often

model devices macroscopically considering atomistic level details only through fixed parameters. These parameters do not always capture the full atomistic level picture. More accurate multi-scale approaches for modeling macroscopic properties use basic atomistic level chemistry at key points in larger scale simulations. This course is an introduction to such approaches focusing on fuel cells as a concrete example. Basic scientific principles will be developed along side of basic engineering principles through project/case studies.

*Crosslisted as: Chemistry 328**Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Writing-Intensive**M. Gomez**Prereq: Math 102 and Physics 216.**Credits: 4***PHYS-336 Quantum Mechanics***Spring*

This course is an introduction to formal quantum theory: the wave function and its interpretation, observables and linear operators, matrix mechanics and the uncertainty principle; solutions of one-dimensional problems; solutions of three-dimensional problems and angular momentum; and perturbative methods.

*Applies to requirement(s): Math & Sciences**N. Abraham**Prereq: Physics 302/250.**Notes: Physics 324 or 336 will normally be offered in alternating years**Credits: 4***PHYS-390 Advanced Laboratory Practicum***Fall*

This course is a hands-on practicum, intended to introduce students to the practice of modern physics research. Depending on student interest, topics include external research seminars by practitioners in the field, training in oral and written scientific communication, presentation and interpretation of research results, scientific modeling, and hands-on experimental skills. Research projects are an integral part of this course; credit will be apportioned in relation to the intensity of the project.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive; Writing-Intensive**A. Arango**Instructor permission required.**Prereq: 16 credits in Physics.**Credits: 1-8**Course can be repeated for credit.***PHYS-395 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-8**Course can be repeated for credit.***PHYS-396 Advanced Laboratory Techniques***Instructor permission required.***PHYS-396MS Advanced Laboratory Techniques: 'Scanning Probe Microscopy'***Spring*

Students will be introduced to scanning probe microscopy and pursue projects on a variety of materials systems. This will be a hands-on course with weekly meetings to discuss progress and challenges.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Speaking-Intensive; Topics Course**K. Aidala*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**PHYS-396SC Advanced Laboratory Techniques: 'Next Generation Solar Cells and LEDs'**

*Spring*

Students will be introduced to solar cell and LED fabrication and characterization techniques, and pursue projects on a variety of materials systems. This will be a hands-on course with weekly meetings to discuss progress and challenges.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*A. Arango*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

## **See Also**

- Engineering
- Dual Degree Engineering

# Politics

The major and minor in politics are administered by the Department of Politics: Professors Amy, Cocks, Ferraro, Gill, Khory, Pyle, Smith; Associate Professors Chen, Markovits (on leave Spring 2016); Assistant Professor Reiter; Visiting Five College Assistant Professor of Government Dionne; Visiting Lecturers in Politics Aslam, Forjwuor.

## Overview

The word “politics” in ordinary conversations may refer to struggles for power or justice among antagonistic individuals or groups; the types of regimes by which people are governed; the ties that bind subjects to rulers or citizens to states; the election of representatives, passage of laws, and voicing of public opinion in democratic societies; and international relations among different polities, whether they be empires, multinational federations, or nation-states. The phrase “international politics” encompasses the waging of war and conducting of peace, the pursuit of national interests in competition with other states, norms of interaction among sovereign states, projects of humanitarian intervention, and collective efforts to enhance state security, global order, and human rights.

The study of such a complex subject has traditionally been divided into four overlapping fields:

- Political theory tackles the contested meanings of freedom, equality, power, justice, community, and individuality, as well as the clashing ideological perspectives by which different people make sense of political life. It also explores the ideas of influential political theorists from Plato to Thomas Hobbes to Hannah Arendt.
- American politics studies the history and current organization of political institutions at the national, state, and local level in the United States. It also examines popular conflicts in America over private rights and material interests; racial, class, and gender inequality; and public goods, including the good of American citizenship itself.
- Comparative politics covers the spectrum of political histories, systems of government, public policies, political parties, and social movements across the world. It examines, for example, parliamentary systems, ethnic conflict, authoritarian regimes, immigration policy, and nationalist movements from Asia to Europe to the Americas to Africa and the Middle East.
- International politics investigates U.S. foreign policy, international organizations such as the United Nations, the World Trade Organization, and the World Criminal Court; the politics of population migrations; war, terrorism, and international security; and the political dilemmas sparked by economic globalization and such border-crossing problems as resource depletion and environmental decay.

The Department of Politics at Mount Holyoke College offers students courses within all four fields as well as courses that cross the lines between them.

## Contact Info

Patricia Ware, senior administrative assistant  
Elizabeth Markovits, chair

## Requirements for the Major

### Credits

- A minimum of 32 credits

## Courses

### Subfield Requirements

One course must be taken in each of the four subfields, ordinarily to be selected from the list below. With permission from the department chair, certain 300-level courses may substitute for a 200-level field requirement, but no 300-level course may be counted as satisfying both a field requirement and the three 300-level course requirement in politics.

- American politics:
  - Politics 104, American Politics
  - Politics 235, Constitutional Law: The Federal System
  - Politics 236, Civil Liberties
  - Politics 246, American Political Thought
  - Politics 266, Environmental Politics in America
- Comparative politics:
  - Politics 106, Comparative Politics
  - Politics 208, Chinese Politics
  - Politics 209, Contemporary Russian Politics
  - Politics 228, East Asian Politics
  - Politics 249, African Politics
  - International Relations 211, Middle East Politics
- International politics:
  - Politics 116, World Politics
  - Politics 247, International Law and Organization
  - Politics 270 / International Relations 270, American Foreign Policy
- Political theory:
  - First-year Seminars taught by Professors Markovits and Cocks
  - Politics 118, Introduction to Political Ideas
  - Politics 211, Ancient and Medieval Political Thought
  - Politics 212, Modern Political Thought
  - Politics 233, Introduction to Feminist Theory
  - Politics 246, American Political Thought
  - Critical Social Thought 250CL, Classics in Nineteenth-Century Critical Social Thought (when taught by Professor Cocks)

### 300-level Course Work Requirements

- Three courses (12 credits) at the 300 level, two of which (8 credits) must be taken at Mount Holyoke College. The remaining course (4 credits) may be completed at another institution, subject to departmental approval. No more than 4 credits of 395 may be counted toward this requirement of three courses at the 300 level.
- A single course at the 200 level offered at Mount Holyoke can be taken at the 300 level with the instructor’s permission, provided the student has already taken 8 credits in politics, and provided the instructor and student agree upon additional work.

## Requirements for the Minor

### Credits

- 16 credits in politics at the 200 level or above
- At least 4 credits must be at the 300 level

## Courses

- These courses must span at least two of the department’s four subfields: American politics; comparative politics; international politics; political theory.

## Other

- Students must obtain the approval of the department chair at the time they register for their next-to-last semester.

## Teacher Licensure

Students interested in pursuing licensure in the field of politics can combine their course work in politics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of politics, please consult your advisor or the chair of the politics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the politics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Related Courses

These courses in other departments are available for credit in politics.

## International Relations

All courses taught by Profs. Doerr, Hashmi, or Western, including:

- 211 Middle East Politics
- 222 The United States, Israel, and the Arabs
- 224 The United States and Iran
- 319 The United States and the Promotion of Democracy and Human Rights
- 323 Comparative Politics of the Middle East
- 333 Just War and Jihad: Comparative Ethics of War and Peace
- 365 Ethics and International Relations

## Russian and Eurasian Studies

All courses taught by Prof. Jones, including:

- 240 Contemporary Russian Politics
- 241 Russia and the West
- 242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
- 312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent
- 313 The New Democracies
- 316FR Foreigners Within, Foreigners Without: The EU and Its New Neighbors
- 330 Nationalism
- 350 Revolutions

## Course Offerings

### POLIT-104 American Politics

*Fall and Spring*

Offers an overview of the American political system and the theories of those who both celebrate and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties, elections, interest groups, and movements seeking political change. Also includes

a theoretical focus: a critical examination of the varieties of liberalism, conservatism, pluralism, and democracy that inform the practice of American politics.

*Applies to requirement(s): Social Sciences*

*D. Amy, C. Pyle, P. Smith*

*Credits: 4*

### POLIT-106 Comparative Politics

*Fall*

This course provides an introduction to comparative political analysis, one of the four subfields of political science. The primary objective is to help students understand how the 'modern' world, one characterized by the rise of industrialized nation-states, took form and what shape it might take in the post-Cold War era. We will examine how the challenges of economic development, social transformation, and nation-building sparked the emergence of alternatives to 'modernity' characterized by diverse configurations of political institutions and social forces. We will also assess how globalization and the re-emergence of local identities may be redefining our understanding of 'modernity.'

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Credits: 4*

### POLIT-116 World Politics

*Fall and Spring*

This course is a survey of contending approaches to the study of conflict and cooperation in world politics. Examines key concepts--including balance of power, imperialism, collective security, deterrence, and interdependence--with historical examples ranging from the Peloponnesian War to the post-cold war world. Analyzes the emerging world order.

*Applies to requirement(s): Social Sciences*

*K. Khory, A. Reiter, V. Ferraro*

*Credits: 4*

### POLIT-118 Introduction to Political Ideas:

#### POLIT-118PF Introduction to Political Ideas: 'Political Freedom'

*Fall*

What is freedom? What makes freedom political? How has political freedom been understood over time? What are the obstacles on the way to freedom? Is freedom something we even desire? This course will introduce students to the concept of political freedom through diverse readings that include Greek tragedy, modern political thought, the Book of Exodus, Dostoyevsky's *Grand Inquisitor*, and social science research.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*A. Aslam*

*Credits: 4*

### POLIT-200 Foundations of African Studies

*Not Scheduled for This Year*

This reading and writing-intensive course draws upon the intellectual traditions of African American, African, and African diasporic studies in order to explore the connections and disjunctures among people of African descent. While the course pays attention to national, regional, and historical contexts, it asks this question: what do African descended people have in common and when and how are their experiences and interests different?

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*P. Smith*

*Credits: 4*

**POLIT-208 Chinese Politics**

*Spring*

This course examines the politics of contemporary China. Beginning with an assessment of the origins of the Chinese Revolution, the course then examines core institutions and events in the People's Republic, including the Great Leap Forward, Cultural Revolution, post-Mao reforms, and the Tiananmen Incident. In addition, the course analyzes the changing nature of state-society relations, the emergence of new social and political identities, and China's role in the international arena.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Prereq: Politics 106.*

*Credits: 4*

**POLIT-209 Contemporary Russian Politics**

*Fall*

Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?

*Crosslisted as: Russian and Eurasian Studies 240*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Credits: 4*

**POLIT-211 Ancient and Medieval Political Thought**

*Not Scheduled for This Year*

Through the works of the ancient tragedians and comedians, Thucydides, Plato, Aristotle, Cicero, Seneca, Augustine, Aquinas, and Pizan, this course explores themes in ancient and medieval political thought. In alternating years, the course will be taught as either a survey of a wide array of authors or as a more thematically focused study of just a few writers. In either format, we will pay particular attention to the ways these writers characterized the relationship between the individual and community; the roles knowledge, reason, emotion, and rhetoric play in political life; the link between gender and citizenship; and the various forms political community can take.

*Applies to requirement(s): Social Sciences*

*E. Markovits*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**POLIT-228 East Asian Politics**

*Not Scheduled for This Year*

This course examines the dramatic rise of East Asia in the post-World War II period in comparative perspective. The focus will be on understanding the process and consequences of rapid development in Japan, Korea, Taiwan, and China. Assesses the strengths and weaknesses of the 'East Asian model of development' and explores how different developmental experiences and policies affect state-society relations, social and political identities, and prospects for peace and cooperation throughout the region.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Politics 106.*

*Credits: 4*

**POLIT-229 Propaganda and War**

*Spring*

This course explores propaganda techniques and mobilization for war. Drawing on recent comparative and historical examples, we will analyze war mobilization strategies and different forms of propaganda, its control, and dissemination from a variety of cross-cultural perspectives. We will address the following questions: Why is propaganda necessary? What is the media's relationship to state propaganda efforts? How do states control information in an age of 'citizen journalists' armed with cell phones? How do activists and protest movements contest state propaganda? We conclude by examining key trends in the development of mass media forms and technologies and their implications for global politics.

*Applies to requirement(s): Social Sciences*

*K. Khory*

*Credits: 4*

**POLIT-230 Resistance and Revolution**

*Not Scheduled for This Year*

This course examines the dynamics and causes of protest, rebellion, and revolution. Topics include the three 'great' revolutions - the French, Russian, and Chinese - as well as such social science theories as moral economy, rational choice, resource mobilization, political culture, and relative deprivation. Attention will be devoted to peasant protest and elite responses to resistance movements. The objectives of the class are to familiarize students with alternative explanations of revolutionary change and to provide students with an opportunity to link general theories to specific case studies.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Politics 106.*

*Credits: 4*

**POLIT-233 Introduction to Feminist Theory**

*Fall*

This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of 'women's emancipation.' We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.

*Crosslisted as: Gender Studies 221CC*

*Applies to requirement(s): Social Sciences*

*E. Markovits*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**POLIT-235 Constitutional Law: The Federal System**

*Fall*

This course examines the impact of U.S. constitutional law on the legitimacy of different assertions of governmental power. Topics include judicial review; congressional control of court jurisdiction; federal regulation of the economy; and the relative powers and authority of the president, Congress, and the courts in national emergencies, foreign relations, war, and covert action, including torture and assassination. Case method.

*Applies to requirement(s): Social Sciences*

*C. Pyle*

*Prereq: Politics 104.*

*Credits: 4*

**POLIT-236 Civil Liberties***Spring*

This course addresses the federal Constitution and civil liberties. Topics include the authority of the courts to read new rights into the Constitution; equal protection of the laws and affirmative action for racial minorities, women, gays, and non-citizens. Also, freedoms of expression, association, and the press. Emphasis on the appropriateness of different methods of interpreting law. Case method.

*Applies to requirement(s): Social Sciences**C. Pyle**Prereq: Politics 104.**Credits: 4***POLIT-239 Classics in Nineteenth-Century Critical Social Thought***Not Scheduled for This Year*

An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Fyodor Dostoyevsky, focusing on the style as well as the substance of their theoretical works. The course will highlight their competing notions of the clash between appearance and reality, the logic and historical trajectory of domination and subordination, the basis and function of religion and morality, and the place of reason and irrationality in social life.

*Crosslisted as: Critical Social Thought 250CL**Applies to requirement(s): Social Sciences**J. Cocks**Restrictions: This course is limited to first years, sophomores and juniors**Credits: 4***POLIT-240 International Political Economy***Not Scheduled for This Year*

This course examines the interaction of politics and economics in the global economy. Topics include the development of the capitalist economy and its critics, the politics of trade and investment, and the phenomenon of global poverty.

*Applies to requirement(s): Social Sciences**V. Ferraro**Prereq: Politics 116.**Credits: 4***POLIT-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment***Not Scheduled for This Year*

Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new 'Great Game' is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?

*Crosslisted as: Russian and Eurasian Studies 242**Applies to requirement(s): Social Sciences**S. Jones**Credits: 4***POLIT-246 American Political Thought***Spring*

This course explores limited government, popular sovereignty, representative institutions, checks and balances, republicanism, liberty, equality, democracy, pluralism, liberalism, and conservatism, and how these concepts have developed during three centuries of American politics and in contrast to European thought.

The focus is not on the writings of the 'great thinkers' but on the 'habits of thought' of the American people and on ideas implicit in laws and institutions that affect the allocation of authority and power within the constitutional order.

*Applies to requirement(s): Social Sciences**C. Pyle**Prereq: Politics 104 or History 270 or History 170 and 171.**Credits: 4***POLIT-247 International Law and Organization***Spring*

This course presents international norms and institutions for regulating conflict, including promoting economic well-being, protecting human rights, exploring and using outer space, and controlling exploitation and pollution of the oceans. The course considers international agreements, problems of lawmaking, interpretation, and compliance; nationality and the status of foreigners and their investments; the principle of self-determination; and interests of postcolonial states as they impinge on the international legal order.

*Applies to requirement(s): Social Sciences**A. Reiter**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***POLIT-249 African Politics***Fall*

This course covers African politics from the pre-colonial period to the contemporary era, examining local experiences of democracy, governance, and economic development in light of varied colonial experiences, independence movements, international political economy, and informal sources of political power. Students will read closely historical, theoretical, and creative texts on African Politics, and consult contemporary media coverage of Africa.

*Applies to requirement(s): Social Sciences**K. Dionne**Credits: 4***POLIT-252 Urban Political Economy***Not Scheduled for This Year*

This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How are differences of race, class, and gender negotiated through urban institutions and community struggles? This course will have equal numbers of Mount Holyoke and Holyoke Community College students, and be team taught with Professor Mary Orsich, Economics, Holyoke Community College.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**P. Smith**Instructor permission required.**Advisory: Permission application available at Politics department**Credits: 6***POLIT-264 Russia and the West***Spring*

Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policymakers. None of the West's policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and the former Soviet republics in the far more complex and multipolar 'New World Order.' What

should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?

*Crosslisted as: Russian and Eurasian Studies 241*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Credits: 4*

**POLIT-266 Environmental Politics in America**

*Not Scheduled for This Year*

This course offers a critical investigation of the questions of power, politics, and principles surrounding environmental issues in the United States. Topics include a history of U.S. environmental policy and an analysis of the workings of our major environmental policy-making institutions: Congress, the executive branch, the courts, and private corporations. A variety of approaches to environmental activism are also examined, including mainstream environmentalism, grassroots activism, deep ecology, and others.

*Applies to requirement(s): Social Sciences*

*D. Amy*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**POLIT-270 American Foreign Policy**

*Not Scheduled for This Year*

In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy. See <http://www.mtholyoke.edu/acad/intrel/afps98.htm> <http://www.mtholyoke.edu/acad/intrel/afps98.htm> for a more detailed description.

*Applies to requirement(s): Social Sciences*

*V. Ferraro*

*Prereq: Politics 116.*

*Credits: 4*

**POLIT-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**POLIT-302 Urban Policy**

*Fall*

Gentrification, unemployment, crime, failing schools, disinvestment, mass incarceration--what comes to mind when you think of the inner city? In response to a constrained fiscal environment, cities have increasingly adopted neoliberal policy approaches to address seemingly intractable urban problems. The seminar will study current research to assess the political and economic impact of this neoliberal policy regime on housing, education, and public safety.

*Crosslisted as: Africana Studies 302*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*P. Smith*

*Prereq: Politics 100, a politics First-Year Seminar, or Africana Studies 200.*

*Credits: 4*

**POLIT-308 Nationalism**

*Not Scheduled for This Year*

Nationalism is one of the greatest challenges to multiethnic states. They have had to create new strategies to deal with the demands of ethnic minorities. Taking the four states of Spain, Canada, Russia, and the former Yugoslavia as examples, we

will focus on nationalist movements within these states and the central governments' responses. What has been the effect of the Communist legacy? Are there alternatives to federalism as a way of managing national claims? What socioeconomic policies have governments used to control ethnic tensions? What role can international organizations play in finding solutions to ethnic conflict?

*Crosslisted as: Russian and Eurasian Studies 330*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits from politics, international relations or Russian and Eurasian studies.*

*Credits: 4*

**POLIT-313 The Politics of Poverty**

*Spring*

This course is an analysis of economic inequality in America and an exploration of the power relationships, interests, and ideological conflicts surrounding this problem. Topics include the distribution of income and wealth in the United States; the relationship of poverty to race, sex, and class divisions; conservative, liberal, and radical perspectives on poverty and poverty policy.

*Applies to requirement(s): Social Sciences*

*D. Amy*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in department including Politics 101 or 104 and permission of instructor.*

*Credits: 4*

**POLIT-314 Political Violence: Causes and Solutions**

*Not Scheduled for This Year*

This course is an examination of political violence. Throughout the semester, the course covers the various manifestations of political violence, focusing on diverse topics such as genocide, ethnic conflict, interstate war, terrorism, and civil war. The course explores the debates in the field of political science regarding the nature and causal factors behind these types of violence. The course also examines how to end violence, how to maintain peace, and how societies should attempt to heal from periods of violence.

*Applies to requirement(s): Social Sciences*

*A. Reiter*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in Politics.*

*Credits: 4*

**POLIT-316 European Studies Seminar**

**POLIT-316FO European Studies Seminar: 'Foreigners Within, Foreigners Without: The EU and its New Neighbors'**

*Not Scheduled for This Year*

The enlargement of the European Union (EU) to Central and Eastern European countries has generated new neighbors to the east and south - the Western Newly Independent States (WNIS) of Russia, Belarus, Moldova, and Ukraine, and Southern Mediterranean countries (SMCs) Egypt, Libya, and Tunisia. Europe's new neighbors make up 410 million inhabitants, but their GDP capita is barely one tenth of the European Union's. This has brought problems for the EU, including migration pressures, human trafficking, and refugees. How is the EU dealing with these issues and how will relations with the new neighbors affect the domestic and foreign policies of the EU?

*Crosslisted as: Russian and Eurasian Studies 316FR*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 4 credits at the 200 level in a Division III subject.*

*Advisory: Students not meeting the prerequisite but with a 200-level Division I course may contact the instructor for permission.*



*Credits: 4*

**POLIT-321 Politics of Decolonization**

*Fall*

This seminar is a critical exploration of the various processes, accounts and theories of colonialism and decolonization in Africa and the Americas. The aim is to chart alternative paths to rethinking the meaning and impact of these terms. Focusing on the various colonial/imperial tools employed to subjugate, exploit and dominate colonized subjects, we will examine how liberal discourses/structures that are assumed to embody the terms of freedom and sovereignty have now become extensions of the colonial they were initially employed to overcome. The main objective of this course is to explore various approaches to redefining decolonization noting the changing meaning of colonialism.

*Crosslisted as: Africana Studies 321*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*B. Forjwuor*

*Credits: 4*

**POLIT-327 Transitional Justice**

*Fall*

As societies emerge from authoritarian rule or civil war, they face the daunting task of engaging past human rights violations. States have a myriad of options at their disposal, ranging from granting blanket amnesties to hosting complex trials and truth commissions. In making these decisions, new leaders face pressures from former authoritarian actors, victims' groups, and international organizations. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses, and the political, legal, economic, and moral ramifications of each choice. Most importantly, it asks--does transitional justice work?

*Applies to requirement(s): Social Sciences*

*A. Reiter*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Jr, Sr, with 8 credits in Politics.*

*Credits: 4*

**POLIT-329 Politics and Greek Tragedy**

*Not Scheduled for This Year*

Students in this course will explore ancient Greek tragedy as a way of thinking through such central problems of political life as freedom, identity, responsibility, and justice. The course will place the ancient texts in their particular historical context, while also attending to the material as a springboard for confronting contemporary political questions. The course will also address the broader implications of turning to ancient material and to literature as sources for political theorizing.

*Crosslisted as: Classics 329*

*Applies to requirement(s): Social Sciences*

*E. Markovits*

*Prereq: 8 credits in Politics or Classics.*

*Credits: 4*

**POLIT-350 Revolutions**

*Spring*

Revolution is far from over. First came the explosion in Eastern Europe, the collapse of the USSR, the rise of the Taliban in Afghanistan, bloodless overthrows of old elites in Indonesia and the Phillipines, and what Hugo Chavez calls the Bolivarian revolution in Venezuela. The goal of revolutions may no longer be socialism, it may not even be directed at greater liberty. But revolutions continue to affect millions of people's lives and reflect states' responses to global change and social dislocation. They are still with us as the Arab Spring so clearly

demonstrated. We will examine revolutions, their beginnings, their victories, and their ends.

*Crosslisted as: Russian and European Studies 350*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits from Politics, International Relations, or Russian and Eurasian Studies.*

*Credits: 4*

**POLIT-353 The Politics of Work**

*Not Scheduled for This Year*

This seminar explores the contentious relationship between work and politics. The focus will be on workplace dynamics and how technological change, gender, methods of labor organization, and management philosophy affect the way in which authority is structured and perpetuated. The experiences of such regions as the United States, Japan, and China will also be used to shed light on the future of labor and work in an age of increasing globalization.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

**POLIT-356 Black Migrations**

*Spring*

This seminar is a comparative examination of the migration of African-descended people within and to the United States. It looks at in succession the original African diaspora through the Atlantic slave trade; the Great Migration of African Americans from the South; the immigration to the U.S. of African-descended people from the West Indies; and last, the movement of Africans from the continent to the United States since 1965 when immigration laws became more inclusive. We will evaluate the process of African Americanization for each new migratory group in all of its cultural and political ramifications. *Course material includes articles, books, films, novels, and guest speakers.*

*Crosslisted as: Africana Studies 356*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning*

*P. Smith*

*Prereq: Africana Studies 200.*

*Credits: 4*

**POLIT-357 War and Peace in South Asia**

*Not Scheduled for This Year*

Multiple forms of conflict and violence fueled by economic inequality, political instability, and rising radicalism mark South Asia--a region of contested histories, ideologies, and territories. We will explore the histories and causes of enduring conflicts, such as Kashmir and the wars in Afghanistan, separatist movements in Pakistan, India, and Sri Lanka, and potential conflicts over scarce water and energy resources. We will conclude with analysis of the role of external powers, such as China, Iran, and the U.S. in South Asia and assess the prospects for peace in the region.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*K. Khory*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from Politics.*

*Credits: 4*

**POLIT-358 Justice: Theory and Practice**

*Not Scheduled for This Year*

This course explores various theories of justice, examining the most dominant approaches to the subject within modern and contemporary political theory, as well as the relation of justice to democracy and questions of identity, recognition, and inclusion. The course will also focus

on the implications of those theories for political, social, and economic institutions by offering students a problem-based learning environment in which they will work together to bring theoretical insights to bear on actual political problems.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*E. Markovits*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in the department.*

*Credits: 4*

### **POLIT-359 Democratization and Civil Society in East Asia**

*Fall*

This course examines the dramatic emergence of democratic institutions and civil society in East Asia. The primary aim of the class is to help students understand and analyze the process of democratic unfolding in Japan, Korea, and Taiwan. We will also evaluate China's recent, albeit limited experiments with democratic practices. We will begin by contrasting Western perspectives of democracy with both traditional and more contemporary Asian understandings of democracy. We will then focus on the actual processes of democratic consolidation in each of the cases, especially the developments that precipitated political crisis and ultimately, political change.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*C. Chen*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

### **POLIT-361 Politics and Rhetoric**

*Not Scheduled for This Year*

People have long accused politicians of using rhetoric to pander to audiences and get what they want regardless of the truth. But democratic politics depends on communication to persuade and motivate others. In this course, we will analyze classical writings on rhetoric, contemporary democratic political theory, and hear from professionals in order to probe the relationship between rhetoric and politics. Students will also engage in an extended campaign simulation, in which they devise, implement, and react to campaign rhetorical strategies. Prior work in political theory is required and prior work in American Politics is strongly recommended.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*E. Markovits*

*Prereq: 8 credits from Politics including at least one theory course.*

*Credits: 4*

### **POLIT-366 International Migration**

*Fall*

This course examines migration and transnational processes from a comparative perspective. It focuses on the relationship between globalization and international migration, with special attention to transnational networks and diaspora politics. We will explore major theories, forms, and patterns of migration in global politics; the involvement of diaspora organizations in the politics of host and home states; and the implications of migration and refugee flows for state sovereignty, national identity, and citizenship. We will conclude by analyzing the key debates and framing of immigration policies and models of citizenship in Europe and the United States.

*Applies to requirement(s): Social Sciences*

*K. Khory*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 Credits from the department.*

*Credits: 4*

### **POLIT-367 Decision Making**

*Not Scheduled for This Year*

On decision making, and the pathologies of decision making, in American politics. When, and to what extent, can we say that a particular policy decision is the result of rational choice, institutional processes, pluralistic pressures, or other forces? When are individual or collective decisions likely to be marred by 'groupthink,' selective attention, or self-deception? To what extent, if at all, may collective decisions be considered rational or moral? When are challenges to authority, or to dominant opinion, likely to make a difference?

*Applies to requirement(s): Social Sciences*

*C. Pyle*

*Instructor permission required.*

*Prereq: Politics 104.*

*Credits: 4*

### **POLIT-368 The International Politics of Petroleum**

*Not Scheduled for This Year*

The development of the petroleum industry as the dominant energy source in the 20th century. The relationship between private corporations associated with exploration, production, refining, and marketing of oil and the various governments with whom they operate. The transition from a political economy dominated by American production to a truly global enterprise. The environmental consequences of petroleum consumption and the possibilities for a non-petroleum energy system.

*Applies to requirement(s): Social Sciences*

*V. Ferraro*

*Restrictions: This course is open to Juniors and Seniors.*

*Credits: 4*

### **POLIT-369 Black Radicalism**

*Spring*

The struggles and ideas of transatlantic black radicals have changed the ways we think and study -- through the formation of Africana/African-American/Black-Studies -- and the ways in which we express thoughts and ideas -- through culture and politics. In this seminar, we will study the interdisciplinary history of black radicalism in the 20th century in the United States, the Caribbean, and Africa. This interdisciplinary history is animated by a central debate over the role of black internationalism, if any, in domestic black radical thought and action in the United States, the Caribbean, and Africa.

*Crosslisted as: Africana Studies 369*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Writing-Intensive*

*P. Smith*

*Prereq: Africana Studies 200.*

*Notes: There will be a number of shared classes/discussions with the Africana Studies Senior Seminar at Williams College, both in person and through video-conference, who will be sharing the same syllabus. We will make a class visit to Williams, and we will host a visit from the Williams seminar. The shared meetings will be organized around speakers, presentations, and local activists.*

*Credits: 4*

### **POLIT-373 The Politics of Transformation in China and India**

*Spring*

This seminar provides a structured comparison of two 'emerging giants,' China and India. Interdisciplinary in scope, the class draws upon various approaches and frameworks to analyze the economic, social, and political development of the two countries. Topics include the impact of market-based reforms and migration, demands for representation and increased political participation, nationalism, environmental degradation, and human capital. We will conclude with a focus on China-India relations and their aspirations for great power status in Asia and beyond. Students will develop and refine 'real world' skill sets through the writing of policy memos, simulations, and formal presentations.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*C. Chen, K. Khory*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in department.*

*Credits: 4*

### **POLIT-385 International Security**

*Not Scheduled for This Year*

This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; humanitarian intervention; nuclear proliferation; and terrorism. The course concludes with analysis of specific initiatives for achieving both common and comprehensive security.

*Applies to requirement(s): Social Sciences*

*K. Khory*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from Politics including Politics 116.*

*Credits: 4*

### **POLIT-387 Advanced Topics in Political Theory**

#### **POLIT-387VS Advanced Topics in Political Theory: 'Violence and the State'**

*Fall*

This course examines the role of violence in the state's ability to preserve order and the rule of law. We will weigh the costs and effectiveness of state violence, arguments for the necessity of violence, the entwinement of the law with violence, the state's concern for organizing and managing life within its borders, and whether sovereignty must entail violence. We will conclude the course by considering the emergence of non-violence as a political strategy.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*A. Aslam*

*Credits: 4*

#### **POLIT-388 Post-Communist Transitions**

*Not Scheduled for This Year*

This seminar examines and analyzes the dramatic transformation of former Leninist regimes—specifically, Russia, Eastern Europe, and China—in historical and comparative perspective. Focuses on understanding why Leninism imploded, and the challenges confronting nations making a 'transition from socialism.' Assesses the impact and consequences of the Leninist legacy on economic and political institutions, and state-society relations, and the definition of national identity and community.

*Applies to requirement(s): Social Sciences*

*C. Chen*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits in department. Politics 106 recommended.*

*Credits: 4*

### **POLIT-391 Pivotal Political Ideas**

#### **POLIT-391CF Pivotal Political Ideas: 'Citizen and the Foreigner'**

*Spring*

On the antinomy of the citizen and the foreigner. We will examine both classic theories of citizenship and practical challenges to those theories posed by diasporic groups and other cultural strangers such as exiles, refugees, economic migrants, and stateless populations. We also will consider the pressures placed on traditional notions of citizenship by transnational social and environmental problems, as well as by the power of global economic forces over domestic political communities.

*Crosslisted as: Critical Social Thought 391CF*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from Politics or Critical Social Thought.*

*Credits: 4*

#### **POLIT-391CN Pivotal Political Ideas: 'The Idea of Conservatism'**

*Not Scheduled for This Year*

This course explores such contested political concepts as democracy, power, nationalism, freedom, identity, alienation, civil society, and the public sphere - as those concepts have been interpreted by diverse currents of political thought. This fall we will examine the idea of conservatism, focusing on the intellectual legacy of Edmund Burke, Leo Strauss, and Ayn Rand, as well as the political writings of contemporary conservatives and the platforms of popular tendencies such as the Tea Party movement.

*Crosslisted as: Critical Social Thought 391CN*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Prereq: 8 credits from Politics or Critical Social Thought.*

*Credits: 4*

#### **POLIT-391CT Pivotal Political Ideas: 'Capitalism'**

*Fall*

After reviewing the classic defense of capitalism as an engine of freedom, progress, and productivity, we will examine major shifts in the critique of capitalism from the early 19th to the early 21st century. This critical conceptual history will range over successive claims that capitalism foments labor exploitation and class inequality, imperialism, instrumentalism, the commodification of culture, the privatization of the commons, and the re-making of subjectivities to suit market imperatives. The course will conclude with Pope Francis's charge that the global capitalist system endangers 'whatever is fragile, like the environment' and devours everything 'in the way of increased profits.' Is Francis right, and if so, what are possible cures for these ills?

*Crosslisted as: Critical Social Thought 391CT*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Prereq: One course in political theory or critical social thought.*

*Credits: 4*

#### **POLIT-391PW Pivotal Political Ideas: 'The Concept of Power'**

*Not Scheduled for This Year*

This topics course explores such contested political concepts as democracy, freedom, alienation, civil society, and the public sphere, as those concepts have been interpreted by diverse currents of political thought. This semester we will focus on the concept of power, with special emphasis on the work of three maverick scholars -- Michel Foucault, Judith Butler, and James C. Scott -- who in different ways have shaken up both conventional and radical thinking on the subject

*Crosslisted as: Critical Social Thought 391CP*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 8 credits from Politics or Critical Social Thought.*

*Credits: 4*

#### **POLIT-391SV Pivotal Political Ideas: 'Sovereignty'**

*Not Scheduled for This Year*

An exploration of the idea of sovereignty, from its articulation as absolute monarchical authority in the 16th and 17th centuries to its metamorphosis as popular sovereignty in the 18th and 19th centuries to current debates over whether sovereign power is outmoded both domestically and in international

relations. Drawing on historical as well as political theoretical texts, we will assess sovereign power and sovereign freedom as political ideals and consider whether we should lament or applaud the difficulty of actualizing them in political life.

*Crosslisted as: Critical Social Thought 391SV*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: jr, sr, 8 credits in politics, international relations, or critical social thought.*

*Credits: 4*

### **POLIT-392 Portraits of Political Thinkers**

#### **POLIT-392HA Portraits of Political Thinkers: 'Hannah Arendt'**

*Not Scheduled for This Year*

This topics course explores the life, affiliations, and ideas of a political theorist who has made a special contribution to the self-understanding of our age. In addition to the writings by that thinker, we also will read biographies and secondary commentaries as well as selected essays by authors who have influenced our thinker or who have been influenced by her or him. The thinker for this year is Hannah Arendt, who has written controversial but influential works on revolution, violence, and totalitarianism; the nation-state and statelessness; imperialism and racism; and anti-Semitism and Zionism.

*Crosslisted as: Critical Social Thought 392HA*

*Applies to requirement(s): Social Sciences*

*J. Cocks*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 4 credits in political theory, philosophy, or critical social thought.*

*Credits: 4*

### **POLIT-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## **See Also**

- Law, Public Policy & Human Rights
- Journalism, Media, and Public Discourse
- International Relations

# Psychology

The major and minor in psychology are administered by the Department of Psychology and Education: Professors Binder (chair), Deutsch, Hollis, Hornstein, Millard, Packard (on leave Spring 2016); Associate Professor Douglas; Assistant Professors Breen (on leave Fall 2015), Haydon (on leave 2015-2016); Visiting Assistant Professor Schwartz; Visiting Lecturers Davis, DiBianca Fasoli, Dickens, and Grillo.

## Overview

In Psychology and Education we offer a wide array of courses in the following areas:

### General Psychology

### Social Psychology

The courses in the area of social psychology are concerned with how the social environment affects the behavior of individuals. Among the major topics covered are the ways attitudes develop and change; the conditions under which individuals adhere to or deviate from social norms; the behavior of groups; communication; social interaction and interpersonal relationships; and the similarities and differences between women's and men's behavior.

### Personality and Abnormal Psychology

The courses in this area cover the fields of personality, abnormal psychology, and psychotherapy. The field of personality, the systematic study of individual differences and similarities, poses questions such as the following: How is each person unique? In what ways are people alike? Abnormal psychology concerns aspects of human behavior that are maladaptive in a person's current context. Students concentrating their study in this area are urged to take additional courses in developmental psychology, social psychology, and biological bases of behavior.

### Developmental and Educational Psychology

Developmental psychology is characterized by a distinct point of view rather than a specific content area. It is concerned with the origins and progressive development over time of perception, thought, language, personality, and social behavior. Educational psychology involves the application of psychology to our understanding of learning, motivation, and teaching, and focuses on both the complex experiences of individual learners and the diverse sociocultural contexts of learning.

The courses in developmental and educational psychology reflect this range of topics and also cover the application of developmental theory and findings in education. Students concentrating their study in this area are urged to take courses in as many of the other areas of psychology as possible.

### Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior and developmental psychology. Courses in philosophy (210, Logical Thought) and computer science (101, Problem Solving and Object-Oriented Programming) are recommended for those students with interests in cognitive science and artificial intelligence.

## Biological Bases of Behavior

The courses in this area adopt the perspective that behavior is the product of biological processes. Major topics include the physiological causes of behavior, the evolutionary history and function of behavior, and the role of learning in modifying behavior. Students concentrating their study in this area are urged to take additional course work in cognition, perception, and language, and in biological sciences.

## Contact Info

Janet Crosby, senior administrative assistant  
Katherine Binder, chair

## Requirements for the Major

Students interested in the field of psychology (as well as the field of education) begin their program by taking a 100-level course in psychology.

## Credits

- A minimum of 32 credits

## Courses

- One course 100-level course in psychology
- 200, Research Methods in Psychology,
- And 201, Statistics
- At the 200 level, all majors must take courses in at least three of the five areas of the psychology curriculum: A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior. At least one of these courses must be from areas D or E. Psychology 295, Independent Study cannot be used to fulfill this requirement.
- At the 300 level, all majors must take three courses:
  - 1) *At least one of these must be a laboratory course. Current laboratory courses are:*
    - Psychology 310, Laboratory in Social Psychology
    - 323, Laboratory in Qualitative Research
    - 326, Laboratory in Personality and Abnormal Psychology
    - 330, Laboratory in Developmental Psychology
    - 331, Laboratory in Early Social and Personality Development
    - 340, Laboratory in Perception and Cognition
    - 350, Laboratory in Behavioral Neuroscience
  - 2) *The remaining two 300-level courses can be fulfilled by any combination of the following: additional laboratory courses; lecture, seminar, practicum courses; or independent study at the 300 level.*

## Other

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see 295, 395). Students are encouraged to discuss this option with any member of the department.
- Students who expect to do graduate work in psychology should consult with their advisors or with members of the department regarding their program within the department as well as election of related courses from other departments.
- Declaration of major forms should be signed by the department's administrative assistant.

## Requirements for the Minor

### Credits

- A minimum of 16 credits beyond the 100 level

### Courses

- Psychology 200, Research Methods in Psychology
- Psychology 201, Statistics
- Two other courses at either the 200 or the 300 level, one from curriculum areas A–C (social psychology; personality and abnormal psychology; and developmental and educational psychology) and one from curriculum areas D–E (perception, cognition, and language; and biological bases of behavior)

## Course Offerings

### General Psychology

#### PSYCH-100 Introduction to Psychology

*Fall and Spring*

How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.

*Applies to requirement(s): Social Sciences*

*A. DiBianca Fasoli*

*Credits: 4*

#### PSYCH-200 Research Methods in Psychology

*Fall and Spring*

This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.

*Applies to requirement(s): Social Sciences*

*K. Binder*

*Prereq: 100-level course in Psychology or Neuroscience 100 and Psychology 201 or Statistics 240.; Coreq: PSYCH-200L.*

*Advisory: Students must take statistics (Psychology 201) before enrolling in this course.*

*Credits: 4*

#### PSYCH-201 Statistics

*Fall and Spring*

Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Schwartzer*

*Prereq: A 100-level course in Psychology or Neuroscience 100.; Coreq: PSYCH-201L.*

*Notes: Students should sign up for the lecture course and one lab section*

*Credits: 4*

#### PSYCH-295 Independent Study

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

#### PSYCH-297 Directed Research

*Fall and Spring*

Under the mentorship of department faculty, students engage in the collection and/or analysis of data pertaining to identified projects underway in faculty-sponsored lab settings. Students meet as a group with faculty during regularly scheduled times for additional training, establishing routines and guidelines and discussion of findings.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Prereq: Psychology 100, Psychology 110, or Neuroscience 100.*

*Credits: 2-4*

*Course can be repeated for credit.*

#### PSYCH-395 Independent Study

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

#### PSYCH-397 Directed Research

*Fall and Spring*

Under the mentorship of individual department faculty, students engage in the collection and/or analysis of data pertaining to identified projects underway in faculty-sponsored lab settings. Students meet as a group with faculty during regularly scheduled times for additional training, establishing routines and guidelines and discussion of findings.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Prereq: Psychology 200 and Psychology 201.*

*Credits: 2-4*

*Course can be repeated for credit.*

#### PSYCH-411 Seminar in Psychological Research

*Fall*

This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*The department*

*Notes: Only graduate students and students doing an honors thesis are permitted to register.*

*Credits: 1*

*Grading: Standard Graduate-Level Grading.*

### **PSYCH-412 Seminar in Psychological Research**

*Spring*

This seminar is designed to promote communication of research activities among students in the department and to encourage students to share knowledge and resources in the solution of problems encountered in all stages of research.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*The department*

*Notes: Only graduate students and students doing an honors thesis are permitted to register.*

*Credits: 1*

*Course can be repeated for credit.*

### **PSYCH-430 Thesis**

*Fall and Spring*

Writing the thesis - graduate level only.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Restrictions: This course is offered for graduate students only.*

*Instructor permission required.*

*Credits: 4*

*Course can be repeated for credit.*

*Grading: Standard Graduate-Level Grading.*

### **PSYCH-495 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

*Grading: Standard Graduate-Level Grading.*

## **Social Psychology**

### **PSYCH-210 Social Psychology**

*Fall*

This course surveys a range of topics within social psychology. How do other people influence us? How do people perceive one another? How do attitudes develop and change? Under what conditions do people conform to, or deviate from, social norms? We will survey concepts across several areas of social psychology with an emphasis on empirical research evidence.

*Applies to requirement(s): Social Sciences*

*L. Dickens*

*Prereq: A 100 level psychology course.*

*Credits: 4*

### **PSYCH-211 Psychology of Women**

#### **PSYCH-211WO Psychology of Women: 'Women, Work and Family'**

*Spring*

This course explores the experience of working mothers in America. What are the political, economic, social and psychological factors that shape the experiences of women who work and raise children? How does the American woman's experience vary across race, class and educational level, and how does it compare to the experiences of women in other cultures? How have the roles of mother and worker or 'career woman' changed over time? How have they remained the same? What type of support do women need to balance these roles? We'll explore these questions using research in social psychology, theoretical texts, fiction, our own lived experience, and inquiry into the experiences of others.

*Crosslisted as: Gender Studies 212FM*

*Applies to requirement(s): Social Sciences*

*A. Grillo*

*Prereq: 100 level Psychology course.*

*Credits: 4*

### **PSYCH-212 Individuals and Organizations**

*Fall*

This course focuses on individual and small-group behavior in the organizational setting. The basic objective is to increase knowledge and understanding of human behavior in organizations - especially each individual's own behavior. Three types of knowledge are stressed: (1) intellectual information regarding human behavior in an organizational context; (2) understanding of oneself as a person and as a leader; and (3) behavioral skills in dealing with people.

*Crosslisted as: Complex Organizations 212*

*Applies to requirement(s): Social Sciences*

*D. Butterfield*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

### **PSYCH-215 Racism and Inequality in Schools and Society**

*Fall and Spring*

What is race? Who decides? Are we a 'postracial' society? This course focuses on historical, social, psychological, and legal underpinnings of the social construction of race and examines how perspectives on race have influenced the lives of students and teachers in schools. Class sessions compare the old vs. 'new' racism, contrast the workings of white privilege with calls for white responsibility, explore perspectives on the 'achievement' and 'opportunity' gaps, and examine how antiracist pedagogies can address inequities in education at the curricular, interpersonal, and institutional levels. Essays, response papers, field experiences, and a digital media project are required.

*Crosslisted as: Education 205*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning; Writing-Intensive*

*J. Daigle-Matos*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Prepracticum required*

*Credits: 4*

### **PSYCH-310 Laboratory: Research Methods in Social Psychology**

*Fall*

This course is conducted as a hands-on research workshop. Students will work collaboratively on one major social psychological research project during the semester. The projects typically focus on work/family issues, but other topics are possible. The methodology used depends on the project and could employ quantitative and/or qualitative methods. The course work follows the typical sequence required for research: reviewing the relevant literature, designing the method, analyzing data, and writing and presenting a final research report.

*Applies to requirement(s): Social Sciences*

*F. Deutsch*

*Instructor permission required.*

*Prereq: Psychology 200 and permission of instructor. Students must email Prof.*

*Deutsch during advising week to explain why they want to take the course.*

*Advisory: Psychology 200 and permission of instructor. Students must email Prof.*

*Deutsch during advising week to explain why they want to take the course*

*Credits: 4*

*Course can be repeated for credit.*

### **PSYCH-310SP Laboratory in Social Psychology**

*Spring*

This course is conducted as a hands-on research workshop. Students will work collaboratively on one major social psychological research project during the semester. The projects typically focus on work/family issues, but other topics are possible. The methodology used depends on the project and could employ

quantitative and/or qualitative methods. The course work follows the typical sequence required for research: reviewing the relevant literature, designing the method, analyzing data, and writing and presenting a final research report.

*Applies to requirement(s): Social Sciences*

*The department*

*Instructor permission required.*

*Prereq: Psychology 200 and permission.*

*Credits: 4*

### **PSYCH-319 Seminar in Social Psychology**

*Instructor permission required.*

## **Personality and Abnormal Psychology**

### **PSYCH-220 Theories of Personality**

*Fall*

How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major psychological theories of and approaches to understanding personality.

We will critically examine theory and research on traits, genetics, neuroscience, self and identity, intrapsychic perspectives, regulation and motivation, and cognition, integrating these views into a more complete understanding of personality.

*Applies to requirement(s): Social Sciences*

*W. Davis*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: Psychology 100 or 110.*

*Credits: 4*

### **PSYCH-222 Abnormal Psychology: Clinical Perspectives**

*Spring*

This survey course on abnormal psychology focuses on understanding diagnoses included in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* and their implications for the understanding and treatment of psychological disorders. Throughout the course we will question the concept of abnormality and examine its positive and negative effects in the amelioration of human suffering.

*Applies to requirement(s): Social Sciences*

*The department*

*Prereq: 100-level course in Psychology.*

*Credits: 4*

### **PSYCH-225 Psychoanalytic Theory**

*Not Scheduled for This Year*

An introduction to the contested terrain of psychoanalytic theory, which has so hugely influenced twentieth-century thought. Reading widely across Freud's work and that of his colleagues, we will situate key ideas--repression, desire, masochism, neurosis, sublimation, feminine/masculine personality, etc.--within a range of interpretive frameworks. Intensive class discussions, oral presentations, and small group projects will allow students to analyze the varied implications of psychoanalytic theory for contemporary thinking about individuals and society.

*Crosslisted as: Critical Social Thought 251*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

*G. Hornstein*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: 4 credits in Psychology or Critical Social Thought.*

*Credits: 4*

### **PSYCH-323 Lab: Qualitative Methods**

*Spring*

This course offers a hands-on introduction to methods of psychological research that focus on the qualitative description and analysis of human experience.

Students learn a variety of techniques of data collection (interviewing, intensive observation, archival research) and methods of analyzing textual sources -- from historical accounts to blogs, memoirs, observational narratives, and interview transcripts. Readings focus on specific methodological practices as well as on the history and philosophy of science differentiating qualitative methods from other approaches to psychological research. Students work both collaboratively and individually on projects throughout the course.

*Applies to requirement(s): Social Sciences*

*G. Hornstein*

*Instructor permission required.*

*Prereq: Psychology 200.*

*Credits: 4*

### **PSYCH-326 Laboratory in Personality and Abnormal Psychology**

#### **PSYCH-326MH Laboratory in Personality and Abnormal Psychology: 'Mental Health Outcomes Research'**

*Not Scheduled for This Year*

This course examines health data and outcomes. The course will focus on quantitative analysis of health (mental and physical) indicators and outcomes. As part of the class, students will be introduced to concepts and techniques of clinical interviewing and clinical case studies. Students will interact with researchers and practitioners from the community. The course will also emphasize research, clinical, and professional ethics. Students will be exposed to different clinical instrumentation, the role of data in clinical interventions, in assessments, and in research on treatment effectiveness.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Community-Based Learning; Topics Course*

*A. Douglas*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Psychology 200 and 201, and one course in abnormal psychology.*

*Advisory: Psych 200, 201, and one course in abnormal psychology*

*Credits: 4*

### **PSYCH-329 Seminar in Personality and Abnormal Psychology**

#### **PSYCH-329PS Seminar in Personality and Abnormal Psychology: 'Positive Psychology'**

*Fall*

This course examines the emerging field of Positive Psychology which uses science to understand and enhance positive aspects of the human experience (i.e., "the good life"). Positive Psychology stands in contrast to more traditional psychological approaches that focus on pathology. We will critically examine theory and research in Positive Psychology, including strengths and virtues, meaning in life, positive coping, authenticity, happiness, gratitude, flow, religion/spirituality, and optimism. We will also explore applications and interventions informed by positive psychology in domains personally relevant to students' lives such as school, work, and close relationships.

*Applies to requirement(s): Social Sciences*

*W. Davis*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 100 level psychology course; Psychology 200; a course in personality, abnormal, or social preferred.*

*Credits: 4*



**PSYCH-329PT Seminar in Personality and Abnormal Psychology: 'Psychology of Trauma'**

*Fall*

What happens after a traumatic event? Why do some people develop psychological disorders and others do not? This course will explore the psychological theories and research on trauma and stress. Topics covered will include childhood abuse, domestic violence, combat violence, community violence, and interpersonal violence. The seminar will explore psychological dysfunction, disorders, as well as adaptation and coping following exposure to traumatic stress. In addition, the course will explore the concept of "cultural trauma."

*Crosslisted as: Gender Studies 333DP*

*Applies to requirement(s): Social Sciences*

*A. Douglas*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 100-level Psychology course and Psychology 200.*

*Advisory: A course in abnormal psychology preferred.*

*Credits: 4*

## **Developmental and Educational Psychology**

**PSYCH-230 Developmental Psychology**

*Fall and Spring*

Examines changes in cognitive, social, and emotional functioning, including theory and research that illuminate some central issues in characterizing these changes: the relative contributions of nature and nurture, the influence of the context on development, continuity versus discontinuity in development, and the concept of stage. Includes observations at the Gorse Children's Center at Stonybrook.

*Applies to requirement(s): Social Sciences*

*A. DiBianca Fasoli, A. Grillo*

*Prereq: A 100 level psychology course.*

*Credits: 4*

**PSYCH-233 Educational Psychology**

*Fall and Spring*

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.

*Crosslisted as: Education 233*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Community-Based Learning*

*A. Grillo*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)*

*Credits: 4*

**PSYCH-330 Lab in Developmental Psychology**

**PSYCH-330AC Lab in Developmental Psychology: 'Academic Identity Development'**

*Fall*

In this lab course, students will focus on the development of academic identity and self-efficacy in college students. In particular, students will learn more about how students make sense of and integrate feedback on their academic progress by engaging in an action research project involving the practice of academic peer coaching. In addition, students will learn about interviewing methods and

program assessment. Central to our discussions and analyses will be issues of race, class, gender, and age. Students interested in education, mentoring, or nonprofits will especially benefit.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*M. Babineau, B. Packard*

*Prereq: Psychology 200 and 201.*

*Credits: 4*

**PSYCH-331 Lab in Early Social and Personality Development**

*Fall and Spring*

In the role of a participant-observer, each student studies intensively the social and personality development of the children in one classroom at the Gorse Children's Center at Stonybrook. Students learn how to articulate developmental changes and individual differences by analyzing detailed observations. Topics include social cognition, peer relationships, social skills, concepts of friendship, emotional development, identity formation, self-esteem, and the social and cultural context of development.

*Applies to requirement(s): Social Sciences*

*A. Grillo, J. Jacoby*

*Prereq: Psychology 200, 201 and 230.*

*Notes: 2 labs (3 hours each) required at Gorse Children's Center at Stonybrook*

*Credits: 4*

**PSYCH-339 Seminar in Developmental Psychology**

**PSYCH-339CD Seminar in Developmental Psychology: 'Culture and Child Development'**

*Fall*

In this course we will examine the cultural contexts and processes of child development. To that end, our course will be organized by several core questions: How does our biological heritage prepare us to learn from others and to use cultural artifacts? What is childhood like among people's across the world? What are the routine child-rearing practices, child activities, and children's relationships? How are the sequences and endpoints of development culturally shaped, for example, in domains such as emotions, self, morality, memory, and reasoning? Our central goal will be to understand how children develop in and through their participation in cultural communities.

*Applies to requirement(s): Social Sciences*

*A. DiBianca Fasoli*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: Psychology 100 and Psychology 230 or 233.*

*Credits: 4*

**PSYCH-339LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'**

*Fall*

This course explores how home and school learning environments influence the development of language and literacy skills of children ages 3-8. It examines situations in which families and schools, although utilizing different languages, dialects, and ways of communicating, can work together to enhance children's language learning. Particular attention is given to children's development of academic language -- the written and spoken language needed to understand and create texts required for success in school.

*Applies to requirement(s): Social Sciences*

*J. Jacoby*

*Prereq: Take Psychology 230, Psychology 233, or Psychology 241.*

*Advisory: Prior coursework in developmental psychology, educational psychology, or cognitive psychology required.*

*Credits: 4*

## Perception and Cognition

### PSYCH-241 Cognitive Psychology

*Spring*

Cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.

*Applies to requirement(s): Social Sciences*

*The department*

*Prereq: A 100-level course in psychology.*

*Credits: 4*

### PSYCH-244 Social Cognition

*Fall*

Social cognition is the study of how we make sense of other people and ourselves--how we think about people, and how we think we think about people.

This course will look at the major historic and contemporary themes in social cognition, drawing mainly from the field of social psychology, but also from cognitive psychology and other areas. We will cover topics including attitudes, person perception, stereotypes, memory, and emotion.

*Applies to requirement(s): Social Sciences*

*L. Dickens*

*Prereq: A 100-level course in psychology.*

*Notes: This course can count in either the social or cognitive area.*

*Credits: 4*

### PSYCH-340 Laboratory in Perception and Cognition

#### PSYCH-340CL Laboratory in Perception and Cognition: 'Cognition and Literacy'

*Not Scheduled for This Year*

Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Community-Based Learning; Topics Course*

*K. Binder*

*Prereq: A 100-level course in Psychology, Psychology 201, Psychology 200 and permission of instructor.*

*Advisory: Students must email Professor Binder during advising week.*

*Notes: 3 hours per week as a literacy tutor in Springfield is required.*

*Credits: 4*

#### PSYCH-340EL Laboratory in Perception and Cognition: 'Human Electrophysiology'

*Spring*

This course surveys the theory and practice of using recordings of electrical activity of the brain to study aspects of human cognition. Lectures will describe how event-related brain potentials (ERPs) have been used to address issues related to language, memory, attention, and perception, and students will gain experience critically reading and evaluating research reports in this area. Students will also learn how to collect, process, statistically analyze, and interpret ERP data through the completion of group research projects.

*Applies to requirement(s): Social Sciences*

*M. Breen*

*Instructor permission required.*

*Prereq: Psychology 200, 201, and permission of instructor.*

*Advisory: A cognitive psychology course recommended.*

*Credits: 4*

### PSYCH-349 Seminar in Perception and Cognition

*Instructor permission required.*

#### PSYCH-349CP Seminar in Perception and Cognition: 'Cognitive Psychology'

*Fall*

In this seminar students will take an in-depth look at one hot topic in Cognitive Psychology. Weekly assignments will include readings from the primary literature, class presentations and discussion, and papers.

*Applies to requirement(s): Social Sciences*

*K. Binder*

*Prereq: Psychology 200 and 201.*

*Credits: 4*

## Biological Bases of Behavior

### PSYCH-251 Animal Behavior

*Spring*

Examines the development, causal mechanisms, evolutionary history, and function of the behavior of animals. Topics include sensory capacities, predator evasion, reproduction, parental care, social behavior, and learning.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive*

*K. Hollis*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Prereq: A 100-level course in psychology or Neuroscience 100.*

*Credits: 4*

### PSYCH-350 Laboratory in Behavioral Neuroscience

*Fall*

This intensive laboratory course will train students to use the technical methods and tools commonly used in behavioral neuroscience research. Skills covered will include animal care and handling, use of behavioral assays, pharmacology, and neurosurgical procedures. Students will engage in weekly exercises and hands-on experiments to study the link between brain function and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and drug-seeking behaviors. After completion of this course, students will have a deeper understanding of the design and implementation of behavioral neuroscience research.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Writing-Intensive*

*J. Schwartz*

*Instructor permission required.*

*Prereq: Psychology 200 and either Neuroscience 100 or Psychology 250.*

*Notes: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.*

*Credits: 4*

### PSYCH-359 Seminar: Biological Bases of Behavior

*Instructor permission required.*

#### PSYCH-359CN Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'

*Spring*

Explore how psychology, neuroscience, and medicine come together to study the etiology and treatment of neuropsychiatric disorders. Students will examine the behavioral features and neurobiology behind various clinical disorders such as Autism, ADHD, Substance Use Disorders, Mood Disorders, Schizophrenia, Anxiety, and Neurodegenerative Diseases. The course will rely on primary

research to identify how changes in physiology and biology might manifest in the behaviors that define psychopathology. Students will gain a deeper understanding of clinical and preclinical techniques used to study these disorders while bridging their knowledge of molecular, cellular, and systems neuroscience research.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*J. Schwartzer*

*Prereq: Psychology 200; Psychology 250 or Neuroscience 100.*

*Credits: 4*

**PSYCH-359PH Seminar: Biological Bases of Behavior: 'Of Madness and Molecules: Seminar in Neuropsychopharmacology'**

*Fall*

Charpentier, a French scientist of the 1940s, unwittingly discovered a chemical that was to alter dramatically our understanding of madness. The chemical, chlorpromazine, has been widely used for the treatment of psychosis. Of interest is neuropsychopharmacology--the science and the technology. The principles of pharmacology are discussed and precede the examination of applications of the technology to psychopathology (for example, schizophrenia, depression, anxiety, and violent behavior).

*Applies to requirement(s): Social Sciences*

*W. Millard*

*Prereq: Neuroscience 100 or Psychology 100 and Psychology 201 or Statistics 240.*

*Credits: 4*

## See Also

- Psychology & Education

# Psychology and Education

The interdisciplinary majors in psychology and education and the minor in education leading to teacher licensure are administered by the Department of Psychology and Education: Professors Lawrence (on leave 2015-16), Packard (on leave Spring 2016); Assistant Professors Jacoby and Reilly; Visiting Lecturers Daigle-Matos and Grillo.

## Overview

No major is offered in education alone. There are two psychology and education majors: Option I (leading to teacher licensure in early childhood education (PreK-2) or elementary education (1-6) and Option II (not leading to teacher licensure). Both are interdisciplinary majors. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

## Contact Info

Cheryl McGraw, senior administrative assistant  
Sandra M. Lawrence, director, Secondary/Middle Teacher Licensure Program  
Sarah Frenette, interim director, Early Childhood/Elementary Teacher Licensure Program and Five College Teacher Licensure Coordinator

## Requirements for the Major

### Credits

- Option I—A minimum of 60 credits (including the practicum)
- Option II—44 credits
- At least 12 of these credits must be at the 300 level. One of these courses must be laboratory course or 395 for lab credit. All lab courses have the word "Lab" or "Laboratory" as the first word of the course title. If choosing the 395 for lab credit option, the project must include analysis of data (e.g., quantitative, qualitative, archival, biographical), using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester. This option requires a minimum of 4 credits of Education 395. 300 level courses can be outside the Psychology and Education Department if they are in a related field.

### Courses

#### For both Option I and II

- A 100-level psychology course
- 200, Research Methods in Psychology
- 201, Statistics
- 230, Developmental Psychology
- 233, Educational Psychology
- One laboratory at the 300 level
- The following education courses:
  - Education 205, Racism and Inequality in Schools and Society or 220, Foundations of Multicultural Education

All majors whether Option I or II must take courses at the 200 or 300 level in at least three of the five areas of the psychology curriculum; at least one course must be from areas D or E. The five areas of the psychology curriculum are: A) social psychology; B) personality and abnormal psychology; C) developmental and

educational psychology; perception, cognition, and language; and biological bases of behavior.

## Additional Courses for Option I

- Education 263, Teaching English Language Learners
- Education 300, The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
- Education 322, Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education
- Education 323, Student Teaching in Early Childhood and Elementary Schools
- Education 320, Observing and Assisting in Inclusive Classrooms (junior or senior year)
- Education 325, The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum

In addition, applicants for the elementary license (1-6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Elementary and Secondary Education as appropriate for the elementary license. Applicants for the early childhood license (PreK-2) must enroll in Psychology 331, Lab in Early Social and Personality Development. See the appropriate program director or the teacher licensure coordinator for assistance in selecting this course work.

## Additional Courses for Option II

An additional laboratory course at the 300 level. The laboratory requirement may be satisfied in either of two ways:

- By electing one course from among:
  - Psychology 310, Laboratory: Research Methods in Social Psychology
  - 323, Laboratory in Qualitative Research
  - 324, Laboratory in Personality Research: Quantitative Methods
  - 325, Laboratory in Psychological Assessment
  - 326, Laboratory in Personality and Abnormal Psychology
  - 330, Laboratory in Developmental Psychology
  - 331, Laboratory in Early Social and Personality Development
  - 340, Laboratory in Perception and Cognition
  - 350, Laboratory in Behavioral Neuroscience
  - 351, Laboratory in Animal Learning and Animal Behavior
- Or by electing an independent research project:
  - The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical), using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester.
  - This option requires a minimum of 4 credits of Education 395.

## Requirements for the Minor

The minor in education (with teacher licensure) provides students with the course work necessary for applying to Mount Holyoke's teacher licensure programs. Information about the teacher licensure programs, procedures for admittance into one of the programs, and required course work follows.

## Teacher Licensure Programs

Currently, Mount Holyoke College is approved by the state of Massachusetts to offer "initial" licensure programs in the following areas: early childhood education (PreK-2), elementary education (1-6), biology (5-8) and (8-12), chemistry (8-12), earth science (5-8) and (8-12), physics (8-12), English (5-8) and (8-12),

history (5–8) and (8–12), mathematics (5–8) and (8–12), political science (5–8) and (8–12), French (5–12), German (5–12), Italian (5–12), Latin and classical humanities (5–12), Russian (5–12), Spanish (5–12), dance (all levels), music (all levels), theater (all levels), visual art (PreK–8) and (5–12).

### Procedures and Courses of Study

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following: 1) attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator and interim director, Early Childhood/Elementary Teacher Licensure Program, by the middle of the sophomore year in order to identify course work in the major and in the arts and sciences necessary for licensure, 2) enroll in a sequence of courses in the psychology and education department constituting the education minor, 3) attend follow-up advising sessions with Sarah Frenette (early childhood or elementary) or Sandra Lawrence (middle and secondary, foreign language, dance, music, theatre, and visual art programs) as well as advisors in the major to assist with course selection necessary for teacher licensure, and 4) complete the application process for the practicum year. Part of the application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

### Required Courses for the Education Minor Specific to the Early Childhood and Elementary Teaching License

Students pursuing early childhood or elementary licensure with a major in any discipline other than Psychology and Education must take Psychology 230 and 233; either Education 205 or 220; Education 263, 300, 320, and Education 325, 322, and 323; Educational Studies/English 265 is required for elementary applicants and highly recommended for early childhood applicants. Early childhood (PreK–2) applicants must also take Psychology 331. Students pursuing early childhood or elementary licensure with an interdisciplinary major in Psychology and Education (Option I) must follow course work described under the psychology and education major (the course work for the teacher licensure minor is included within the major). All applicants for the early childhood (preK-2) or elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Elementary and Secondary Education as appropriate for the elementary license. Questions regarding course work are addressed during advising.

### Required Courses for the Education Minor Specific to Teaching Licenses in Middle or Secondary Education, Foreign Language, Dance, Music, Theatre, or Visual Art

Students pursuing middle or secondary (as well as foreign language, dance, music, theatre, or visual art) licensure must take Psychology 230 and Psychology 233; either Education 205 or 220; Education 263, 320, and Education 330, 331 and 333; Education 234 is highly recommended; and a subject-specific methods of teaching course at one of the Five Colleges.

### Application to the Practicum Semester

Candidates for teacher licensure at all levels must apply to participate in the practicum semester between December 1 and January 7 of their junior year. In addition to completing an application form and having an interview with the program director, students must submit a resumé, transcript, a copy of their current degree audit, evidence of passing the appropriate components of the MTEL for the license sought, two faculty recommendations, and a written essay. The transcript must reflect a cumulative GPA of 2.85 or higher. Following completion of prerequisite courses offered in their chosen major and in the Department of Psychology and Education and acceptance into the practicum semester, students are eligible to enroll in a student teaching practicum offered in the spring semester of their senior year.

### Teacher Incentive Semester (TIS)

The Teacher Incentive Semester provides an opportunity for those students who wish to pursue a teaching license but were unable to complete their final teacher licensure program requirements within the usual number of semesters expected for the bachelor's degree. The Teacher Incentive Semester is offered in the spring semester only and consists of the practicum course and the practicum seminar. To be eligible for TIS, the student must both, before the TIS semester: 1) have completed all graduation requirements including those of the major, minor, College distributions, and 128 credits; 2) have exceeded the funding limitation standards of the College (i.e., at least eight semesters for first-year fall entrants or seven semesters for first-year spring entrants. Transfer and Frances Perkins students should consult with Student Financial Services to determine the applicable limitation standard.). Courses of study as well as procedures for application to a specific teacher licensure program and practicum are the same as those for students who complete the practicum without TIS eligibility. (See "Application to the Practicum Semester" above.) Students accepted into a teacher licensure program and TIS will be charged one credit for the TIS semester.

There is no financial aid eligibility during the TIS semester.

Obtaining a Teaching License from the Massachusetts Department of Elementary and Secondary Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, graduates must 1) successfully complete the requirements of a Mount Holyoke teacher licensure program, 2) pass all the appropriate components of the Massachusetts Tests for Educator Licensure (MTEL), and 3) submit licensure application materials and fees to the Massachusetts Department of Elementary and Secondary Education. Once candidates obtain licensure in Massachusetts, they are eligible for licensure in many other states through reciprocity agreements arranged by the Massachusetts Department of Elementary and Secondary Education.

### Master of Arts in Teaching

The Department of Psychology and Education admits qualified graduate students to study for the degree of master of arts in teaching. For further information about the M.A.T. degree, consult the Admission and Professional and Graduate Education chapters.

### Course Offerings

#### EDUC-205 Racism and Inequality in Schools and Society

*Fall and Spring*

What is race? Who decides? Are we a "postracial" society? This course examines the historical, social, and legal underpinnings of the social construction of race and how perspectives on race have influenced lives within school communities. Classes compare old vs. "new" racism, contrast the workings of white privilege with calls for white responsibility, explore perspectives on the "achievement" and "opportunity" gaps, and examine impact of antiracist pedagogies on inequities in education at the curricular, interpersonal, and institutional levels. Intersectionality of race and other identities will also be addressed. Essays, response papers, field experiences, and final project are required.

*Crosslisted as: Psychology 215*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning; Writing-Intensive*

*J. Daigle-Matos*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Prepracticum required.*

*Credits: 4*

**EDUC-220 Foundations of Multicultural Education**

*Not Scheduled for This Year*

This course offers a study of the historical, theoretical, and philosophical perspectives that are the underpinnings of multiculturalism in education. Through selected readings, class discussion, and oral presentations, the course will examine the epistemological elements of race, class, culture, and gender in the classroom.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*The department*

*Prereq: a 100-level course in psychology.*

*Credits: 4*

**EDUC-233 Educational Psychology**

*Fall and Spring*

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.

*Crosslisted as: Psychology 233*

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Community-Based Learning*

*A. Grillo*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)*

*Credits: 4*

**EDUC-258 Developing Mathematical Ideas K-8**

*Instructor permission required.*

**EDUC-258EX Developing Mathematical Ideas: Examining Features of Shape**

*Not Scheduled for This Year*

Participants will examine different aspects of two and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The course includes a study of angle, similarity, congruence, and the relationships between 3-D objects and their 2-D representations. Later in the semester participants will explore different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume as well as the complex interrelationships among these.

*Applies to requirement(s): Meets No Distribution Requirement*

*The Department*

*Instructor permission required.*

*Notes: Half semester.*

*Credits: 2*

**EDUC-258ME Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions**

*Not Scheduled for This Year*

Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.

*Applies to requirement(s): Meets No Distribution Requirement*

*The Department*

*Instructor permission required.*

*Notes: Half semester.*

*Credits: 2*

**EDUC-263 Teaching English Language Learners**

*Fall*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*J. Jacoby*

*Advisory: Permission of instructor. Preference is given to students enrolled in the teacher licensure program*

*Credits: 4*

**EDUC-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**EDUC-300 The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools**

*Fall and Spring*

Through a balanced and integrated approach students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning; Speaking-Intensive; Writing-Intensive*

*J. Jacoby, C. Swift*

*Instructor permission required.*

*Advisory: Limited to students accepted to the practicum year program*

*Notes: Prepracticum required.*

*Credits: 4*

**EDUC-320 Observing and Assisting in Inclusive Classrooms**

*Fall and Spring*

Students are expected to complete a supervised field experience full-time every day during January Intersession in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Frenette*

*Prereq: One of the following: Psychology 230, Psychology 233, Education 205, or Educational Studies 215.*

*Notes: This course is required of all students pursuing teacher licensure.*

*Credits: 2*

*Grading: CR/NC Grading only (no letter grading).*

**EDUC-322 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education***Spring*

This weekly seminar provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*S. Frenette*

*Instructor permission required.*

*Advisory: Limited to students accepted into the practicum year program*

*Credits: 4*

**EDUC-323 Student Teaching in Early Childhood and Elementary Schools***Spring*

Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*S. Frenette*

*Instructor permission required.*

*Prereq: Limited to students accepted to the practicum year program.*

*Notes: 5 days a week for 12 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break); limited to students accepted to the practicum year program.*

*Credits: 10*

*Grading: CR/NC Grading only (no letter grading).*

**EDUC-324 Observing and Assisting in Early Childhood and Elementary Settings***Fall and Spring*

Discussions and fieldwork provide the student with an opportunity to understand the classroom as a learning community. The tutorial includes several meetings focusing on the student's participant observations and assigned readings. Fieldwork includes a minimum of 20 hours on site, individually scheduled in early childhood (pre K-2) or elementary (1-6) settings. Assessment includes in-progress reports and a final project related to fieldwork.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*S. Frenette*

*Instructor permission required.*

*Notes: 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum).*

*Credits: 1-2*

*Grading: CR/NC Grading only (no letter grading).*

**EDUC-325 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum***Fall*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*M. Flynn*

*Instructor permission required.*

*Advisory: Pre-practicum required. Limited to students accepted in the practicum year program.*

*Notes: Pre-practicum required*

*Credits: 4*

**EDUC-330 The Process of Teaching and Learning in Secondary and Middle Schools***Fall*

This course addresses the question: what does teaching for understanding look like, and how can we plan for it? Informed by current research and effective teaching practice, students learn to plan and implement curricular units and lessons that engage adolescents, strengthen their literacy skills, and further their understanding of content. Topics include establishing a supportive classroom environment, designing equitable learning situations for students from diverse racial, ethnic, cultural and linguistic backgrounds as well as students with special needs, using digital media to enhance learning, and examining the connections between pedagogy and classroom management.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*J. Daigle-Matos*

*Notes: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.*

*Credits: 4*

**EDUC-331 Student Teaching in Secondary and Middle Schools***Spring*

Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Prereq: Limited to students accepted to the practicum year program.*

*Notes: 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum.*

*Credits: 10*

*Grading: CR/NC Grading only (no letter grading).*

**EDUC-332 Observing and Assisting in Secondary and Middle School**

**Educational Programs**

*Fall and Spring*

This is a fieldwork-based independent study course. During the fall and spring semesters it involves 20 to 40 hours of individually scheduled fieldwork in a secondary or middle school classroom or educational program. Students keep a reflective journal, read relevant articles and essays, meet regularly with the instructor, and write a final report.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*S. Frenette*

*Instructor permission required.*

*Credits: 1-2*

*Grading: CR/NC Grading only (no letter grading).*

**EDUC-333 Practicum Seminar on Teaching and Learning: Middle and Secondary Education**

*Spring*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement*

*The department*

*Instructor permission required.*

*Credits: 4*

**EDUC-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**EDUC-495 Independent Study**

*Fall and Spring*

*The department*

*Credits: 1-4*

*Course can be repeated for credit.*

*Grading: CR/NC Grading only (no letter grading).*

**See Also**

- Educational Studies



# Nexus in Public History, Museums, Archives and Digital Humanities

The Nexus in Public History, Museums, Archives, and Digital Humanities is administered by a faculty advisory group led by Assistant Professor DeLucia (history).

## Overview

The Nexus in Public History, Museums, Archives, and Digital Humanities allows students to explore careers which draw specifically on capacities developed in the study of the humanities. These fields require multiple literacies: professionals must be fluent in understanding, analyzing, and communicating about visual artifacts, material culture/objects, historical landscapes, and digital sources. Additionally, students will take four credits of pre- and post- internship courses that facilitate thoughtful engagement with the internship opportunity. While the Nexus certificate requires one internship, museums, archives, and public history depend on internships as a component of professional training, and a student undertaking the Nexus should consider undertaking a succession of internships at Mount Holyoke and elsewhere in a way that will allow her to develop a significant set of skills.

## Contact Info

Eleanor Townsley, Nexus director  
Christine DeLucia, track chair

## Requirements for the Nexus

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the Nexus
  - The two 200-level courses preceding an internship should be chosen to help students develop relevant skills and/or to provide a context for the work they want to do. A 300-level course following the internship will allow Nexus students to complete a portfolio or project which demonstrates their curatorial abilities.
- College 210 (the 2-credit “pre-experience” course) or a suitable substitute, chosen in consultation with the track chair
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the Nexus

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken before the internship or research project and that College 211 be taken after the internship or research project

## Courses Counting toward the Nexus

### Anthropology

- 216CA Special Topics in Anthropology: 'Collecting the Past: Art and Artifacts of the Ancient Americas'
- 275 Research Methods in Cultural Anthropology
- 310 Visual Anthropology in the Material World

### Art History

- 242 History of Photography
- 243AR Architecture 1890-1990: 'Building the Modern Environment'
- 250 American Art of the Nineteenth Century
- 350FW Seminar in American Art: 'The Architecture of Frank Lloyd Wright'

### College

- 210 Ready for the World: Preparing for Your Internship and Research Project
- 211 Reflecting Back: Connecting Internship and Research to your Liberal Arts Education

### Geography

- 320 Research with Geospatial Technologies

### History

- 276 U.S. Women's History Since 1890
- 281 African American History, Precolonial to Emancipation
- 282 African American History from Emancipation to Obama

# Five College Certificate in Queer and Sexuality Studies

## Overview

The Five College Certificate in Queer and Sexuality Studies provides a course of study that examines critically the relationship between queer sexual and gender identities, experiences, cultures, and communities in a wide range of historical and political contexts. The certificate also leads students to investigate how non-normative and normative genders and sexualities intersect with other social categories such as race, ethnicity, gender, class, and nationality.

## Requirements for the Certificate

### Courses

- At least seven approved courses, including:
  - One introductory course, such as Gender Studies 101 at Mount Holyoke
  - At least one critical race and transnational studies course, and
  - Five other courses, including:
    - At least two courses in the arts/humanities and
    - Two courses in the social/natural sciences.
  - At least one of the five courses must be an upper-level (300 or above) course.

### Faculty/Contact

For further information, consult Christian Gundermann, associate professor of gender studies, or see [www.fivecolleges.edu/sites/queerstudies/certificate/](http://www.fivecolleges.edu/sites/queerstudies/certificate/).

# Religion

The major and minor in religion are administered by the Department of Religion: Professors Fine, Penn, I. Peterson; Associate Professors Mrozik (on leave Spring 2016), Steinfels; Visiting Instructor Taylor.

## Overview

To major in religion is to ask questions about the many ways women and men have sought to make sense of their lives. Examining religious traditions—their notable leaders, their valued texts, and the social behaviors designed to embody their visions—is a central way to study the profound questions that direct so many areas of human endeavor. The study of religion is an excellent way of organizing a liberal arts education so that diverse cultures, artistic expressions, political forces, and gender assignments can be questioned and set in historical and changing contexts.

Our courses focus on sacred texts and interpretive traditions; religious thought; and religion in history and society. The study of religion is inherently comparative, international, and interdisciplinary in approach, embracing a range of methodologies from the humanities and social sciences.

## Contact Info

Michael Penn, chair  
Sue Rusiecki, senior administrative assistant

## Requirements for the Major

### Credits

- A minimum of 32 credits
- 12 credits at the 300 level. Only one 395 course will count toward the 300-level requirement

### Courses

- The Religion Major does not have a prescribed sequence of required courses. Students choose their course of study in close consultation with their advisors.
- Majors must take courses in at least three different religious traditions such as Buddhism, Christianity, Hinduism, Islam, or Judaism. This requirement may be fulfilled by courses at any level and by courses that take a comparative approach.

### Other

- Independent work is encouraged and, if approved by the advisor, such work may constitute partial fulfillment of the above requirements.
- Courses with a substantial focus on a religious tradition or a religious theme offered by other departments may be counted towards the Religion major with approval of the advisor and department chair. Examples include:
  - Classics 211 Gods and Mortals: Ancient Greek and Roman Myth
  - Classics 260 Knowing God
  - History 222 Muslim Politics in Modern South Asia
  - History 223 Religion and Politics in Modern India
  - History 235 Native American History through 1865
  - International Relations 324 Islamic Political Thought
  - International Relations 333 Just War and Jihad: Comparative Ethics of War and Peace
  - International Relations 343 Law and Religion

- Please note this list is not comprehensive. Additional courses should be identified in consultation with the advisor or department chair.
- One extra-departmental course on relevant methodological or theoretical approaches may be counted towards the major with permission of the advisor. Such a course may be of particular value for students planning to do independent research. Examples include:
  - Anthropology 275 Research Methods in Cultural Anthropology
  - Sociology 225 Survey Research and Data Analysis
  - Gender Studies 201 Methods and Practices in Feminist Scholarship
- Please note that such courses may have prerequisites set by their department or require the permission of the instructor.

## Requirements for the Minor

### Credits

- A minimum of 20 credits (five courses)
- At least one of the five must be at the 300 level
- At least three of the courses should be taken in the Mount Holyoke Department of Religion

## Course Offerings

### RELIG-100 Introduction to Religion

*Not Scheduled for This Year*

This course is an introduction to the study of religion, assessing the nature of religion and methodological approaches through an examination of subject matter drawn from numerous traditions.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Mrozik*

*Restrictions: This course is limited to first years, sophomores and juniors*

*Credits: 4*

### RELIG-102 Introduction to Islam

*Fall*

This course examines Islamic religious beliefs and practices from the origins of Islam to the present, focusing on such central issues as scripture and tradition, law and theology, sectarianism and mysticism. Attention will be given to the variety of Islamic understandings of monotheism, prophethood, dogma, ritual, and society.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfels*

*Credits: 4*

### RELIG-103 Introduction to the Hebrew Bible

*Spring*

This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.

*Crosslisted as: Jewish Studies 103*

*Applies to requirement(s): Humanities*

*M. Penn*

*Credits: 4*

**RELIG-104 Introduction to the New Testament***Fall*

This course investigates the social and historical context of first and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces participants to the principal methods of New Testament studies. Students will read the works that make up most modern collections of the New Testament, a number of early Christian documents that did not make the final cut, and several ancient non-Christian sources. Examples of recent New Testament scholarship will provide historical background for better understanding of Christian writings and will present different methods for approaching and interpreting ancient texts.

*Crosslisted as: Jewish Studies 104**Applies to requirement(s): Humanities**M. Penn**Credits: 4***RELIG-112 Introduction to Judaism***Not Scheduled for This Year*

Judaism is a 3,500-year-old tradition that has developed over time as Jewish communities all over the world creatively interacted with the different cultural and historical milieus in which they lived. This course explores the ways in which Judaism has sought to transform ordinary life into sacred life. What are the ways in which Judaism conceives of God, and what is the meaning of life? What roles do study, prayer, ethics, sex, marriage, family, rituals of the life cycle, and community play in Judaism? These and other questions will be taken up through study of diverse types of religious literature and historical evidence.

*Crosslisted as: Jewish Studies 112**Applies to requirement(s): Humanities**L. Fine**Credits: 4***RELIG-163 Introduction to Buddhism***Fall*

Some scholars have argued that there is no such thing as 'Buddhism' in the singular, but only 'Buddhisms' in the plural. This course introduces students to select historically and culturally diverse forms of Buddhism, including Sri Lankan Theravada Buddhism, Japanese Zen Buddhism, and Tibetan Buddhism. The course pays particular attention to modern (and modernist) reinterpretations of Buddhism, including contested views of gender.

*Applies to requirement(s): Humanities; Multicultural Perspectives**S. Mrozik**Credits: 4***RELIG-167 Hinduism: An Introduction***Fall*

A major religious tradition of India, Hinduism is in practice a multiplicity of expressions. This course explores Hinduism's diverse traditions through its history, unifying themes, texts, and popular observances. We will read from the great texts (Ramayana, Mahabharata), learn about gods and goddesses (Krishna, the Great Goddess), and discuss art and ritual. Topics include: body techniques and the material universe (yoga, Tantra); philosophical traditions, concepts (karma, dharma); religious figures (Mirabai); movements (Bhakti). Hinduism's contemporary expressions in India and the West will be considered in social and historical context. Frequent illustration is provided through videos.

*Crosslisted as: Asian Studies 167**Applies to requirement(s): Humanities; Multicultural Perspectives**I. Peterson**Credits: 4***RELIG-201 Introduction to the Qur'an***Spring*

This course examines the history, structure, and themes of the Qur'an and analyzes the place of the Qur'an in Islamic religious thought. Students will read the entire text of the Qur'an in translation, as well as selections from medieval and modern commentaries.

*Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels**Notes: This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.**Credits: 4***RELIG-205 Issues in Islamic History**

This course explores Islamic religious history and issues that have been of religious and cultural significance to Muslims in various eras.

**RELIG-205CL Issues in Islamic History: 'Classical Islamic Civilization'***Not Scheduled for This Year*

We will examine the development of Islamic civilization from the time of the Prophet Muhammad to the sixteenth century. Particular attention will be paid to the political structures of the caliphates, the process of conquest and conversion, and interaction with non-Muslim cultures. Literature, art, architecture, and philosophical and scientific works of classical Islamic civilization will be used as primary sources for this course.

*Crosslisted as: History 204CI**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels**Notes: This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.**Credits: 4***RELIG-207 Women and Gender in Islam***Spring*

This course will examine a range of ways in which Islam has constructed women- and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.

*Crosslisted as: Gender Studies 210SL**Applies to requirement(s): Humanities; Multicultural Perspectives**A. Steinfels**Notes: This course counts toward the Asian Studies and Middle Eastern Studies majors and minors.**Credits: 4***RELIG-210 Religious Ethics***Not Scheduled for This Year*

This course explores the ethical implications of religious convictions, particularly implications relevant to personal decisions. It introduces ethical principles through an examination of scriptural sources, a selection of major moral thinkers, and illustrative moral dilemmas. Among the concerns of the course are the components and motives of personal decision, the values and liabilities of fixed norms and principles, and the nature of personal responsibility.

*Applies to requirement(s): Humanities**The department**Restrictions: Course limited to sophomores, juniors and seniors**Credits: 4***RELIG-216 Spirituality, Religion, and Civic Engagement***Spring*

This theoretical and experiential course will examine the concept of social justice dating back to Roman Catholic teachings by St. Thomas Aquinas regarding

poverty; leading up to modern day umbrella movements which include race, class, gender, sexual orientation, ability, national origin, first language and the ways in which ideas about social justice have shifted. This will include intersections with global human rights movements, evangelicalism and intersectionality regarding identity politics. Students will participate in ethnographic community-based projects learning about how religion and/or spirituality are utilized for civic engagement.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Community-Based Learning; Speaking-Intensive; Writing-Intensive*

*M. Runell Hall*

*Credits: 4*

### **RELIG-218 Women in American Religious History**

*Not Scheduled for This Year*

This course is a critical study of significant women (Anne Hutchinson, Mother Ann Lee, Mary Baker Eddy, Ellen Gould White, Aimee Semple McPherson, Dorothy Day, and others) and their roles in the pluralistic character of American religion. It raises central questions concerning leadership, marginality, deviant behavior, and criticism of women. Students are expected to contribute to the course by their participation and individual research.

*Crosslisted as: Gender Studies 210RH*

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

### **RELIG-221 Religious Movements in America**

*Not Scheduled for This Year*

What is American religion? Is America a 'Christian' nation? How has immigration affected the American religious landscape? How have struggles for freedom, civil rights, racial, economic, gender, and LGBTQ equality affected what people believe and how they act out these beliefs? To begin to answer these questions, we survey the main historical narratives of religion in the U.S. from the colonial period to the present. We also zero in at various moments in this history to appreciate the variety of religion and religious experience in American life. This combination enables us to engage the tension between the two main ways of considering religion in America: the quest for religious consensus and the recognition of a thoroughly pluralistic American religious culture.

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

### **RELIG-223 Religion and Politics in Modern India**

*Not Scheduled for This Year*

The history of India has been singled out for its complex intermingling of religion and politics. This course will explore the constitution of religious identities in two of India's largest religious communities: Hindu and Muslim. Focusing primarily on the colonial period, we will discuss religious reform movements, communal violence, mass politics, and the partition of the subcontinent into the independent states of India and Pakistan. Throughout we will be interested in the ways that the colonial experience affected the religious thought and practice of Indians. Finally, we will explore the meanings of this history for the postcolonial workings of democracy and secularism in modern India.

*Crosslisted as: History 223*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*K. S. Datla*

*Credits: 4*

### **RELIG-225 Topics in Religion**

#### **RELIG-225LF Topics in Judaism: 'Love, Friendship, and Interpersonal Relations in Judaism'**

*Fall*

This course explores teachings and practices having to do with interpersonal relations in Jewish religious tradition, including notions of 'spiritual friendship,' relations between parents and children, teachers and disciples, and loving partners. Drawing broadly on the many varieties of Jewish religious literature, with a special interest in the mystical traditions of Judaism, the course also addresses diverse ethical questions such as the nature of forgiveness, responsibility towards the needs of others, and sexual ethics.

*Crosslisted as: Jewish Studies 225LF*

*Applies to requirement(s): Humanities*

*L. Fine*

*Credits: 4*

#### **RELIG-226 Introduction to the Philosophy of Religion**

*Not Scheduled for This Year*

This course surveys the classical responses major Western thinkers have had to great religious questions. Ancient Greece, the Enlightenment, the nineteenth and twentieth centuries serve as the primary periods of focus. Works by Plato, Anselm, Aquinas, Hume, Kant, Dostoevsky, Marx, Kierkegaard, and Tillich are just a few of the materials we will read. The classical arguments for G-D's existence, as well as the nature of human freedom, and the place of reason and faith in social life will be addressed.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive*

*The department*

*Credits: 4*

#### **RELIG-230 Spirituals and the Blues**

*Not Scheduled for This Year*

This course examines and analyzes African American music as a primary textual source for understanding philosophical and religious language within that community. It addresses various questions: What are the central philosophical and religious themes expressed within the text? How are these themes reflected in the music? What is the intrinsic character of the spirituals and the blues? Is there such a thing as a 'music of oppression'? In what way(s) does the black experience contribute to philosophical and religious understanding, as well as the use of language? What does this material suggest about the connections among art, literature, and experience?

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*The department*

*Credits: 4*

#### **RELIG-232 Contemporary Jewish Ethics**

*Not Scheduled for This Year*

This course will explore issues of contemporary ethics from the point of view of Jewish religious thought and tradition. Topics will include medical and genetic ethics, death and dying, family and sexual ethics, ethics of war, poverty, and the environment. The course will explore these issues in the context of theoretical approaches to questions of religion and ethics.

*Crosslisted as: Jewish Studies 232*

*Applies to requirement(s): Humanities*

*L. Fine*

*Prereq: 8 credits in religion or Jewish studies.*

*Credits: 4*

**RELIG-233 Contemplative Practice and Religious Traditions***Not Scheduled for This Year*

Contemplative practices and meditative techniques are central to many religious traditions. This course explores such practices, in part, through the study of religious texts that serve as guides to contemplation and 'mindfulness.' We also consider ways in which classical contemplative traditions are being adapted by contemporary spiritual seekers. Students will also have opportunities to engage in various forms of practice from Jewish, Christian, Muslim, Hindu, and Buddhist traditions, in order to exemplify the traditions being studied.

*Applies to requirement(s): Humanities; Multicultural Perspectives**L. Fine**Credits: 4***RELIG-235 Introduction to Jewish Mysticism***Not Scheduled for This Year*

Mysticism refers to a type of religious life in which individuals seek intimate and personal, direct and intense experience of the Divine. There exists a rich and fascinating Jewish mystical tradition with hundreds of books of diverse kinds. This course examines the Kabbalah of thirteenth-century Spain, focusing upon the seminal work of this period, the *Sohar*; the synthesis of mysticism and messianism that occurred in the city of Safed (in the Land of Israel) in the sixteenth century; and the popular pietistic movement of eastern Europe from the eighteenth century forward, Hasidism; and various expressions of mystical spirituality in our own time.

*Crosslisted as: Jewish Studies 235**Applies to requirement(s): Humanities**L. Fine**Credits: 4***RELIG-241 Women and Buddhism***Not Scheduled for This Year*

This course examines the contested roles and representations of Buddhist women in different historical and cultural contexts. Using a variety of ethnographic, historical, and textual sources, the course investigates both the challenges and opportunities Buddhist women have found in their religious texts, institutions, and communities.

*Crosslisted as: Gender Studies 210BD**Applies to requirement(s): Humanities; Multicultural Perspectives**S. Mrozik**Credits: 4***RELIG-247 What Didn't Make It in the New Testament***Not Scheduled for This Year*

Hundreds of ancient Christian texts did not make it into the New Testament. 'What Didn't Make It in the New Testament' examines some of these excluded writings. We will explore Gnostic gospels, hear of a five-year-old Jesus killing (and later resurrecting) his classmates, peruse ancient Christian romance novels, tour heaven and hell, read the garden of Eden story told from the perspective of the snake, and learn how the world will end. In critically examining these ancient narratives, we will better appreciate the diversity of formative Christianity, better understand the historical context of the early church, and explore the politics behind what did and did not make it into the bible.

*Applies to requirement(s): Humanities**M. Penn**Credits: 4***RELIG-249 Encounters Between Judaism and Other Religious Traditions: Christianity, Islam, and Buddhism***Not Scheduled for This Year*

This course will explore selected examples of the encounter between Judaism and other world religious traditions. Living alongside other religious traditions over

millennia, how have Jewish religious thought and practice creatively appropriated, adapted, as well as resisted aspects of 'foreign' religions. Examples we will consider include encounters with medieval Islam in the realms of Arabic poetry and Sufi mysticism, Christianity in connection with religious ritual, mystical notions of the divine feminine, and in our own time, the *influence of Buddhism on American Judaism*.

*Crosslisted as: Jewish Studies 249**Applies to requirement(s): Humanities**L. Fine**Credits: 4***RELIG-252 Magic, Prayer, and Sacrifice: Rituals and Why We Do Them***Fall*

From live sacrifice to sacred dances, from pilgrimage to bodily purification, rituals have long been considered a hallmark of religion. Yet, ritual activities are also important to apparently non-religious spheres of life, such as sporting events and political mobilization. This course will examine examples of ritual activity from a range of cultural contexts through the lens of anthropological, sociological, psychological, and religious studies theories of ritual. We will explore the structure of ritual activities, the question of whether rituals have meaning and function for individuals and for societies, and, if so, what those meanings and functions might be.

*Applies to requirement(s): Humanities**A. Steinfeld**Credits: 4***RELIG-256 What Didn't Make It in the Bible***Fall*

Hundreds of ancient religious texts did not make it into the Hebrew Scripture (aka the Old Testament). This course examines some of these excluded writings. In particular, we will focus on works found among the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls. We will read an ancient Harlequin romance, tour heaven and hell, hear of the adventures of fallen angels who sired giants (and taught humans about cosmetics), and learn how the world will end. In critically examining such texts, we will better appreciate the diversity of Judaism, better understand the historical context of early Christianity, and explore the politics behind what did and did not make it into the bible.

*Crosslisted as: Jewish Studies 256**Applies to requirement(s): Humanities**M. Penn**Credits: 4***RELIG-265 Holy Feast, Holy Fast: Sacred Food and Eating in Judaism***Not Scheduled for This Year*

This course explores the role of food and eating in Jewish religious culture, but will also include a significant comparative religious dimension. Topics will include the ritual, religious, and social significance of the dietary laws in Judaism, the symbolic foods of Passover and other festivals, fasting and ascetic attitudes toward food, as well as food culture as a marker of Jewish identity.

*Crosslisted as: Jewish Studies 265**Applies to requirement(s): Humanities**L. Fine**Credits: 4***RELIG-267 Buddhist Ethics***Not Scheduled for This Year*

This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists

from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Mrozik*

*Credits: 4*

**RELIG-270 Jewish Religious Art and Material Culture: From Ancient Israel to Contemporary Judaism**

*Not Scheduled for This Year*

Despite the biblical prohibition against 'graven images,' there exists a rich history of Jewish religious art and aesthetics. This course will study ancient Israelite art and archeology, including the Second Temple in Jerusalem, the extraordinary mosaic floors and frescoes of early synagogues throughout the Mediterranean world, medieval illuminated Hebrew manuscripts and printed book culture, synagogues of later periods, including the wooden synagogues of Eastern Europe, and Judaic ritual objects of many types. Jewish art, architecture, and visual representation will be explored in the context of the ancient Near Eastern, Greco-Roman, Christian, and Islamic settings in which they evolved.

*Crosslisted as: Jewish Studies 270, Art History 290JR*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*L. Fine*

*Credits: 4*

**RELIG-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**RELIG-306 Sex and the Early Church**

*Not Scheduled for This Year*

This course examines the various ways first- through fifth-century Christians addressed questions regarding human sexuality. We will concentrate on the rise of sexual asceticism and pay particular attention to the relationship between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and 'heretical' scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.

*Crosslisted as: Gender Studies 333TT*

*Applies to requirement(s): Humanities*

*M. Penn*

*Prereq: 4 credits from religion or gender studies.*

*Credits: 4*

**RELIG-311 Sufism: The Mystic Path in Islam**

*Not Scheduled for This Year*

Exploration of the mystical tradition in Islam known as Sufism, from its origins in medieval Iraq to its role in contemporary Islamic societies. This course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials. Special attention will be paid to the themes of love, desire, and beauty in the literature of Sufism.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*A. Steinfels*

*Notes: This course counts towards the Asian Studies, Middle Eastern Studies, and South Asian Studies majors and minors.*

*Credits: 4*

**RELIG-323 Topics in Contemporary Theology**

**RELIG-323FT Topics in Contemporary Theology: 'Feminist Theologies'**

*Not Scheduled for This Year*

Mary Daly, Elisabeth Schussler Fiorenza, Phyllis Trible, and Judith Plaskow, among others, have argued that traditional Jewish and Christian theological systems have overlooked the needs, concerns, histories, and contributions of women. Their challenges range from the historical modification of a presumably unbiased religious system to the outright rejection of a so-called patriarchal establishment. Whatever their approach, feminist theologies offer diverse and incisive tools for understanding how a theological system operates, how transitory cultural assumptions become embedded in ongoing doctrines, and how apparently minor adjustments can have significant ripple effects.

*Crosslisted as: Gender Studies 333FF*

*Applies to requirement(s): Humanities*

*The department*

*Prereq: 8 credits from Religion department or permission.*

*Credits: 4*

**RELIG-329 Buddhism in North America**

*Not Scheduled for This Year*

In this course we will explore the diverse nature of Buddhist identity and practice in contemporary North America. After an overview of the major Buddhist traditions in North America, we will explore key factors in the shaping of North American Buddhist identities and practices, such as race, ethnicity and gender; immigration and conversion; meditation movements (including in prisons); social activism; North American forms of monasticism; and Buddhism in the popular media. No prior background required to take this course.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*S. Mrozik*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

**RELIG-331 Advanced Topics in Religion**

**RELIG-332 Seminar in American Religious History**

This course offers advanced students an opportunity to investigate with some sophistication a problem that requires careful attention to research methods, to critical literature, and to writing. Seminar topics include people, periods, or problems that have a particular bearing on religion in America.

**RELIG-332SH Seminar in American Religious History: 'The Shakers'**

*Not Scheduled for This Year*

This course will examine the historical and cultural creation of the Shaker society. The religious vision of an alternative society whose birth and development paralleled that of the new American nation; by contrast and by imitation, the separate Shaker route thus offers an intriguing critique of American society and its values, and an unusual laboratory for examining a religious community based on a dual godhead.

*Crosslisted as: Gender Studies 333PP*

*Applies to requirement(s): Humanities*

*The department*

*Prereq: 8 credits in Religion, or 8 credits in Gender Studies.*

*Credits: 4*

**RELIG-337 Topics in the Study of Christianity**

**RELIG-337MC Topics in the Study of Christianity: 'Early Muslim/Christian Encounters'**

*Not Scheduled for This Year*

This course explores a set of recently discovered documents that substantially changes our understanding of Christian/Muslim relations. We will read texts such as a Christian/Muslim debate, a bishop's letter on how to bribe Muslim rulers, and an exorcism account concerning demon-possessed monks. Students

will be among the first in a thousand years to read these works providing them with a strong knowledge of the history of Christianity, of Islam, and of their first interactions with each other.

*Crosslisted as: Medieval Studies 300MC*

*Applies to requirement(s): Humanities*

*M. Penn*

*Prereq: 4 credits in Religion.*

*Credits: 4*

**RELIG-352 Body Images and Practices in Religious Traditions**

*Not Scheduled for This Year*

This seminar examines body images and practices in a range of religions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and indigenous traditions. Some of the topics we will discuss are religious exercise regimens, dietary laws, gender and sexuality, healing practices, religious icons, ordination, and slavery.

*Crosslisted as: Gender Studies 333KK*

*Applies to requirement(s): Hum-Hist, Phil, Relig*

*S. Mrozik*

*Credits: 4*

**RELIG-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- Jewish Studies



# Five College Certificate in Reproductive Health, Rights and Justice

## Overview

Scholarship on reproductive health, rights, and justice examines the impact of reproductive policies not only on individuals, but also on communities, with particular attention to diverse ethnic groups, cultures and nations, especially those which have been marginalized. The study of reproductive health, rights, and justice centers on the social, economic, legal, and political conditions that impact reproduction, including the health care industry, the prison industrial complex, the foster care system, and laws and public policies regulating reproduction. This field also includes the history of social movements for reproductive empowerment, including the movement for women's liberation, the women's health and pro-choice movements, and the LGBTQ rights movement.

## Requirements for the Certificate

### Courses

- At least six approved courses including:
  - One foundational course
  - One transnational course
  - One upper-level (300 or above) course

### Other

- Students must also complete a special project on reproductive health, rights, and justice. This requirement may be completed through an independent study project, thesis, or other course work that engages the student with issues of reproductive health, rights, or justice and meaningfully incorporates the perspectives of community-based groups. Students are encouraged to fulfill the requirement through participation in an appropriate community engaged experience selected in consultation with their academic advisors.
- These courses must be selected from the courses currently approved to count towards this certificate by its Five-College faculty committee. That list is available at [www.fivecolleges.edu/reproductive-health-rights-justice](http://www.fivecolleges.edu/reproductive-health-rights-justice) (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.)

## Faculty/Contact

For further information consult professor Lynn Morgan (anthropology), Liz Markovits (politics), Jacquelyne Luce (gender studies) or see [www.fivecolleges.edu/reproductive-health-rights-justice](http://www.fivecolleges.edu/reproductive-health-rights-justice)

# Romance Languages and Cultures

The major and minor in Romance languages are administered by the Romance Languages and Cultures Committee: Professors, Frau (Italian), Gelfand (French; on leave Spring 2016), Romero-Diaz (Spanish), Vaget (French); Senior Lecturer Castro-Cuenca (Spanish); Lecturer Moretti (Classics and Italian).

## Overview

The major program in Romance languages and cultures is designed to assure fluency in at least two Romance languages, as well as knowledge of the literatures and cultures they represent. The student is encouraged to view language/literature/culture in its interrelatedness and combine linguistic proficiency with cultural and literary expertise. She will develop skills of communication and the critical tools to explore matters of aesthetics, cultural studies, history of ideas, and gender studies. A major in Romance languages and cultures can lead to a variety of national and international careers from government to fashion, from the culinary arts to banking, and from film to teaching.

## Contact Info

Debra Morrissey, senior administrative assistant  
Nieves Romero-Diaz, chair  
Department Website: <http://www.mtholyoke.edu/acad/romance>

## Requirements for the Major

The Romance languages major includes work in two of the following Romance languages: French, Italian, Portuguese, and Spanish. The student will select two languages, one for primary and one for secondary emphasis. The student is also encouraged to attain intermediate-level competence in a third Romance language or Latin. Students interested in Portuguese should consult the chair of the committee for appropriate Five College courses.

## Credits

- A minimum of 40 credits
- 28 credits must be at the 300 level

## Courses

- The 28 credits at the 300 level should be divided as follows:
- 16 credits should be dedicated to the language and literature of primary emphasis.
- 12 credits should be dedicated to the language and literature of secondary emphasis.
- French 203 and below and Spanish/Italian 201 and below do not count toward the 40-credit minimum.

## Other

- Advanced courses in the major should be chosen to provide both a varied background and a means of focusing and unifying the major.
- Qualified students are required to elect the Seminar in the Romance Languages (375).
- Normally the student is well advised first to broaden her acquaintance with the two principal cultures in which she is working, then to select a more specific aspect—a topic, theme, period, literary form, or genre, for example—around which to organize her choice of courses. Students desiring to develop an advanced knowledge of languages as their specific

focus can consider advanced language courses in French, Italian, Portuguese, and Spanish that are available through the Five College Consortium.

- No more than 4 credits of independent study (not including thesis credits) may be counted toward the 28 required credits at the 300 level. Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.

## Study Abroad

Students should enhance their major by spending an academic year in a country where one of the languages of their major is spoken. Students who plan to take part in a study abroad program must consult both the chair of the Romance languages and cultures committee and the chair of the target language. Normally, credits earned while studying abroad satisfy some of the requirements of the major.

## Allied Courses

Students are advised to complement their study of Romance languages and cultures with related courses in the fields of humanities and social sciences. These courses should broaden the cultural and linguistic expertise of the student.

## Requirements for the Minor

Students are expected to select a Romance language for primary emphasis and another one for secondary emphasis.

## Credits

- A minimum of 16 credits

## Courses

- For the language of primary emphasis:
- At least 4 credits at the 200 level and
- 4 credits at the 300 level, with completion of specified prerequisites
- For the language of secondary emphasis:
- 8 credits at the 200 level
- French 203 and below and Spanish/Italian 201 and below do not count toward the 16-credit minimum.

## Other

- More than the minimum 4 credits at the 300 level are encouraged in the primary or secondary language.

A student majoring in a Romance language may not include that language in a Romance languages and cultures minor.

## Course Offerings

### ROMLG-295 Independent Study

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes: Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.*

*Credits: 2-4*

*Course can be repeated for credit.*

**ROMLG-375 Seminar in Romance Languages and Cultures**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**ROMLG-375MT Seminar in Romance Languages and Cultures: 'The Mind of the Traveler: Journeys, Expeditions, Tours'**

*Spring*

Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: Spanish 360MT, Italian 361MT, French 321MT, Romance*

*Languages 375MT*

*Applies to requirement(s): Humanities; Language*

*O. Frau*

*Prereq: for language majors: two courses in culture and literature at the 200 or 300-level in a romance language.*

*Advisory: for language majors; two courses in culture and literature at the 200-level*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

*Credits: 4*

**ROMLG-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Notes: Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.*

*Credits: 1-8*

*Course can be repeated for credit.*

**See Also**

- French
- Italian
- Spanish

# Five College Certificate in Russian, East European, and Eurasian Studies

## Faculty/Contact

For further information, contact professor Stephen Jones or see [www.fivecolleges.edu/sites/reees/](http://www.fivecolleges.edu/sites/reees/)

## See Also

- Russian and Eurasian Studies

## Overview

The Five College Certificate in Russian, East European, and Eurasian Studies offers students the multidisciplinary resources in the Five Colleges on Russia, Eurasia (here understood as the former republics of the Soviet Union), and East (and Central) Europe.

## Requirements for the Certificate

### Courses

- A core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses. At Mount Holyoke, it was most recently taught as Russian and Eurasian Studies 131, Introduction to the Peoples and Cultures of Eurasia.
  - Five additional elective courses, distributed as follows:
  - The courses must be drawn from more than one of the three geographical areas: Russia, Eurasia, and Eastern (and Central) Europe.
  - At least one of the elective courses must focus on a period before the twentieth century.
  - At least one course must be taken from each of the following disciplinary categories: history, social sciences, and humanities/arts. No single course can fulfill more than one of these disciplinary categories.
  - At least four courses, including the core course, must be taken within the Five Colleges.
  - A language course beyond the intermediate level can be counted as one of the five electives. Elementary and intermediate language courses cannot be counted.
  - Credit for one-time courses, special topics courses, independent study, and transfer or study abroad courses requires approval from the student's program advisor at her home campus.
  - Proficiency in a language of one of the certificate regions, at a level equivalent to four semesters of postsecondary course work. This proficiency may be demonstrated by course work or examination.

Students are encouraged to study abroad in one of the certificate regions.

Courses applied to this certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly up- dated by the Five College Committee for Russian, East European, and Eurasian Studies.

# Russian and Eurasian Studies

The majors and minors in Russian and Eurasian studies are administered by the Department of Russian and Eurasian Studies: Professors Jones, Scotto (chair); Visiting 5College Lecturer Susanna Nazarova.

## Overview

From Pushkin to Putin, from Balanchine to Lake Baikal, from caviar to commissars, from yurts to baba yaga—Russia and Eurasia offer a glittering array of riches waiting to be discovered. Mount Holyoke's Department of Russian and Eurasian Studies invites you to join with us in our exploration of the vast area of the world that we engage in on a daily basis. Through course work in language, literature, history and politics, our students gain a multidimensional understanding of the diverse peoples and cultures that inhabit this region—its past, its present, as well as its prospects for the future.

As the world reconfigures itself at the beginning of the twenty-first century, a reenergized Russia will play a major role in shaping the political and economic futures of Europe and Asia, and resolving issues of global importance like resource use, climate change, terrorism, and nuclear proliferation. Indeed, Mount Holyoke graduates who have focused on Russian studies can be found working in nongovernmental organizations in Washington D.C., embassies in Russia and Europe, the oil fields of Siberia, as well as in journalism and business.

Beyond the purely pragmatic, Russia's fundamental cultural achievements—in literature, art, music, theatre, and film—are of permanent value and interest to students of the humanities. Tolstoy and Dostoevsky, Akhmatova and Pasternak, Tchaikovsky and Shostakovich, Vertov and Eisenstein, Pavlova and Baryshnikov, Gergiev and Rostropovich—the Russian legacy of achievement is profound, and continues to be a living presence in the intellectual, spiritual, and creative life of humanity. Our commitment to this legacy is at once intensely intellectual and deeply personal: until his death in 1996, Nobel Prize laureate Joseph Brodsky was counted among our colleagues.

The Department of Russian and Eurasian Studies is unique among MHC's language departments in that its faculty includes both specialists in language, literature, and culture and specialists in history and politics. Various trained in Russia, Europe, and the United States, we strive to bring a balance and a perspective to our subject area that is challenging, engaging, thoughtful—and never dull.

For students with a strong interest in the non-Russian nations of Eurasia, a working knowledge of Russian and a grasp of Russia's historical role on the Eurasian continent are essential to understanding the peoples and places that have lived or continue to live under Russian influence (the Caucasus, Central Asia, Siberia). The Mount Holyoke Department of Russian and Eurasian Studies stands out among Russian departments in the Five Colleges in that it includes a specialist who is uniquely qualified to interpret events in Eurasia beyond the borders of Russia itself (Jones). Our students study not only in European Russia, but in Central Asia, the Caucasus, and Siberia, and experience the multicultural expanse of Eurasia.

Beyond regular course work, the department sponsors spring and fall festivals of Russian food, a film series, lectures, and other events (like building a Mongolian yurt).

## Contact Info

Carmen Sullivan, senior administrative assistant

Peter Scotto, chair

Website: <http://www.mtholyoke.edu/acad/russian>

## The Majors

The Department of Russian and Eurasian Studies offers two majors:

- Russian Literature and Language
- Russian and Eurasian Studies

These are distinct but connected majors. In both majors, students will learn about the interconnections between language, literature, politics, and history.

The major in Russian literature and culture explores Russia's rich cultural heritage and its unique contributions to world culture, especially during the nineteenth and twentieth centuries. Departmental offerings concentrate on Russia's achievements in culture and literature, but students are encouraged to take elective courses in Russian film, religion, and art at Mount Holyoke and the Five Colleges.

The interdisciplinary major in Russian and Eurasian studies explores the historical, economic, political, and cultural interconnections among the peoples of the former Soviet Union, Eastern Europe, the Caucasus, and Central Asia. It prepares students for careers in international affairs and global development, including the foreign service, media work, education, energy issues, and the environment. We offer internships and study abroad programs that provide the practical experience that employers value. In addition to offerings within the department, courses that count toward the major are regularly offered by other departments (economics, geography, history, politics, and international relations), in addition to courses in the Five Colleges. Students are urged to take advantage of these opportunities.

Both majors place emphasis on the analysis of texts, on effective oral and written argumentation, and on cooperative learning and independent work. Students who wish to focus their study on the non-Russian areas of northern Eurasia (Ukraine, Caucasia, Central Asia, the Baltics, the non-Russian peoples of Siberia) are invited to design a special major in consultation with the department. Early consultation is strongly advised.

## Requirements for the Major in Russian Literature and Language

### Credits

- A minimum of 36 credits
- When a student has completed two courses at the 200 level, she may, with the permission of the instructor and in consultation with her advisor, enroll in a 200-level course for 300-level credit.

### Courses

- Three courses in Russian beyond 201, normally 202 and advanced Russian language courses in the Five Colleges.
- RES 240 Contemporary Russian Politics, or RES-241 Russia and the West, or RES-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
- RES 210, Great Books: The Literature of Nineteenth-Century Russia
- RES 211, Topics in Twentieth-Century Russian Literature
- Three 300-level courses, one each from literature, culture, and politics/history

## Requirements for the Major in Russian and Eurasian Studies

## Credits

- A minimum of 40 credits, of which 12 must be at the 300 level, divided among three or more disciplines.
- When a student has completed two courses at the 200 level, she may, with the permission of the instructor and in consultation with her advisor, enroll in a 200-level course for 300-level credit.

## Courses

- Proficiency in Russian language demonstrated by completion of RES-202 or equivalent
- A one-semester survey of Russian history, to be chosen in consultation with the advisor
- RES 210, Great Books: The Literature of Nineteenth-Century Russia
- RES 240, Contemporary Russian Politics
- RES 241, Russia and the West

The major in Russian and Eurasian Studies is interdisciplinary. Students who complete this major automatically fulfill the College's "outside the major" requirement.

## Requirements for the Minors

### The Minor in Language

The minor in language requires 12 credits above the 100 level, ordinarily drawn from 201, 202, and 251.

### The Minor in Culture and Literature

The minor in culture and literature is designed for students who have an interest in Russian literature and culture, but have not studied the language. It requires 20 credits and is not recommended for anyone who wishes to focus on Russia at the graduate level.

The minor ordinarily includes a one-semester course in Russian history, 210, 211, and two additional courses to be chosen in consultation with the Russian department, including one at the 300 level.

### The Minor in Russian and Eurasian Studies

The minor in Russian and Eurasian studies is designed to encourage an interdisciplinary approach to the study of the former Soviet Union and its peoples and cultures and to develop intermediate-level proficiency in the Russian language.

A minor in Russian and Eurasian studies ordinarily includes Russian 201 or its equivalent, and two courses in Russian studies, including one course at the 300 level.

## Teacher Licensure

Students interested in pursuing licensure in the field of Russian and Eurasian studies can combine their course work in Russian and Eurasian studies with a minor in education.

In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Russian and Eurasian studies, please consult your advisor or the chair of the Russian and Eurasian studies department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Russian and Eurasian studies department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Study Abroad

Study abroad is highly recommended and may be used toward fulfillment of major requirements.

There are numerous summer, semester, and yearlong programs offered for undergraduates. Since admission to many Russian study abroad programs is competitive, students are advised to consult early in their academic careers with members of the department. We have had great success in getting our students into these competitive programs.

Opportunities to study the non-Russian languages of Eurasia are rapidly expanding. Summer immersion programs and summer and academic-year programs abroad offer instruction in Armenian, Georgian, Azeri, Uzbek, Tajik, Polish, Czech, Ukrainian, Bulgarian, Estonian, and others. In some cases, applicants may be expected to have an intermediate-level command of Russian.

Every January, the department sends students to Georgia (the country) for a three week January term where both Georgian and Russian are spoken.

## Course Advice

### Getting Started in Russian

A student coming to Mount Holyoke with no background in Russian language should enroll in Russian 101-102, a yearlong introduction to Russian language and culture.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

In addition to RES 101–102, recommended courses for first-year study include:

- FYSEM-110WP How Words Change Worlds: Writers, Politics and Power
- RES 210, Great Books: The Literature of Nineteenth-Century Russia (Humanities I)
- RES 211, Topics in Twentieth-Century Russian Literature (Humanities I)
- RES 240, Contemporary Russian Politics (Social Sciences III)
- RES 241, Russia and the West (Social Sciences III)

As listed, courses on Russian history or literature and culture may be used to satisfy the Humanities distribution requirement, while courses on Russian and Eurasian Politics satisfy the Social Science distribution requirement.

### Courses Taught in Russian

- 101/102 Elementary Russian
- 201/202 Intermediate Russian
- 251/252 Advanced Russian
- 295/395 Independent Study
- Advanced courses are also taught at Amherst and Smith Colleges.

### Courses Taught in English

- FYSEM-110WP How Words Change Worlds: Writers, Politics and Power
- RES 210, Great Books: The Literature of Nineteenth-Century Russia (Humanities I)
- RES 211, Topics in Twentieth-Century Russian Literature (Humanities I)

- RES 215 Dostoyevsky and the Problem of Evil: The Brothers Karamazov (Humanities I)
- RES 240, Contemporary Russian Politics (Social Sciences III)
- RES 241, Russia and the West (Social Sciences III)
- RES 242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment (Social Sciences III)
- RES 312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent (Social Sciences III)
- RES 313 The New Democracies (Social Sciences III)
- RES 330 Nationalism (Social Sciences III)
- RES 350 Revolutions (Social Sciences III)
- RES 395 Independent Study

Note: If the course satisfies a distribution requirement, it is indicated in parentheses.

## Course Offerings

### Taught in Russian

#### RES-101 Elementary Russian

*Fall*

The four-skills (listening, speaking, reading, and writing) introduction to the Russian Language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, basic conjugation patterns, and verbal aspect. By the end of the course the students will be able to initiate and sustain conversation on basic topics, write short compositions, read short authentic texts and comprehend their meaning, develop an understanding of the Russian culture through watching films and listening to songs.

*Applies to requirement(s): Humanities; Language*

*S. Nazarova*

*Coreq: RES-101L.*

*Credits: 4*

#### RES-102 Elementary Russian

*Spring*

Continuation of Russian 101. A four-skills course, with increasing emphasis on reading and writing, that completes the study of basic grammar. Major topics include: predicting conjugation patterns, unprefix and prefixed verbs of motion, complex sentences, time expressions, and strategies of vocabulary building. Students watch Russian films, read and discuss authentic texts.

*Applies to requirement(s): Humanities; Language*

*S. Nazarova*

*Credits: 4*

#### RES-201 Intermediate Russian

*Not Scheduled for This Year*

In-depth review of grammar topics and expansion of vocabulary with the goal of developing communicative proficiency. Readings include short stories, poetry, and newspaper articles. Students watch Russian films and discuss them orally and in writing. Classes are conducted mostly in Russian.

*Applies to requirement(s): Humanities; Language*

*P. Scotto*

*Prereq: Russian and Eurasian Studies 111 or 101.*

*Credits: 4*

#### RES-202 Intermediate Russian

*Spring*

Emphasis on increasing active command of grammar while focusing on conversational topics. Readings include poetry, short stories, and magazine and

newspaper articles. Students watch and discuss Russian films. Classes are conducted mostly in Russian.

*Applies to requirement(s): Humanities; Language*

*P. Scotto*

*Prereq: Russian and Eurasian Studies 201.*

*Credits: 4*

#### RES-251 Advanced Russian Language: From Reading to Speaking

*Spring*

This course aims at expansion of students' vocabulary and improvement of both writing and speaking skills. The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts including short stories, films, and articles.

*Applies to requirement(s): Language*

*S. Nazarova*

*Prereq: Russian and Eurasian Studies 202.*

*Credits: 4*

#### RES-252 Advanced Russian Film and Literature

*Not Scheduled for This Year*

Students will read and discuss short stories and poems written by Russian writers in the 20th century and watch films based on literary works of that time. They will continue to work on oral and writing skills, and vocabulary. This course prepares students to express opinions, ideas, points of view, and critiques on prose and films, social issues and cultural phenomena using more complex and rich language.

*Applies to requirement(s): Humanities*

*E. Dengub*

*Prereq: Russian and Eurasian Studies 251.*

*Notes: Taught in Russian.*

*Credits: 4*

#### RES-231 Anna Karenina and Contexts

### Taught in English

#### RES-210 Great Books: The Literature of Nineteenth-Century Russia

*Fall*

In no other culture has literature occupied the central role it enjoyed in nineteenth-century Russia. Political, social, and historical constraints propelled Russian writers into the roles of witness, prophet, and sage. Yet, far from being limited to the vast, dark 'Big Question' novels of legend, Russian literature offers much humor, lyricism, and fantasy. We will focus on the Russian novel as a reaction to western European forms of narrative and consider the recurring pattern of the strong heroine and the weak hero. Authors will include: Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Applies to requirement(s): Humanities*

*P. Scotto*

*Notes: Taught in English*

*Credits: 4*

#### RES-211 Topics in Twentieth-Century Russian Literature

#### RES-211MM Topics in Twentieth-Century Russian Literature: 'Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts'

*Not Scheduled for This Year*

Mephistopheles in Moscow? The Gospel retold? At turns both wildly comic and metaphysically profound, Bulgakov's novel has been a cult classic since its

unexpected discovery in 1967. This course will consider Bulgakov's masterpiece together with some of its literary, historical, and social contexts. Additional readings from Goethe, Gogol, E.T.A. Hoffman, Akhmatova, and others.

*Applies to requirement(s): Humanities*

*P. Scotto*

*Notes: Taught in English*

*Credits: 4*

**RES-215 Dostoevsky and the Problem of Evil: *The Brothers Karamazov***

*Not Scheduled for This Year*

Perhaps no other novelist has delved as deeply into the psychological and metaphysical dimensions of evil as the Russian novelist Fyodor Dostoevsky. This course will be devoted to a close reading of Dostoevsky's landmark novel of murderous passion and parricide, *The Brothers Karamazov*. Why should crime and transgression be a privileged avenue of access into the human interior? How is psychology tied to the metaphysical aspect of human existence? What are the sources of evil--and redemption?

*Applies to requirement(s): Humanities*

*P. Scotto*

*Notes: Taught in English*

*Credits: 4*

**RES-231FA *Anna Karenina* and Contexts: 'Tolstoy on Love, Death, and Family Life'**

*Spring*

*Anna Karenina* (1873) is one of a series of important works Tolstoy wrote pondering love, death, the nature of happiness, and the foundations of family life. Our reading of *Anna Karenina* will be the centerpiece of this course which will also include works ranging from *Childhood* (1852) to *The Kreutzer Sonata* (1889), which shocked and repelled readers with its unsparing depictions of human sexuality and murderous jealousy. Film versions of works will be screened.

*Applies to requirement(s): Humanities*

*P. Scotto*

*Notes: Taught in English*

*Credits: 4*

**RES-240 Contemporary Russian Politics**

*Fall*

Russia was transformed by communist revolution into a global superpower that challenged the dominant ideologies of liberalism and nationalism. It became a powerful alternative to capitalism. In 1991, this imperial state collapsed and underwent an economic, political, and cultural revolution. What explains the Soviet Union's success for 70 years and its demise in 1991? What sort of country is Russia as it enters the twenty-first century? Is it a democracy? How has Russia's transformation affected ordinary people and Russia's relationship to the West?

*Crosslisted as: Politics 209*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Notes: Taught in English*

*Credits: 4*

**RES-241 Russia and the West**

*Spring*

Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policymakers. None of the West's policies in the Middle East, the Third World, Europe, or China after World War II can be understood without the study of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and, following the collapse of the USSR in 1991, the role played by Russia and the former Soviet republics in the far more complex and multipolar 'New World Order.' What

should U.S. policy be toward the emerging new states of the Baltics, Central Asia, and Caucasia?

*Crosslisted as: Politics 264*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Notes: Taught in English*

*Credits: 4*

**RES-242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment**

*Not Scheduled for This Year*

Following the collapse of the USSR and the Gulf War, Central Asia and the Caucasus became new centers of geopolitical rivalry. The new states are a source of energy (oil and gas) for Western powers and a vital transit corridor between Eastern Europe and China. While a new 'Great Game' is being fought between Western, Far Eastern, and Middle Eastern powers for control over energy pipelines, the region is threatened by environmental catastrophe and water shortages. Is the new oil industry a source of prosperity or an instrument for exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?

*Crosslisted as: Politics 242*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Notes: Taught in English*

*Credits: 4*

**RES-244 Topics in the Recent History of Europe**

**RES-312 Silk Roads: Ancient and Modern Highways across the Eurasian Continent**

*Not Scheduled for This Year*

The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits in Politics, International Relations, Russian and Eurasian Studies, or History.*

*Notes: Taught in English*

*Credits: 4*

**RES-313 The New Democracies**

*Not Scheduled for This Year*

With the collapse of the USSR we were told that history was dead and liberal democracy triumphant. There was a 'third wave' of democratic change. How accurate have these optimistic characterizations turned out to be? After an introduction to theories of liberal democracy and to the new discipline of 'transitology' we will look at how states and leaders have applied such liberal-democratic ideas in Eastern Europe and the former USSR (with comparative examples from Africa and South America), and with what success.

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Credits: 4*

**RES-316 European Studies Seminar**



**RES-316FR European Studies Seminar: 'Foreigners Within, Foreigners Without: The EU and its New Neighbors'**

*Not Scheduled for This Year*

The enlargement of the European Union (EU) to Central and Eastern European countries has generated new neighbors to the east and south - the Western Newly Independent States (WNIS) of Russia, Belarus, Moldova, and Ukraine, and Southern Mediterranean countries (SMCs) Egypt, Libya, and Tunisia. Europe's new neighbors make up 410 million inhabitants, but their GDP capita is barely one tenth of the European Union's. This has brought problems for the EU, including migration pressures, human trafficking, and refugees. How is the EU dealing with these issues and how will relations with the new neighbors affect the domestic and foreign policies of the EU?

*Crosslisted as: Politics 316FO*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: 4 credits at the 200 level in a Division III +*

*Advisory: Students not meeting the prerequisite but with a 200-level Division I course may contact the instructor for permission.*

*Credits: 4*

**RES-330 Nationalism**

*Not Scheduled for This Year*

Nationalism is one of the greatest challenges to multiethnic states. They have had to create new strategies to deal with the demands of ethnic minorities. Taking the four states of Spain, Canada, Russia, and the former Yugoslavia as examples, we will focus on nationalist movements within these states and the central governments' responses. What has been the effect of the Communist legacy? Are there alternatives to federalism as a way of managing national claims? What socioeconomic policies have governments used to control ethnic tensions? What role can international organizations play in finding solutions to ethnic conflict?

*Crosslisted as: Politics 308*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits in politics, international relations, or Russian and Eurasian studies.*

*Credits: 4*

**RES-350 Revolutions**

*Spring*

By the 1980s, after the increasingly obvious failure of Marxist revolutions, scholars and politicians predicted the age of revolution was over. From now on, they said, all states will move toward the model of market capitalism. But the last decade of the 20th century and the first fifteen years of the 21st century have shown that history, and with it, revolution, is far from over. We will look at Eastern Europe in 1989, the collapse of the USSR, the rise of the Taliban, bloodless expulsion of old elites in Indonesia and the Philippines - the 'colored revolutions,' and the Arab Spring. Revolutions are still with us and we will study why.

*Crosslisted as: Politics 350*

*Applies to requirement(s): Social Sciences*

*S. Jones*

*Prereq: 8 credits from the Politics, International Relations or Russian and Eurasian Studies departments.*

*Notes: Taught in English*

*Credits: 4*

## Independent Study

**RES-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**RES-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

## See Also

- Russian, East European, and Eurasian Studies

# Sociology

The major and minor in sociology are administered by the Department of Sociology and Anthropology: Professors Moran (on leave Spring 2016), Townsley, Tucker (on leave Spring 2016); Associate Professor Banks.

## Overview

Sociology is the systematic study of society and social relations. Sociology majors develop the critical tools to theoretically and comparatively understand social trends and problems, grasp the intersection of self and society, and analyze empirical data. They read the works of major sociological thinkers, from the classical figures who founded the discipline to contemporary theorists of society. The major requires courses in research methods and sociological theory. The faculty also offers classes in criminology, collective behavior and social movements, the sociology of gender, social inequality, political sociology, and the sociology of media.

## Contact Info

Michelle Pietras, administrative assistant  
Kenneth Tucker, chair  
Department Office: 102 Porter Hall  
Website: <https://www.mtholyoke.edu/acad/sociology>  
Telephone: 413-538-2283

## Requirements for the Major

### Credits

- A minimum of 36 credits in sociology

### Courses

- 123, Introduction to Sociology
- 223, Development of Social Thought
- 225, Survey Research and Data Analysis
- 12 credits at the 300 level, including at least one of the following courses:
- 317, Topics in Contemporary Social Thought
- 333, Contemporary Social Theory
- 12 additional credits beyond the 100 level

Sociology 223 and 225 should be completed as early as possible but certainly by the end of the junior year.

Please Note: Proposal deadlines are strictly enforced for independent study at the 295 and 395 levels.

## Requirements for the Minor

### Credits

- A minimum of 20 credits in sociology, including:
- 123, Introduction to Sociology
- 4 credits at the 300 level
- 12 additional credits above the 100 level

## Course Offerings

### **SOCI-123 Introduction to Sociology**

*Fall and Spring*

This course uses a sociological framework to examine the nature and structure of modern industrial societies. To identify central trends in society and culture, this course covers several basic themes, such as social inequality and social interaction, that have appeared repeatedly in the works of major social thinkers.

*Applies to requirement(s): Social Sciences*

*P. Banks, T. Malacarne, N. Michaud Wild*

*Credits: 4*

### **SOCI-214 Racial and Ethnic Relations**

*Spring*

In this course students will be introduced to the various sociological perspectives and theoretical frameworks used to understand racial and ethnic relations in the United States. Racial and ethnic identities remain an important aspect of how people view themselves and others. In this course, we will discuss the dynamics of individual racial and ethnic groups including African Americans, Latino Americans, Native Americans, Asian Americans, and White Americans. We will also examine what the concepts of race and ethnicity mean and how they affect various aspects of American society.

*Applies to requirement(s): Social Sciences*

*P. Banks*

*Prereq: Sociology 123.*

*Credits: 4*

### **SOCI-216 Issues in Sociology**

#### **SOCI-216GM Issues in Sociology: 'Generations, Media, and Society'**

*Fall*

This course will explore the concept of generation within sociology, and its differences from other structural concepts such as class and gender. In particular, the course will concentrate on the generational cultures of the 1960s, the 1980s, and the contemporary millennial generation. It will focus in large part on generational uses of media, and how media use contributes to the rise of generational cultures and consciousness.

*Applies to requirement(s): Social Sciences*

*K. Tucker*

*Prereq: Sociology 123.*

*Credits: 4*

#### **SOCI-216LR Issues in Sociology: 'Latina/o Urbanism(s)'**

*Fall*

This course will examine the urban as a social, political, cultural, and economic formation, and set of social relations, with focus on Latina/o identities and culture(s). Urban scholars have long studied the changing and evolving city -- this course explores this notion in relation to Latina/o research, populations, and urban social change movements. We will examine historical and contemporary conditions and cover a broad range of topics including: urbanization, urban planning, place-making, social policy, migration/immigration, segregation, urban education, language, and more.

*Crosslisted as: Latina/o Studies 250LR*

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*V. Rosa*

*Credits: 4*

#### **SOCI-216SN Issues in Sociology: 'Social Networks: Who You Know, How You Know Them, and Why It Matters'**

*Spring*

Social networks are much more than the people you know on Facebook and Twitter. They affect everything from political beliefs to health outcomes to

professional success. This course asks, 'What are social networks?' and examines their impact on contemporary life. Students will develop the analytical skills to understand the formation, evolution, and significance of different relationship structures and the way they shape individuals' lives.

*Applies to requirement(s): Social Sciences*

*T. Malacarne*

*Prereq: 4 credits in Sociology.*

*Credits: 4*

### **SOCI-223 Development of Social Thought**

*Fall*

This course examines the origins and development of sociological theory in the nineteenth century. Focusing on the three most important representatives of the classical tradition in sociology - Karl Marx, Max Weber, and Emile Durkheim - we consider in detail the ideas of each, compare their perspectives on emerging industrial society, and assess their contemporary significance.

*Applies to requirement(s): Social Sciences*

*K. Tucker*

*Prereq: Sociology 123.*

*Credits: 4*

### **SOCI-225 Survey Research and Data Analysis**

*Fall*

This course is an introduction to the use of quantitative data in sociology. It focuses on the ways in which data is collected, analyzed, and presented to make sociological arguments. Students will be asked to analyze data for both regular assignments and a final paper. The aim of the course is to show how to understand the uses of different types of survey data, and to create and analyze simple statistics and multivariate statistical models using statistical software.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Malacarne*

*Restrictions: This course is offered to Sociology Majors only.*

*Credits: 4*

### **SOCI-231 Criminology**

*Fall*

This course focuses on the historical and theoretical development of the major approaches to crime and criminality. Criminology began in the second half of the nineteenth century when its pioneers asked the 'big questions' pertaining to crime, society, and human nature. As criminology progressed, it narrowed its focus, concentrating on special areas, such as violent crime and property crime. As sociology began to dominate criminology, new theories were developed to explain the social facts gathered in the last 50 years.

*Applies to requirement(s): Social Sciences*

*R. Moran*

*Prereq: 4 credits in Sociology department.*

*Credits: 4*

### **SOCI-234 Social Problems**

*Spring*

This is a course on the social construction of social problems. It devotes almost exclusive attention to how a 'problem' becomes a social problem; examining how atypical cases become regarded as typical; how definitions are expanded to inflate statistics; and how claim makers and advocacy groups manipulate the media to market social problems and solutions to the public.

*Applies to requirement(s): Social Sciences*

*R. Moran*

*Prereq: Sociology 123.*

*Credits: 4*

### **SOCI-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

### **SOCI-316 Special Topics in Sociology**

#### **SOCI-316CC Special Topics in Sociology: 'Cults, Conspiracies, and Moral Panics'**

*Fall*

Using case studies such as the Eugenics Movement, Jonestown, and the Kennedy Assassination, this course will examine how distrust of the government, originally motivated by logical concerns, has transformed the way people think about power in the postmodern era. The class will explore the difference between rational questioning of authority and blind distrust that leads to questionable claims. Through topics such as the War on Drugs, this class shows how the powerful are able to use biases and public fears to carry out their own, often counterproductive, measures. These case studies have issues like race and class at their core. We will examine how certain social issues have managed to endure.

*Applies to requirement(s): Social Sciences*

*N. Michaud Wild*

*Instructor permission required.*

*Prereq: 8 credits in the department.*

*Credits: 4*

#### **SOCI-316CW Special Topics in Sociology: 'Applied Research Seminar: Campus Wide Web: Internet Usage at Mount Holyoke College'**

*Spring*

This course takes students through the design, fielding, and reporting of a real social science project. Topically, we will focus on the many ways students use the Internet at Mount Holyoke and how this affects academic, social, and communal outcomes. There will be theoretical and empirical secondary readings, but these will be focused on advancing the hands on project. The majority of the class work will be creating and fielding the social survey, the results of which will ultimately be turned into an academic paper and a professionally-focused analytic report.

*Applies to requirement(s): Social Sciences*

*T. Malacarne*

*Restrictions: This course is open to Juniors and Seniors.*

*Instructor permission required.*

*Credits: 4*

#### **SOCI-316UC Special Topics in Sociology: 'Unlawful Convictions in Death Penalty Cases'**

*Fall*

The Death Penalty in America: Unjustly Convicted Death Row Inmates. This course will examine in detail the cases of all 130 death row inmates exonerated in the post-Furman era (1976-2009). It will focus on how the 130 men ended up on death row, as well as the process by which they gained their freedom. In addition, the course will spotlight the many proposals, videotaped police interrogations, eyewitness identifications, forensic science procedures, etc., designed to correct sources of mistakes; and assess their likelihood of successfully preventing both unjust and wrongful convictions in capital cases.

*Applies to requirement(s): Social Sciences*

*R. Moran*

*Prereq: 8 credits in the department including Sociology 231 or 234.*

*Credits: 4*

**SOCI-324 Class in the Black Community**

*Fall*

This course explores class in the black community from a sociological perspective. It focuses on how race fosters commonalities and how class fuels differences among blacks. We will examine the nature of these commonalities and differences within several contexts, such as neighborhoods, politics, work, and culture.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives*

*P. Banks*

*Prereq: 8 credits in Sociology.*

*Credits: 4*

**SOCI-333 Contemporary Social Theory**

*Spring*

In this critical survey of the main theoretical perspectives in contemporary sociology, we focus specifically on structural functionalism, symbolic interactionism, critical theory, feminism, and postmodernism. Besides gaining familiarity with these alternative perspectives, we try to identify the main axes of theoretical dispute in sociology and discuss the problems of evaluating and resolving conflict between theories.

*Applies to requirement(s): Social Sciences*

*The department*

*Prereq: Sociology 223 and an additional 8 credits from the Sociology department.*

*Credits: 4*

**SOCI-350 Sociology of Punishment**

*Spring*

This seminar covers the social history of punishment, beginning with the birth of the prison in the late eighteenth century and continuing to the present. Emphasis on the shift in philosophy from public to private punishment, prison reform movements, and the death penalty.

*Applies to requirement(s): Social Sciences*

*R. Moran*

*Prereq: Sociology 231 and 4 more credits from the Sociology department.*

*Credits: 4*

**SOCI-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# South Asian Studies

The major in South Asian studies is administered by the Asian Studies Committee: Professors Gabriel (economics; on leave Fall 2015), Hachiyangi (art), Hashmi (international relations), Khory (politics), I. Peterson (Indian literature, cultural history, and Hinduism; on leave Spring 2016), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art history), Wang (Chinese language and literature; on leave 2015-16); Associate Professors Chen (politics), Datla (history), Mrozik (religion; on leave Spring 2016), Steinfels (religion); Assistant Professor Babul (anthropology; on leave 2015-16); Lecturers Xu (Chinese) and Yan (Chinese); Teaching Associate Kao (Chinese); Five College Assistant Professor Sbaiti (history; on leave 2015-16); Five College Senior Lecturer Brown (Japanese); Five College Lecturers Arafah (Arabic), Massey (Korean), Park (Korean); Visiting Lecturer Lee (history).

## Overview

One of four interdisciplinary majors offered by the Asian Studies Program, South Asian studies allows students to specialize in the history, languages, cultures, and politics of South Asia. Our students are expected to incorporate the humanities and the social sciences fully into their studies with classes at Mount Holyoke and the other colleges in the Five College Consortium. Complementing course work at Mount Holyoke are extracurricular activities and study abroad programs that broaden and deepen students' understanding of Asia.

On campus, our students experience regional culture at many levels, including language tables and clubs, guest lectures, performing and visual arts, film, festivals, and regional cuisine. These activities are often initiated by and benefit greatly from the diverse student population of Mount Holyoke and particularly the large numbers of students from Asian countries or with an Asian background.

Most of our students spend a semester or a summer in one of the many Mount Holyoke College-approved South Asian study abroad programs.

South Asian studies majors and minors graduate to pursue careers in fields as varied as education, business, NGOs, journalism, the arts, government service, and graduate study.

## Contact Info

Kristin McMillan, senior administrative assistant  
Sohail Hashmi, chair  
Website: <http://www.mtholyoke.edu/acad/asian/>

## Requirements for the Major

### Credits

A minimum of 40 credits of course work on South Asia. Any course that devotes 50 percent or more of its substance to South Asian countries, peoples, or issues may count toward the major. Majors are strongly encouraged, but not required, to pursue study of a South Asian classical or modern language through the Five College Mentored Language Program, summer study, or study abroad. Students may count up to 4 credits toward the major for studying a South Asian language through the Five College Mentored Language Program. One course (4 credits) on South Asian diasporas may count toward the major. Requirements for the major are:

### Courses

- One course (4 credits) in modern South Asian history (e.g., History 124, Modern South Asia) and one course (4 credits) on pre-modern and/or early modern South Asia (c. 3000 BCE to 1700 CE) (e.g., Art History 263,

Arts of India; Asian Studies 254, Great Epics of India; Asian Studies 167, Introduction to Hinduism; or Religion 263, Introduction to Buddhism).

- Eight elective courses (32 credits):
  - Two (8 credits) must be from Group One: Humanities (history, religion, philosophy, literature, language, the arts, and interdisciplinary courses in these areas). In order to count toward the major, studio art or performance courses must be supplemented with analytical written work.
  - One (4 credits) must be from Group Two: Social Science (anthropology, economics, geography, international relations, linguistics, politics, sociology, and interdisciplinary courses in these areas).
- At least three courses (12 credits) must be 300-level courses. A course that is taught outside of Mount Holyoke must be approved by the chair of the Asian Studies Program to count as a 300-level course. One of the three 300-level courses must be a non-language course.

## Related Courses

Most South Asian studies courses at Mount Holyoke are listed below, but students should also consult the catalogue entries or websites of other departments, including art history, history, international relations, politics, and religion. South Asian Studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College or individual college websites).

Please consult the chair of the Asian Studies Committee for guidelines regarding Asian languages not taught in the Five Colleges.

## Courses Counting toward the Major, 2015-16

### Art History

105	Arts of Asia
263	Arts of India
290BC	Issues in Art History: 'Bollywood: A Cinema of Interruptions'
360BC	Seminar in Asian Art: 'Bollywood: A Cinema of Interruptions'
360CG	Seminar in Asian Art: 'Curating Global Contemporary Art'

### Asian Studies

167	Hinduism: An Introduction
211MA	Topics in Asian Studies: 'Modern Indian and South Asian Writers'
350	Love, Desire, and Gender in Indian Literature

### Dance

143	Cultural Dance: Classical Indian Dance
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### Gender Studies

333SA	Advanced Seminar: 'Women and Gender in Modern South Asia'
333ND	Love, Desire, and Gender in Indian Literature

### History

124	History of Modern South Asia, 1700 to the Present
222	Muslim Politics in Modern South Asia
223	Religion and Politics in Modern India
301ND	Colloquium: 'The Indian Ocean World'
301SA	Advanced Seminar: 'Women and Gender in Modern South Asia'

### Politics

357	War and Peace in South Asia
373	Politics of Transformation in China and India

*Religion*

167	Hinduism: An Introduction
223	Religion and Politics in Modern India
241	Women and Buddhism
263	Introduction to Buddhism
267	Buddhist Ethics

*Russian and Eurasian Studies*

312	Silk Roads: Ancient and Modern Highways across the Eurasian Continent
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**See Also**

- Asian Studies

# Spanish (Hispanophone Studies)

The major and minor in Spanish (Hispanophone Studies) is administered by the Department of Spanish, Latina/o, and Latin American Studies: Professors Gudmundson (on leave Spring 2016), Mosby (on leave Spring 2016), Romero-Díaz; Associate Professors Crumbaugh (chair) Assistant Professor D. Hernandez (on leave 2015-16); Visiting Lecturers J. Hernandez, Rosa, Soltero Lopez; Senior Lecturer Castro; Language Instructors Cunha, Garcia-Frazier, Illescas; Visiting Language Instructor Barrios-Beltran.

## Overview

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latina/o heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently crosslisting courses with film studies, gender studies, history, and Romance languages and cultures. Regular cocurricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

Spanish—the second most spoken language in the United States today and one of the three most spoken languages in the world—has become a crucial part of civic engagement and global citizenship. Facility with the language has been an important component of career success for many Mount Holyoke graduates in fields including government, law, business, international affairs, education, journalism, medicine, and the performing arts.

To this end, the major and minor in Spanish (Hispanophone Studies) include a variety of courses intended to facilitate proficiency in the language and contextualize and analyze issues relevant to Spanish speakers abroad and in the U.S., such as terrorism, migration, and imperialism.

## Contact Info

Debra Morrissey, senior administrative assistant  
Justin Crumbaugh, chair  
Nieves Romero-Diaz, study abroad (Spain), study abroad (Latin America)  
Esther Castro, language program director

## Requirements for the Major

### Credits

- A minimum of 36 credits

### Courses

- 212, Preparation for Advanced Studies

- A minimum of four 300-level courses (excluding 395 which may not be counted as one of these four courses). At least two of the four must be taken within the department. At least one must be taken in the senior year at Mount Holyoke.
- Four other courses in Spanish at any level, within the following restrictions:
  - Two 200-level introductory courses (above 212) must be taken prior to enrolling in any 300-level course.

### Other

- At least one of the courses above 212 has to concentrate on Spain and/or Latin America before 1800.
- Courses in Latin American Studies count toward the Spanish major (see next bullet about courses in English).
- If a student spends a semester in a Spanish-speaking place or is a Spanish native speaker, two courses taught in English can be counted toward the major. If not, only one course in English (if cross-listed or approved by the department) will be allowed.
- For one semester abroad, a student can get up to 8 credits towards her major at the 200 or 300 level, and up to 20 credits for two semesters abroad. For the major in Spanish, the department will accept no more than 8 credits taken abroad at the 300 level.
- Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count toward the major, but only if the study abroad advisor approves of the course contents and objectives.

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

- 212, Preparation for Advanced Studies
- At least one 300-level course. Note: two 200-level introductory courses (above 212) must be taken prior to enrolling in a 300-level course.
- Three other courses at the 200 or 300-level. One 100-level course could be substituted for one of these.

### Other

- The 300-level required course must be taken in the department.
- No course in English can be counted toward the minor.
- Independent Study (Spanish 395) may not be used as part of the minor.
- No more than 8 credits toward the minor can be completed abroad. Spanish minors should take all their courses abroad in Spanish.

## Teacher Licensure

Students interested in pursuing licensure in the field of Spanish can combine their course work in Spanish with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Spanish (Hispanophone Studies), please consult your advisor or the chair of the Department of Spanish, Latina/o, and Latin American Studies. For information about the requirements for the minor in education, please consult “Teacher

Licensure” in the Other Degree and Certificate Programs chapter and Prof. Lawrence in the Department of Psychology and Education.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Spanish, Latina/o, and Latin American Studies and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Advice

### Placement

Students with no prior knowledge of Spanish can enroll in 101 or 103 (intensive).

Any student with prior course work in Spanish must do the following: 1) take an online placement test within two months of registration, and 2) complete a language questionnaire (located in the online First-Year Curriculum Guide). The Web address for the placement exam is

<https://www.mtholyoke.edu/acad/spanish/placement>. Upon reviewing both the questionnaire and placement test results, the department may require a level change.

### Notes

Students are strongly encouraged to take their language courses in close succession, without lapses between one level and the next.

Students who have previously taken Spanish courses at Mount Holyoke and who wish to continue their study of Spanish must have the prerequisites stipulated for specific courses.

All courses satisfy distribution requirements unless indicated otherwise.

All courses are conducted in Spanish unless indicated otherwise.

Students contemplating study abroad in Spain or Latin America are encouraged to elect a Spanish course in the first semester of their first year.

## Course Offerings

### SPAN-101 Elementary Spanish

*Fall and Spring*

A dynamic and interactive introduction to Spanish and Spanish American cultures. Covers the basic grammar structures of the Spanish language through extensive use of video, classroom practice, and weekly conversation sessions with a native language assistant. Assumes no previous study of Spanish.

*Applies to requirement(s): Humanities; Language*

*F. Cunha, E. Garcia Frazier, The department*

*Notes: We recommend students complete Spanish 101 and Spanish 102.*

*Credits: 4*

### SPAN-199 Preparation for Intermediate Spanish

*Fall and Spring*

A fast-paced review of basic Spanish grammar. Stresses Spanish and Spanish American culture through readings, films, and weekly conversation sessions with a native language assistant.

*Applies to requirement(s): Language*

*D. Barrios-Beltran, E. Castro E. Garcia Frazier, A. Illescas, The department*

*Prereq: Spanish 101 or 103.*

*Credits: 4*

### SPAN-201 Intermediate Spanish

*Fall and Spring*

Strives for mastery of complex grammatical structures and continues work on writing and reading skills. Frequent compositions, selected literary readings, class discussions, and debates on films and current events. May be taken without Spanish 199 to satisfy the language requirement.

*Applies to requirement(s): Humanities; Language*

*D. Barrios-Beltran, A. Illescas, The department*

*Prereq: Spanish 199.*

*Advisory: Spanish 199 or by obtaining a qualifying score on placement exam*

*Credits: 4*

### SPAN-209 Composition and Culture

*Fall and Spring*

Emphasis on written expression in Spanish through frequent assignments emphasizing difficult grammatical structures or idiomatic usages, sentence and paragraph structure, making smooth transitions, writing the short essay, writing descriptions, engaging in personal or business correspondence, analyzing texts, doing library research, and drafting and completing research papers. Students will comment on each other's work in the classroom and/or via the use of email or Web sites and will practice techniques of self-editing and self-criticism.

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Writing-Intensive*

*E. Castro-Cuenca*

*Prereq: Spanish 201.; Coreq: SPAN-209L.*

*Credits: 4*

### SPAN-212 Preparation for Advanced Studies

*Fall and Spring*

This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.

*Applies to requirement(s): Humanities; Language*

*N. Romero-Díaz*

*Prereq: Spanish 201 or 209.*

*Credits: 4*

### SPAN-217 Portuguese for Spanish Speakers

*Fall*

This course is specially designed for students who are proficient in Spanish or another Romance language. This previous knowledge will be drawn upon to promote fast and solid acquisition of linguistic skills in Portuguese. Course conducted in Portuguese. Upon successful completion of the course, students should be able to: interact with other students and the instructor in Portuguese; describe and compare people, places, and things in Portuguese; communicate future plans in Portuguese; narrate and understand past events in Portuguese; offer and understand advice and directions in Portuguese; give and understand opinions in Portuguese; and hypothesize in Portuguese.

*Crosslisted as: Latin American Studies 217*

*Applies to requirement(s): Humanities; Language*

*F. Cunha*

*Prereq: Spanish 201, placement test, or instructor permission.*

*Advisory: Spanish placement test, Spanish 201, or permission of instructor if you have proficiency in other Romance languages.*

*Notes: Students with proficiency in other Romance languages should seek permission of the instructor.*

*Credits: 4*



**SPAN-227 Portuguese for Spanish Speakers - Intermediate**

*Spring*

The goal of this course is to offer students sophisticated linguistic tools that will allow them to interact and communicate in Portuguese in socio-cultural contexts that go beyond their immediate personal experience and daily life. The course is designed for students who have previous experience with Portuguese and are already familiar with the majority of the grammatical structures of the language. Through the use of authentic written texts, videos, and songs, students will broaden and deepen their reading, writing, listening, and speaking abilities in Portuguese. Course taught in Portuguese.

*Crosslisted as: Latin American Studies 227*

*Applies to requirement(s): Humanities; Language*

*F. Cunha*

*Prereq: Spanish 217.*

*Credits: 4*

**SPAN-230 Identities & Intersections**

**SPAN-230LF Identities and Intersections: An Introduction: 'Spanish Women Through Literature and Film'**

*Spring*

This course explores the history of Spanish women from a critical and interdisciplinary perspective. Topics include a variety of feminist issues, from domestic violence to maternity and equality. There is a strong emphasis on developing analytical strategies for reading and speaking, improving skills for (creative) writing, and designing pedagogical materials for teaching. Course examines works by María de Zayas, Federico García Lorca, and Ana Rossetti, and movies by Iciar Bollain and Bigas Luna, among others.

*Crosslisted as: Gender Studies 204LF*

*Applies to requirement(s): Humanities*

*N. Romero-Díaz*

*Prereq: Spanish 212.*

*Notes: Taught in Spanish.*

*Credits: 4*

**SPAN-240 Visual Cultures: An Introduction**

**SPAN-240CN Visual Cultures, An Introduction: 'Introduction to Spanish and Latin American Cinema'**

*Fall*

This semester's course offers a broad introduction to the history, politics and aesthetics of Latin American and Spanish cinema. The course also introduces students to the basic terminology and methodologies of film studies.

*Crosslisted as: Film Studies 203*

*Applies to requirement(s): Humanities; Language*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*J. Crumbaugh*

*Prereq: Spanish 212.*

*Credits: 4*

**SPAN-260 Studies in Language and Society**

A broad introduction to the study of specific form/meaning relations in the linguistic system of Spanish and the function of language in society. Topics may include, but are not limited to, languages in contact, bilingualism, teaching methodology, translation and interpretation, sociolinguistics, phonetics and phonology, morpho-syntax, semantics and pragmatics. The specific course contents and examples examined will vary each semester.

**SPAN-260PH Studies in Language and Society: An Introduction: 'Spanish Phonetics and Pronunciation'**

*Not Scheduled for This Year*

This course is an introduction to phonetics (study of sounds) and phonology (study of sound system) of Spanish and to some of the main dialectological varieties of the language. As it is designed specifically for English-speaking students, one of the main objectives of the course is to help students improve their pronunciation of Spanish through various practices such as description of sounds, analysis and comparison of Spanish and English sounds, pronunciation activities, analysis of oral discourses, etc.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*E. Castro*

*Prereq: Spanish 209.*

*Credits: 4*

**SPAN-260PS Studies in Language and Society: An Introduction: 'Public Speaking'**

*Spring*

This Course is designed to develop analytical skills both to evaluate public speeches and to speak effectively in and to a group. We will study the main theoretical elements involved in how oral discourse can be structured as well as practical techniques aimed to develop impacting and memorable speeches and oral presentations with clear and concise arguments. Coursework will include reading and discussion, analysis of oral discourse, and preparation and delivery of speeches in Spanish.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*E. Castro*

*Prereq: Spanish 209.*

*Credits: 4*

**SPAN-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

**SPAN-330 Adv. Studies in Ident. & Intersection**

**SPAN-330SL Advanced Studies in Identities and Intersections: 'Spain and Islam'**

*Fall*

This course will explore a variety of questions and concerns about the 'Islamic constant presence' in Spanish history in order to understand critically the emphatic interest of ISIS in reconquering Spain. From an interdisciplinary perspective employing historical and literary texts, media, legal documents, art, and movies, we will study the Spanish-Islam connection, starting at the period of the supposed coexistence between Muslims and Christians in the Middle Ages. Issues of assimilation and integration in relation to the use of veils, the creation of mosques, immigration, terrorism, and so on, will be analyzed by following a comparative model to examine the past and present.

*Applies to requirement(s): Humanities; Language; Multicultural Perspectives*

*Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course*

*N. Romero-Díaz*

*Prereq: Two 200-level Spanish courses above Spanish 212.*

*Notes: This course may be of interest to medieval studies students*

*Credits: 4*

**SPAN-340 Advanced Studies in Visual Cultures**

A broad introduction to the study of visual representation in Latin American, Spanish, and U.S. Latina/o culture. Students will examine the articulation of a variety of topics in media such as film, television, fine arts, Internet, and/or video. The specific course contents and examples will vary each semester.

**SPAN-340BL Advanced Studies in Visual Cultures: 'Promoting Bilingual Literacy Through Digital Storytelling in Springfield, MA.'***Not Scheduled for This Year*

This course examines how digital storytelling (DST) may enhance bilingual literacy. Students will assist Spanish-speaking residents in Springfield during the completion of an English-language digital storytelling workshop imparted by the Latino Youth Media Institute. Grounded in New Media Literacies and Latina/o studies, students will bring their own interests and disciplinary expertise as we evaluate and refine our experimental use of DST to promote bilingualism. Five College faculty and community partners will support our multidisciplinary and digital project. Taught mostly in English with some Spanish. Intermediate Spanish (201) is required for non Spanish majors or minors.

*Crosslisted as: Educational Studies 250BL**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning; Topics Course**The department**Prereq: Spanish 201 for non Spanish majors/minors. Spanish 212 and two 200-level courses for Spanish majors/minors.**Advisory: Spanish 201 for non Spanish majors/minors. Spanish 212 and two 200-level courses for Spanish majors/minors.**Notes: Taught in both English and Spanish according to level of Spanish proficiency of students enrolled.**Credits: 4***SPAN-340PA Advanced Studies in Visual Cultures: 'Natural's Not in It: Pedro Almodovar'***Spring*

This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates. For instance, what can a weeping transvestite teach us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute?

*Crosslisted as: Film Studies 380PA**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Community-Based Learning; Topics Course**J. Crumbaugh**Prereq: Two 200-level Spanish courses above Spanish 212.**Notes: Weekly evening screenings.**Credits: 4***SPAN-350 Advanced Studies in Concepts and Practices of Power****SPAN-350FW Advanced Studies in Concepts and Practices of Power: 'Fighting Words: Fighting Words: Imperial Discourses Resistance in the Americas'***Spring*

In 1492, the Spanish conquest forever changed indigenous America and created a new world. European imperial discourses collided with resistance movements and the emerging voices of oppressed peoples, including indigenous peoples, women, and mestizos. This course traces the tensions between imperialist and resistance discourses during both the colonial period and today. We will analyze the literary 'fighting words' that consolidated the Spanish empire and later opened the path to Latin American independence. Tracing the impact of these struggles on the Americas today, we will examine how subaltern communities currently fight to make their voices heard in a globalized world.

*Crosslisted as: Latin American Studies 387FW**Applies to requirement(s): Humanities; Multicultural Perspectives**Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course**The department**Prereq: Two 200-level Spanish courses above Spanish 212.**Notes: Taught in Spanish.**Credits: 4***SPAN-350QT Advanced Studies in Concepts and Practices of Power: 'Slanted Subjects: Queer Theories and Literatures in Latin America'***Not Scheduled for This Year*

This class will interrogate the limits and possibilities of talking about a slanted or queer subject position with the context of Latin American literature. Looking at texts from the Caribbean, Central America and South America, we will explore the construction of a queer subjectivity through literature, film and visual art.

We will pay careful attention to the intersections of class, race, gender, and sexuality to speak of queerness not only as a sexual orientation, but also as a decolonial intervention. Readings will draw from philosophy as well as literature.

*Crosslisted as: Gender Studies 333XX**Applies to requirement(s): Humanities**Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course**T. Daly**Prereq: Two 200-level Spanish courses above Spanish 212.**Credits: 4***SPAN-360 Advanced Studies in Language and Society**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice.

**SPAN-360MT Advanced Studies in Language and Society: 'The Mind of the Traveler: Journeys, Expeditions, Tours'***Spring*

Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

*Crosslisted as: Romance Languages & Cultures 375MT, Italian 361MT, French 321MT**Applies to requirement(s): Humanities; Language**O. Frau**Prereq: Two 200-level courses above Spanish 212.**Advisory: for language majors; two courses in culture and literature at the 200-level*

*Notes: Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.*

*Credits: 4***SPAN-395 Independent Study***Fall and Spring**The department**Instructor permission required.**Credits: 1-8**Course can be repeated for credit.*

# Statistics

The statistics major and minor are administered by the Department of Mathematics and Statistics. Mathematics: Professors Davidoff (on leave 2015-16), M. Peterson, Robinson, Sidman (chair); Assistant Professor Shepardson; Visiting Lecturers Biermann, Hoyer-Leitzel. Statistics: Professors Foulkes, Gifford; Assistant Professor Bray (on leave 2015-16); Visiting Lecturers Hosman, Kouzehkanani.

## Overview

Courses in the Department of Mathematics and Statistics are designed with several goals in mind: to teach the language of the mathematical sciences, to provide a command of powerful mathematical tools, to develop problem-solving skills, and to foster the ability to ask questions and make independent discoveries. Statistics courses, in addition, emphasize the interplay between applied context and mathematical models in working with numerical data.

## Beginning the Study of Statistics

A natural way to begin if you have not studied statistics is with Statistics 140, Introduction to the Ideas and Applications of Statistics.

A 200-level course in statistics is a good choice if you have taken an advanced placement statistics course or have taken the equivalent of a 100-level statistics course.

## Contact Info

Laurie Kamins, senior administrative assistant  
Jessica Sidman, chair

## Requirements for the Major

### Credits

- A minimum of 36 credits
- 12 credits at the 300 level

### Courses

- Math 203, Calculus III
- Math 211, Linear Algebra
- Math 342, Probability
- Stat 242, Intermediate Statistics
- Stat 340, Applied Regression Methods
- Stat 343, Mathematical Statistics
- 12 additional credits in mathematics or statistics at the 200-level or above. A 300-level course that contains substantial mathematical or statistical content in another discipline may be used to fulfill at most 4 credits toward the major with prior departmental approval.

## Requirements for the Minor

### Credits

- A minimum of 16 credits in mathematics or statistics at the 200 level or above

## Courses

- At least one 200-level course in statistics
- At least one 300-level course in statistics

## Other

Substitutions are possible with the permission of the department. Students planning a minor in statistics should consult one of the statistics advisors.

With departmental permission, students who have already completed one exploration course may elect to enroll in a second exploration course at the 200-level so that it may be counted toward the minor.

## Course Advice

### Advice to Students with Special Interests

**Actuarial science:** Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 102), Calculus III (Mathematics 203), Probability (Mathematics 342), and Mathematical Statistics (Statistics 343), along with Macroeconomic Theory (Economics 211), Microeconomic Theory (Economics 212), and Economics of Corporate Finance (Economics 215). Students are also encouraged to obtain experience through an internship.

**Biostatistics, public health, or natural resources:** Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

**Economics or business:** Many students with these interests choose the special major in mathematics and economics or the special major in statistics and economics.

**Engineering:** Students interested in engineering often double-major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering, or California Institute of Technology, or the University of Massachusetts (see the Other Degree and Certificate Programs chapter).

**Graduate school:** Students preparing for graduate school in statistics or mathematics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. Students considering graduate work in statistics at the level of a Ph.D. are encouraged to include Mathematics 311, Abstract Algebra and especially Mathematics 301, Real Analysis in their program of study.

**Teaching certification:** Students interested in pursuing certification for middle school or secondary school should major in mathematics rather than statistics. However, there is increasing emphasis on statistics in secondary school, and any of the applied courses would provide good preparation.

## Course Offerings

### STAT-140 Introduction to the Ideas and Applications of Statistics

#### *Fall and Spring*

This course provides an overview of statistical methods, their conceptual underpinnings, and their use in various settings taken from current news, as well as from the physical, biological, and social sciences. Topics will include exploring distributions and relationships, planning for data production, sampling distributions, basic ideas of inference (confidence intervals and hypothesis tests), inference for distributions, and inference for relationships, including chi-square methods for two-way tables and regression.

*Applies to requirement(s): Math & Sciences*

*C. Hosman, A. Kouzehkanani, The department*

*Advisory: 2 years of high school algebra*

*Credits: 4*

#### **STAT-240 Elementary Data Analysis and Experimental Design**

*Fall*

A fundamental fact of science is that repeated measurements exhibit variability. The course presents ways to design experiments that will reveal systematic patterns while 'controlling' the effects of variability and methods for the statistical analysis of data from well-designed experiments. Topics include completely randomized, randomized complete block, Latin Square and factorial designs, and their analysis of variance. The course emphasizes applications, with examples drawn principally from biology, psychology, and medicine.

*Applies to requirement(s): Math & Sciences*

*J. Gifford*

*Prereq: Any 100 level Mathematics or Statistics course or permission of instructor.*

*Credits: 4*

#### **STAT-241 Applied Statistical Modeling and Data Visualization**

*Fall*

This course introduces statistical modeling and data visualization techniques through in depth investigation of case studies. Focus is on exploring data, framing hypotheses, selecting appropriate methodologies, implementing analysis, applying diagnostics and interpreting results in the context of the scientific questions. Topics will be selected from descriptive statistics, simple and multiple linear regression, ANOVA and logistic regression.

*Applies to requirement(s): Math & Sciences*

*A. Foulkes*

*Prereq: Statistics 140 and Mathematics 101.*

*Credits: 4*

#### **STAT-242 Intermediate Statistics**

*Spring*

In this course, students will learn how to analyze data arising from a broad array of observational and experimental studies. Topics covered will include exploratory graphics, description techniques, the fitting and assessment of statistical models, hypothesis testing, and communication of results. Specific topics may include multiple regression, ANOVA, and non-linear regression. Statistical software will be used.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Statistics 140.*

*Credits: 4*

#### **STAT-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Advisory: The permission of the department is required for independent work to count toward the major or minor.*

*Credits: 1-4*

*Course can be repeated for credit.*

#### **STAT-340 Applied Regression Methods**

*Fall*

This course includes methods for choosing, fitting, evaluating, and comparing statistical models; introduces statistical inference; and analyzes data sets taken from research projects in the natural, physical, and social sciences.

*Applies to requirement(s): Math & Sciences*

*J. Gifford*

*Prereq: Mathematics 211 or any Statistics course.; Coreq: STAT-340L.*

*Credits: 4*

#### **STAT-343 Mathematical Statistics**

*Spring*

This course is an introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include probability, random variables, special distributions, introduction to estimation of parameters, and hypothesis testing.

*Applies to requirement(s): Math & Sciences*

*The department*

*Prereq: Mathematics 102 and 342.*

*Notes: offered every spring semester alternately at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in spring 2016.*

*Credits: 4*

#### **STAT-344 Seminar in Statistics and Scientific Research**

#### **STAT-395 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Advisory: The permission of the department is required for independent work to count toward the major or minor.*

*Credits: 1-8*

*Course can be repeated for credit.*

# Five College Certificate in Sustainability Studies

## Overview

Sustainability will be essential to the formulation of sound environmental, economic, and social progress in the twenty-first century. The Five College Sustainability Studies Certificate program is designed to engage students in a structured course of study that will draw on courses from across the campuses in a range of disciplines. Students will also complete an internship, independent research project, or advanced course work in sustainability studies. On each participating campus, program advisors will work with students to design a course of study that fulfills program requirements and is tailored to students' interests and faculty strengths at the Five Colleges.

## Requirements for the Certificate

### Courses

- A minimum of seven courses. At least five of the courses must be above the introductory level, and two of those courses must be at the advanced level.
  - Three core courses, one from each of the following areas: Environmental Sustainability; Sustainable Economy and Politics; and Sustainable Society and Culture.
  - A minimum of three courses in one of the following five concentration areas: Agriculture and Food Systems; Energy Systems, Climate, and Water; Green Infrastructure, Design, and Technology; Politics and Policy; and Culture, History, and Representation. At least one of the concentration area courses must be at the advanced level. (One of the required courses for the concentration may also be counted toward the core courses requirement.)
  - Another one course from a different concentration area.

### Other

- **Experiential Component:** Students will work with their campus program advisor to identify and complete an internship or independent research project that addresses a contemporary, "real world" problem. This component may be an internship, thesis, independent study, or other suitable activity approved by the student's program advisor. Alternatively, students may work with their program advisor to identify a suitable advanced course within their concentration area.
- **Capstone Symposium:** Advanced students will present work fulfilling this requirement at an annual symposium. For these presentations, students will be encouraged to consider the ways in which their projects address the core areas of sustainability and their linkages.

Interested students must submit to their campus program advisor a declaration of intent, outlining a potential course of study, by the second semester of their sophomore year. They will complete and submit applications during fall of sophomore year.

## Faculty/Contact

The program advisors at Mount Holyoke are: Doug Amy (politics), Jens Christiansen (economics), Catherine Corson (environmental studies), Holly Hanson (history and african studies; on leave Spring 2016), Martha Hoopes (biological sciences), Girma Kebede (geography), Robert Schwartz (history), and Lauret Savoy (environmental studies, on leave Spring 2016). For more complete information, including courses available on other campuses, see <https://www.fivecolleges.edu/sustain>

## See Also

- Environmental Studies
- Nexus in Development Studies

# Theatre Arts

The major and minor in theatre arts are administered by the Department of Theatre Arts: Frau (chair); Professors James; Associate Professor Rundle; Guest Artists Donovan, Walker, Yukich; Guest Designer Tyler; Visiting Lecturers Daniels, Holder, Tuleja; Professional Staff Bergeron, Dubin, Hill.

## Overview

The Department of Theatre Arts is both an educational department and a producing organization within the College. The diverse skill set students of Theatre Arts acquire – creative thinking, collaboration, discipline and leadership – are attributes that enhance any career choice, but students also gain the education and practical skills necessary to enter the professional theatre world.

Our faculty and staff are working professionals who model artistic rigor, the synthesis of theory and practice and collaboration. The department is open to all students – those that are interested in a broad study of theatre and performance as well as those that choose to focus on a specific area of study—acting and directing, design, history and theory or playwriting.

Students are encouraged to attend classes and auditions for productions at all institutions within the Five College Consortium.

## Contact Info

Barbara Bunyan, theatre manager, senior administrative assistant  
Ombretta Frau, chair

## Requirements for the Major

A major must acquire a foundation in the three areas of design, performance (acting and directing), and theatre history and dramatic theory, but thereafter she is free to tailor her program to fit her particular interests. With her faculty advisor, she is expected to assume responsibility for the shape and emphasis of her theatre training, through elective courses and practical experiences, as part of an overall liberal arts education. All majors must complete a production card (see advisor).

## Credits

- Nine courses (36 credits)
- At least 12 credits at the 300 level

## Courses

- One course 100, Introduction to Theatre
- One course in design:
  - 120, Topics in Design
  - 122, Scene Design I
  - 124, Costume Design I
  - 126, Lighting Design I
  - 220, Topics in Design
  - 222, Scene Design
  - 224, Costume Design
  - 320, Topics in Design
- One course in performance
  - 105, Acting I
  - 205, Acting II: Characterizations
  - 215, Topics in Performance
  - 315, Topics in Performance
- Two courses in theatre history:
  - Theatre Arts 251, Histories of Performance I
  - Theatre Arts 252, Histories of Performance II

- One course in dramatic literature (offered through any department) or one theatre seminar (350)
- 12 credits of electives, of which 8 must be taken within the department (limited to 8 practicum credits)

## Other

- Lab: Some 100-level theatre arts courses have a lab component. Theatre labs, much like those in the sciences, consist of outside work that complements a course. Labs (also known as crew) require participation in one of the two mainstage productions of the semester. A student may choose to work on a preparation crew (two hours per week for approximately ten weeks dependent upon production needs. Students will receive professional training in the area in which they choose to participate. A lab is a graded portion of the course.

## Requirements for the Minor

### Credits

- A minimum of 16 credits above the 100 level

### Courses

- At least one course at the 300 level

## Independent Work

### Senior Honors Thesis Requirements and Procedures

Students wishing to write a senior honors thesis in the department must demonstrate excellence in critical writing and the desire to explore a topic in depth through extensive research. In certain cases, traditional research methods may be supplemented by creative work, as long as that work is understood to be an organic part of the written thesis, and vice versa.

The student should discuss her interest with a faculty member in the department and work closely with him or her throughout the entire process. Two additional readers should be included on the student's committee.

By February 1 of her junior year, the student should submit a proposal to the chair of the department that includes the following:

- A brief explanation of why she wants to pursue an honors thesis.
- A three to five-page description of the thesis. This should include an introduction to the subject, a breakdown of chapters and their contents, a tentative schedule for completion of the work, and a preliminary bibliography. If additional research outside the College is required, this must also be detailed.
- Two samples of critical writing, preferably papers from previous classes, with professors' comments included.

Note: If creative work is involved as a form of research, the proposal must include a clear explanation of the relationship between artistic practice and critical writing, the resources needed to complete the artistic work, and a schedule for doing so.

The department will meet to discuss the proposals early in the spring semester. If any revisions to the proposal are suggested, the student should submit them to the chair as soon as possible.

Final decisions will be announced on or about March 1, and are based on the student's demonstrated abilities, the feasibility of the particular topic, and the availability of faculty resources.

## Senior Project Requirements and Procedures

Students wishing to do a senior project must demonstrate advanced skills in the field of the proposed project (i.e., directing, playwriting, performance, etc.) and the ability to facilitate and complete the project. If the project requires the participation of additional students, the student making the proposal must demonstrate strong leadership skills.

The student should discuss her interest with a faculty member in the department. She and the faculty member should discuss the project feasibility and the factors involved to complete the project. The student should also ask the faculty member to review her proposal before turning it in to the chair.

Immediately following spring break, the student should submit a proposal to the department chair that includes the following:

- a brief explanation of why she wants to do a senior project
- a three to five-page description of the project. This should include a description of the creative project, with a step-by-step breakdown of the process involved to complete it, and a list of additional people (i.e., designers, actors, stage managers, etc.) needed or involved in the project.
- a timeline
- a list of possible venues
- a script, screenplay, or writing sample, depending on the type of project proposed
- supplemental materials that may better help us understand your project

The department will meet to discuss proposals in early April. Final decisions will be based on the student's demonstrated abilities, the feasibility of the project, and the availability of faculty, staff, and department resources.

## Independent Study

Independent studies are available to qualified students wishing to explore course work that is not offered at the Five Colleges. To submit an independent study proposal for department approval, the student, in collaboration with the instructor, must provide the following:

- A written outline clearly articulating the reasons for the independent study.
- A suggested schedule of study, including the number and nature of written assignments, possible reading list, and the expectations of the student and her instructor.
- A brief narrative stating the student's qualifications for independent, intensive work.

Timeline: A complete proposal should be submitted by the end of the semester before the time of proposed study.

## Teacher Licensure

Students interested in pursuing licensure in the field of theatre can combine their course work in theatre arts with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of theatre arts, please consult your advisor or the chair of the theatre arts department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department.

Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Licensure application information and

materials and Copies of the test objectives for the MTEL are available in the Department of Psychology and Education.

## Course Offerings

### THEAT-100 Introduction to Theatre

*Fall*

Taught by Department of Theatre Arts faculty and staff, this course offers the student a study and practice of theatre as a collaborative art. Course includes the analysis of the dramatic text in terms of the actor; the director; the scenic, costume, lighting, and sound designers; and technicians. Close analytical readings of play texts and critical/theoretical essays will be supplemented by attending theatre productions both on and off campus and by staging students' own theatrical projects.

*Applies to requirement(s): Humanities*

*S. Daniels*

*Notes: requirement for the Theatre major*

*Credits: 4*

### THEAT-105 Acting I

*Spring*

An introduction to performance through a variety of improvisational exercises designed for developing basic techniques. After exploring visual, aural, tactical, and literary performance sources, the students will rehearse and present two performance projects.

*Applies to requirement(s): Humanities*

*S. Daniels*

*Prereq: Theatre 100.*

*Credits: 4*

### THEAT-120 Topics in Design

#### THEAT-120CC Topics in Design: 'Costume Construction'

*Not Scheduled for This Year*

This course take students through the theatrical process of creating clothing and accessories for the stage. Topics covered are hand sewing techniques, fabric identification and use, and clothing alterations. The course will explore basic pattern drafting and draping, and some accessory construction. Students will work from costume renderings to build and alter clothing for Rooke Theatre productions.

*Applies to requirement(s): Humanities*

*E. Bergeron*

*Notes: lab; materials fee \$45*

*Credits: 4*

#### THEAT-122 Scene Design I

*Not Scheduled for This Year*

An introduction to the art and work of the set designer in the performing arts. Students will learn how a designer approaches a script, how this work impacts a production, and what means are used in the execution of the process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussions, renderings, models and some hand drafting. No previous experience in theatre, performance, or the visual arts is required.

*Applies to requirement(s): Humanities*

*V. James*

*Notes: lab; \$30 materials fee. Additional purchase of design supplies and materials is the responsibility of the student.*

*Credits: 4*

#### THEAT-124 Costume Design I

*Not Scheduled for This Year*

An introduction to the art and work of the costume designer in the performing arts. Students will learn how a designer approaches a script, how the designer's

work impacts a production, and what methods are used in the execution of the design process. Students will learn how to develop their own visual imaginations and how to create visual concepts through discussions and renderings.

*Applies to requirement(s): Humanities*

*A. Walker*

*Advisory: No previous experience in theatre, performance, or the visual arts is required.*

*Notes: lab; \$30 materials fee. Any additional purchase of design supplies and materials is the responsibility of the student*

*Credits: 4*

### **THEAT-126 Lighting Design I**

*Fall*

An introduction to the art and practice of lighting design for the theatre. This course will cover the basics of light, lighting equipment and how to develop a design for a theatrical production. Students will have the opportunity to use the Black Box Light Lab to create their own lighting designs from selected scenes of plays and musicals and learn the basics of programming a computerized lighting board. Students enrolled in this class will automatically be signed up for the Theatre Arts Department Light Prep Crew for the semester, where students learn to hang and focus lights on the Rooke Stage for the department's mainstage productions.

*Applies to requirement(s): Humanities*

*L. Dubin*

*Credits: 4*

### **THEAT-180 Introduction to Technical Theatre**

*Spring*

This course will examine the materials and techniques used in building and operating theatrical scenery. It will include prop building, rigging, and welding for the theatre. Students will learn the skills to work in the scene shop interpreting scenic designs for department productions.

*Applies to requirement(s): Humanities*

*The department*

*Notes: lab; purchase of design supplies, materials, and theatre tickets is the responsibility of the student*

*Credits: 4*

### **THEAT-205 Acting II: Characterization**

*Not Scheduled for This Year*

A highly interactive course, focusing on scene work, using the Stanislavsky approach to acting. Classes include preparation exercises leading to the relaxation, concentration, and imagination of the actor. Practical tools explored in the course are designed to offer the student greater vocal, physical, and imaginative freedom and clarity as well as text analysis skills. Course includes characterization work and introduces the unique nature of the monologue.

*Applies to requirement(s): Humanities*

*S. Daniels*

*Prereq: Theater 105.*

*Credits: 4*

### **THEAT-215 Topics in Performance**

This course offers a specific approach to performing. Topics include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

*Instructor permission required.*

### **THEAT-215SP Topics in Performance: 'Solo Performance'**

*Fall*

Designed for students wanting to stand in their own spotlight, this course examines the art and craft of solo performance, focusing on monologues, soliloquies and TED Talk-type speeches. Coursework includes the observation

and analysis of exceptional solo performances on stage, in film and various media. Students will learn and practice skills used by professional actors to relax, focus and engage their audience. Final projects will include the presentation of two contrasting audition monologues or a TED Talk-style presentation open to the public.

*Applies to requirement(s): Humanities*

*Other Attribute(s): Speaking-Intensive; Topics Course*

*S. Daniels*

*Prereq: Theatre Arts 105 or Curricular Support 105.*

*Credits: 4*

### **THEAT-215VM Topics in Performance: 'Voice and Movement'**

*Spring*

This course introduces students to a range of vocal and physical techniques for creative expression in performance. Through a series of classroom exercises and performances, students develop a process for reducing habitual tensions, enabling them to find maximum effect with minimum effort, connect their movement and voice to imagery and text and increase the strength, flexibility and dynamic qualities of their voices and bodies. Techniques are drawn from a wide variety of voice and movement pedagogies including Linklater, Suzuki, Feldenkrais, Oida and Pisk.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: Theatre Arts 105.*

*Credits: 4*

### **THEAT-220 Topics in Design**

Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, and materials and techniques, among others.

### **THEAT-220BC Topics in Design: 'Costume Crafts: Costumes Beyond Clothing'**

*Spring*

Designed to explore the art of costume crafts vs. costume clothing, this course teaches students how to create dimensional objects through the use of flat patterning. Students explore how craft work utilizes ways in which sculpture, painting, color theory, sewing, pattern drafting, costume research and theory all come together. Millinery, armor, masks, fabric painting and dyeing, as well as body sculpting will be covered.

*Applies to requirement(s): Humanities*

*E. Bergeron*

*Advisory: Hand and machine sewing helpful.*

*Notes: Lab fee \$60.*

*Credits: 4*

### **THEAT-220DF Topics in Design: 'Design for Film'**

*Not Scheduled for This Year*

The class will study the development of Art Direction and Costume Design for Film and Television from their beginnings in the Twentieth Century to the present. Students will engage in an investigation of the field through written work, visual presentations and practical projects.

*Crosslisted as: Film Studies 220DF*

*Applies to requirement(s): Humanities*

*V. James*

*Credits: 4*

### **THEAT-220DN Topics in Design: 'The Domestic Interior'**

*Fall*

A visual history of domestic life, cultural and social intercourse related to dramatic literature and film. Students will learn how to identify the place and the period of domestic interiors through style, form, and pattern. They will study the



impact of social, economic and family organizations on living spaces and their use. Topics discussed will include classical revivals, the China trade, the industrial revolution, European country houses, American colonial farms, and living with modern technology. Students will be required to prepare papers with visual presentations. The course will include site visits to houses and museums.

*Applies to requirement(s): Humanities*

*V. James*

*Credits: 4*

**THEAT-220DR Topics in Design: 'Drawing for Theatrical Set and Costume Design'**

*Not Scheduled for This Year*

This course is an investigation into the fundamentals of drawing for costume and set design, with illustration of visual ideas as the focus. Topics will include figure drawing, garment, fabric, and texture rendering for the purposes of costume design, and scale and perspective drawing of objects and environments for set design. Various media will be explored including pencil, paint, and mixed media collage.

*Crosslisted as: Art Studio 226SC*

*Applies to requirement(s): Humanities*

*J. Ford*

*Instructor permission required.*

*Prereq: Theatre Arts 122 or Art Studio 120 or Art Studio 116.*

*Notes: Lab fee of \$50 for materials retained by student.*

*Credits: 4*

**THEAT-222 Scene Design**

*Spring*

The art and work of the set designer in the performing arts. Students will learn how a designer approaches a script, how this work impacts a production, and what means are used in the execution of the process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussions, renderings, models and some hand drafting. No previous experience in theatre, performance, or the visual arts is required.

*Applies to requirement(s): Humanities*

*V. James*

*Notes: lab; \$30 materials fee. Any additional purchase of design supplies and materials is the responsibility of the student*

*Credits: 4*

**THEAT-224 Costume Design**

*Not Scheduled for This Year*

An introduction to the art and work of the costume designer in the performing arts. Students will learn how a costume designer analyzes a script, approaches research, renders costume sketches, and how this work impacts a production.

*Applies to requirement(s): Humanities*

*J. Ford*

*Prereq: Theatre Arts 100, 120, or one course in Art Studio .*

*Notes: lab; purchase of design supplies and materials is the responsibility of the student--a supply list will be provided*

*Credits: 4*

**THEAT-234 Topics in Theatre Studies**

**THEAT-234CW Topics in Theatre Studies: 'Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater'**

*Not Scheduled for This Year*

Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as

by the all-female cast. The class will read and watch classics of this theater, including *Dream of the Red Chamber*, *Story of the Western Chamber*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

*Crosslisted as: Asian Studies 215, Gender Studies 204CW*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*Y. Wang*

*Notes: Taught in English*

*Credits: 4*

**THEAT-234LT Topics in Theatre Studies: 'Latina Theatre and Performance'**

*Not Scheduled for This Year*

This course offers transnational approaches to the theory and political practice of performance in the Americas with a focus on work by Latinas in the United States and women in Latin America. We will interrogate the ways in which race, sexuality, class, gender, indigenous and diasporic identities inform the methodological and aesthetic mandates of an array of artists from across disciplines. Employing multiple modes of performance from theater, dance, performance art, ritual, visual art, and folkloric music, we will explore how these practices have functioned and continue to allow for politically subversive or resistant transformation.

*Crosslisted as: Latina/o Studies 240*

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*M. Díaz-Sánchez*

*Credits: 4*

**THEAT-243 Drafting for Theatre**

*Not Scheduled for This Year*

This course is an introduction to the essentials of drafting scenic and lighting plans for theatrical productions. Students will be taught the drafting conventions that are specific to the theatre industry. Projects will include the drafting of ground plans, centerline sections, front elevations, and light plots. Students are expected to already have a basic knowledge of theatre vocabulary and an understanding of the design process and technical needs of creating and building a set or lighting design for a theatre production. Drafting projects will incorporate both pencil drawing and CAD software techniques.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Dubin*

*Prereq: Theatre Arts 122, 126, or 180.*

*Notes: design supplies fee of \$25.00*

*Credits: 4*

**THEAT-251 Histories of Performance I**

*Fall*

A survey of world performance history, including: the evolution of human language and consciousness; the rise of oral, ritual, and shamanic performance; religious and civic festivals; and imperial theatre practices that position the stage at the dangerous intersection of religious worship, public taste, royal patronage, and government censure. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force in various societies. We explore not only how performances were created--in terms of design, dramaturgy, architecture, and acting--but also for whom, and why.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*H. Holder*

*Credits: 4*

**THEAT-252 History of Performance II**

*Spring*

A historical survey of dramatic texts and world performance traditions from the seventeenth to the twentieth centuries, with attention given to: the influence of print culture on early modern theatrical movements; the rise of nationalism and

the creation of dramatic genres; and the effects of industry and technology on experimental modernist forms. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force. As such, we explore not only how performances are created--in terms of design, dramaturgy, architecture, and acting--but for whom, and why.

*Applies to requirement(s): Humanities; Multicultural Perspectives*

*H. Holder*

*Credits: 4*

#### **THEAT-256 Costume History through the Nineteenth Century**

*Not Scheduled for This Year*

This course surveys the history of Western dress from Ancient Egypt and Rome through the nineteenth century. By investigating the evolution of fashion, students will gain an understanding of clothing's relationship to the arts, architecture, and its function in society. Classes consist of lectures, discussions, and examination of primary resources. Students will be evaluated based on a series of presentations and research projects.

*Applies to requirement(s): Humanities*

*J. Ford*

*Credits: 4*

#### **THEAT-280 Stage Management**

*Not Scheduled for This Year*

This course will examine stage management techniques for academic, and professional theatre and explore the role of the stage manager in various theatre environments. Each student will be required to stage manage a production. Students will also be required to work within the stage management requirements of the Theatre Department. This course will examine the fundamentals of stage management techniques. Emphasis on the 'Responsible For Everything' role of the stage manager. Students will be required to see and evaluate local theatrical productions.

*Applies to requirement(s): Humanities*

*C. Killion*

*Notes: theatre tickets, supplies, and materials are the responsibility of the student*

*Credits: 4*

#### **THEAT-281 Shakespeare**

*Fall and Spring*

A study of some of Shakespeare's plays emphasizing the poetic and dramatic aspects of his art, with attention to the historical context and close, careful reading of the language. Eight or nine plays.

*Crosslisted as: English 211*

*Applies to requirement(s): Humanities*

*E. Hill, S. Sutherland*

*Restrictions: Course limited to sophomores, juniors and seniors*

*Credits: 4*

#### **THEAT-282 Theatre Practicum**

*Fall and Spring*

Fall 2015 THEAT-282-01: Rehearsal and performance of a new adaptation and World Premiere production of Washington Irving's classic tale of horror, *The Legend of Sleepy Hollow*, directed by Noah Tuleja. October 22-25, 2015  
Fall 2015 THEAT-282-02: Rehearsal and performance of *Fefu and Her Friends*--Feb. 25-28, 2016  
Spring 2016 THEAT-282-01: Rehearsal and performance of *No Exit* by Jean-Paul Sartre, directed by Laura Donovan. December 3-6, 2015  
Spring 2016 THEAT-282-02: Rehearsal and performance of *Macbeth*--April 14-17, 2016

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Daniels, L. Donovan, N. Tuleja, The department*

*Instructor permission required.*

*Advisory: by audition or interview only*

*Credits: 2-4*

*Course can be repeated for credit.*

#### **THEAT-283 Playwriting**

*Fall*

This course offers practice in the fundamentals of dramatic structure and technique. Weekly reading assignments will examine the unique nature of writing for the theatre, nuts and bolts of format, tools of the craft, and the playwright's process from formulating a dramatic idea to rewriting. Weekly writing assignments will include scene work, adaptation, and journaling. The course will culminate in the writing of a one-act play. Each class meeting will incorporate reading student work aloud with feedback from the instructor and the class. Students will listen, critique, and develop the vocabulary to discuss plays, structure, story, and content.

*Crosslisted as: English 205*

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Writing-Intensive*

*J. Yukich*

*Prereq: An English writing course, one course in theatre arts.*

*Advisory: An English writing course, one course in theatre arts, or permission of instructor*

*Notes: may be re-taken at 300 level with permission of instructor*

*Credits: 4*

*Course can be repeated for credit.*

#### **THEAT-285 Directing**

*Spring*

This course is designed to be an introduction to the fundamental theories and principles of directing for the stage. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises, including the direction of a major scene. Each student will be required to cast, rehearse, and present to the public a fully realized scene by the end of term. Directing is a complicated activity that requires you to do and be many things, and this course will help you lay the foundation to discovering your own process.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: Theatre Arts 105.*

*Credits: 4*

#### **THEAT-295 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

#### **THEAT-305 Acting III: Styles**

*Not Scheduled for This Year*

A laugh, a laugh, my kingdom for a laugh! This performance-intensive course will focus on classic comedic styles, ranging from Shakespeare to Oliver Goldsmith's 'She Stoops To Conquer'. Through a series of classroom explorations, students will learn how to craft a believable character, using the gesture, vocal, and physical language of certain comedic styles including: Commedia, Slapstick, and Restoration. Each student will present at least one soliloquy and one scene, with the final scene presented to the public.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: Theatre Arts 105.*

*Credits: 4*

**THEAT-315 Topics in Performance**

Topics courses offer a specific approach to performing. They may include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

*Instructor permission required.*

**THEAT-315AP Topics in Performance: 'Advanced Performance Workshop'**

*Not Scheduled for This Year*

This course is for actors, directors, dramaturges, choreographers, anthropologists, video and visual artists, and designers. This workshop will develop performance pieces collaboratively. Students will work in teams that explore and investigate a chosen theme, a piece of text, or a type of behavior. Student will present weekly projects over the course of the semester. Use of edited sound, images, and video.

*Applies to requirement(s): Humanities*

*The department*

*Instructor permission required.*

*Credits: 4*

**THEAT-320 Topics in Design**

Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, and materials and techniques, among others.

**THEAT-320AD Topics in Design: 'Art Direction for Film and Television'**

*Not Scheduled for This Year*

A study of the art and practice of designing a production on film, the art director as visual conceptualizer, and the techniques of designing sets and locations. Students read film scripts and prepare story boards. They also view films and study them to learn the designer's role in filmmaking.

*Applies to requirement(s): Humanities*

*V. James*

*Prereq: Theatre Arts 122 and 4 credits in Art Studio.*

*Advisory: A set design course or permission of instructor*

*Notes: lab fee TBD; students should have access to a still photography camera and supply their own materials*

*Credits: 4*

**THEAT-320CD Topics in Design: 'Advanced Costume Design'**

*Fall*

A semester intensive course exploring the art and work of the costume designer in the performing arts. Students will expand on the process 'from page to stage,' including but not limited to period research, rendering techniques, production documentation, and the process of translating a design in the third dimension. Major stylistic developments in 20th Century costume will be explored. Students will generate a professional level costume design for an entire musical or opera.

*Applies to requirement(s): Humanities*

*A. Walker*

*Advisory: A College level costume design course*

*Credits: 4*

**THEAT-320SD Topics in Design: 'Advanced Set Design'**

*Not Scheduled for This Year*

For students with particular interest in scene design. This course investigates advanced design ideas, budgets, and the technical demands of translating a design into a real stage space.

*Applies to requirement(s): Humanities*

*V. James*

*Prereq: Theatre Arts 122 and 4 credits in Art Studio.*

*Advisory: Two set design courses (at least one at the 200 level) and permission of*

*instructor*

*Notes: 3 meetings (1 hour) and lab.*

*Credits: 4*

**THEAT-324 Costume Design II**

*Not Scheduled for This Year*

Continuing the art and practice of designing costumes for theatre and opera, students investigate the creative process and technical skills of design, read plays and librettos, and conceive their own designs. The course surveys the history of world clothing and of costume design for the performing arts. Students provide their own materials.

*Applies to requirement(s): Humanities*

*The department*

*Prereq: Theatre Arts 124, 224, or an art studio course.*

*Credits: 4*

**THEAT-334 Topics in Theatre Studies**

Various topics in theatre studies including particular theatrical periods and genres. Topics may include melodrama, post-colonial theatre, early 20th century avant-garde movements, feminist theatre, etc. These courses include historical and theoretical approaches and could involve interdisciplinary collaboration.

**THEAT-334EA Topics in Theatre Studies: 'Early Modern Drama'**

*Not Scheduled for This Year*

*All the world's a stage.* This course surveys the era of literary history that invented this powerful idea. The drama of the sixteenth and seventeenth centuries is a drama obsessively self-conscious, bursting with disguises, confidence tricks, cross-dressers, rituals, masques, and plays-within-plays. Reading Shakespeare as well as his rivals and peers (Marlowe, Jonson, Webster, and others), we will consider how theater, and the idea of theater, illuminates such concepts as desire, evil, gender, and ideology. Plays will likely include *Titus Andronicus*, *Doctor Faustus*, *The Alchemist*, and *The Duchess of Malfi*.

*Crosslisted as: English 317MD*

*Applies to requirement(s): Humanities*

*S. Roychoudhury*

*Prereq: English 200 and either English 210 or 211.*

*Credits: 4*

**THEAT-334MJ Topics in Theatre Studies: 'Marlowe, Jonson, Middleton'**

*Spring*

A seminar on three major early modern dramatists--Christopher Marlowe, Ben Jonson, and Thomas Middleton--focusing on the range of genres, characters, conflicts, and aspirations explored in their plays. These playwrights, along with their contemporary Shakespeare, shaped the late sixteenth and early seventeenth century theatre into a site for performing authority and conquest, national and individual identity, trickery and carnival, desire and sexuality, and complex unfoldings of revenge. Readings of two or three plays by each of the three dramatists will be supplemented by recent studies of early modern theatricality.

*Crosslisted as: English 317MJ*

*Applies to requirement(s): Humanities*

*S. Sutherland*

*Restrictions: This course is open to Juniors and Seniors.*

*Prereq: English 200 and English 210 or 211.*

*Notes: meets English department pre-1700 requirement; meets English department seminar requirement*

*Credits: 4*

**THEAT-350 Seminar**

**THEAT-350EN Seminar: 'En Garde, a Study of Stage and Screen Violence'**

Fall

All Drama is Conflict.' This course investigates how dramatic conflict is represented in theatre, television and film and examines its effect on the audience. Through a series of readings, class discussions, and viewings including, but not limited to, *Romeo & Juliet*, *The Duelists*, and *Fight Club*, students will attempt to answer the question: what is it about human nature that makes us fascinated by violence as a form of entertainment?

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: 8 credits in Theatre Arts.*

*Credits: 4*

**THEAT-350HL Seminar: 'Hey, let's start a theatre company!'**

*Not Scheduled for This Year*

Students will develop and run their own performance company. The class, operating under a specific budget, will choose a season of work to be presented to the public. All decisions, including management, artistic direction, marketing, directing, and casting, will be made by the students taking the course. Each student will also be expected to write one research paper on a performance company of their choosing, in consultation with the professor. This course is designed for the performing arts student who wants to create a company in a safe and supportive environment.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: 8 credits in Theatre Arts.*

*Credits: 4*

**THEAT-350MU Seminar: 'Musical Theatre'**

*Not Scheduled for This Year*

An exploration of musical theatre from both a production and performance standpoint. Classes will focus on acting the song, character development for the musical style, physicalization, the world of the musical, and a historical overview of American Musical Theatre. Four to five musicals will be used as source material.

*Applies to requirement(s): Humanities*

*N. Tuleja*

*Prereq: 8 credits in Theatre Arts.*

*Credits: 4*

**THEAT-350WO Seminar: 'Women in American Theatre and Drama'**

*Not Scheduled for This Year*

This course offers a history of women in performance, from the colonial era to the present day. Americans inherited a European theatrical economy that was largely male dominated, though actresses played a central role on stage and in the public imagination. Today, while serious inequities remain, women are gaining access to the most privileged and powerful positions in a swiftly changing field. We are therefore equally interested in how women have participated in theatrical culture--as actors, producers, playwrights, directors, designers, managers, and audience members--and how they have been represented on commercial, experimental, and regional stages, and across genres and communities.

*Crosslisted as: Gender Studies 333BB*

*Applies to requirement(s): Humanities*

*E. Rundle*

*Prereq: Gender Studies 101, or Theatre 100 or 251 or 252.*

*Credits: 4*

**THEAT-350WT Seminar: 'Witches in the Modern Imagination'**

Fall

From the middle ages to the present day, witches have evoked both fear and fascination. Their fellowships (real or fantastic) challenged the prevailing power structures of church and state patriarchies and upset the ordered precepts of the

modern world. This seminar offers an overview of the history of witchcraft in Atlantic cultures, with special attention to the early modern British and American colonial eras. We will examine figures of the witch in European art; religious and legal texts that document the persecution of sorcerers; and dramatic, literary, and cinematic representations of witches that have helped to shape our understanding of gender, nature, theatricality, and power.

*Crosslisted as: Gender Studies 333WT*

*Applies to requirement(s): Humanities*

*E. Rundle*

*Restrictions: This course is open to Juniors and Seniors.*

*Instructor permission required.*

*Prereq: Gender Studies 101.*

*Advisory: Required online application*

*<https://www.mtholyoke.edu/acad/gender/gender-studies-333-application>;*

*preference to Gender Studies and Theatre Arts majors.*

*Credits: 4*

**THEAT-380 Arts Management**

Spring

*Applies to requirement(s): Humanities*

*The department*

*Credits: 4*

**THEAT-395 Independent Study**

Fall and Spring

*The department*

*Instructor permission required.*

*Credits: 1-8*

*Course can be repeated for credit.*

# Professional and Graduate Education

Professional and Graduate Education is administered by: Directors Reilly, Allen, Bastable, Bell, Flynn, Matheson, Mugnani. Faculty: Accurso, Bass, Brady, Frenette, Manzi, Matone, O'Reilly, Peltier, Riddle, St. Martin, Swift, Wagner

## Overview

Professional and Graduate Education (PaGE) offers innovative and high-quality academic programs that supplement the traditional programs of the College, capitalize upon its strengths, and extend the College's reach and impact.

PaGE offerings include a portfolio of summer and January courses to complement the regular undergraduate offerings of the College, a Master of Arts in Teaching, a Master of Arts in Mathematics Teaching, a Master of Arts in Teacher Leadership, an enriched program for postbaccalaureate pre-health study, and the continuation of its longstanding Mathematics Leadership Program for the professional development of mathematics teachers. All PaGE programs are coeducational.

## Contact Info

Amy Nichols, senior administrative assistant  
Lenore Reilly, interim director  
Website: <https://www.mtholyoke.edu/professional-graduate>  
Telephone: 413-538-3478

## Master of Arts in Teaching

The Master of Arts in Teaching program (M.A.T.) is an accelerated coed teacher education program for aspiring middle and secondary school teachers. This flexible, 11-month M.A.T. includes an innovative curriculum, a unique collaboration with Expeditionary Learning (EL), personalized advising, and initial teacher licensure in 20 subject areas.

Mount Holyoke College offers licensure at the following levels:

- Early Childhood: Grades PreK - 2
- Elementary School: Grades 1 - 6
- Middle School: Grades 5 - 8
- Secondary School: Grades 8 - 12

Students in the M.A.T. program receive personalized advising to help them reach their academic and career goals. They work closely with a network of professionals including faculty advisors, supervising teachers, Expeditionary Learning mentors, and a variety of content area experts. Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

Further information is available on the M.A.T. program's website at <https://www.mtholyoke.edu/graduateprograms/teaching>.

## Contact Info

Amy Nichols, senior administrative assistant  
Beverly Bell, director

## Curriculum and Requirements

The M.A.T. with initial licensure is a 36-credit program that a full-time student can complete in 11 months, from August to the following June. Part-time students can complete requirements at their own pace over two years, although

they will eventually need to complete the program's capstone: a full-time, semester-long teaching practicum. Coursework for the M.A.T. is delivered in three sessions: summer, fall, and spring. Students are expected to maintain a B grade in all courses. An M.A.T. curriculum map is available at <https://www.mtholyoke.edu/graduateprograms/teaching/courses>.

*Summer (6 credits):* Starting in August, the summer session features an immersion into the Expeditionary Learning (EL) "case study" teaching model. Students will go on group learning expeditions in the field to experience powerful project-based methodologies delivered by EL professionals. Students go on to complete introductory course work in human development and about schools and schooling (Education 420), plus a module on technology in education (Education 417).

*Fall (16 credits):* In a traditional fall semester, September–December, students complete four courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include general and content-specific methodology course work with associated school-based pre-practicum work (Education 460, 463, 470, and 430, and Mathematics 402/405), as well as an advanced-level elective in their licensure subject areas (middle and secondary education only). Within the general and content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management and assessment.

*Spring (14 credits):* Students complete a full-time, semester-long student teaching semester (the practicum, Education 431 and 433) as well as a weekly seminar (Education 433 and 422) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

*Additional Licensure:* Courses (Special Education 426, 436, 438, 441, 463, and 481) and internship opportunities are also available for students who wish to pursue an English Language Learner additional license (see section on the Special Education Module).

*Part-Time:* While the M.A.T. is designed to be a continuous, 11-month program, part-time students can complete requirements at their own pace, although they will eventually need to complete the program's capstone: a full-time, semester-long teaching practicum. Students will work with an advisor to design an approved manageable plan to complete program requirements.

## Admission

All applicants must have:

- Completed a bachelor's degree prior to beginning the M.A.T. program.
- An undergraduate major—or demonstrated equivalent subject area knowledge—in desired teaching discipline.
- A passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Those who have not yet taken the MTEL are still able to apply to the M.A.T. program; further details on the timing of the necessary tests required for the particular license will be provided when the applicant meets with the program advisor.
- An interview with the admissions committee.

Those who apply to this program generally have a 3.2 undergraduate GPA.

To apply to the M.A.T. program, prospective students complete the M.A.T. application and upload all supporting materials via the online application, except official transcripts which need to be mailed into: Professional and Graduate Education, Attn: Amy Nichols, Mount Holyoke College, 50 College Street, South Hadley, MA 01075.

To secure their place in the program, admitted applicants will pay a non-refundable \$300 deposit which will be applied as a credit to their first term's bill.

## Tuition and Fees

Tuition for the 11-month M.A.T. program is \$24,500, covering the 36 credits required for the degree. Students also pay a Student Government Association fee of \$93 in fall semester.

<i>M.A.T. full-time 11-month program</i>	
When	Bill amount
June for Summer	\$4,100
July for Fall	\$10,880 \$93 SGA fee \$1,943 Health insurance
December for Spring	\$9,520
Total Tuition	\$24,500

<i>M.A.T. Part-time year 1</i>	
When	Bill amount
June for Summer	\$680 per credit
July for Fall	\$680 per credit \$93 SGA fee \$1,943 Health insurance
December for Spring	\$680 per credit
<i>M.A.T. Part-time year 2</i>	
When	Bill amount
June for Summer	\$680 per credit
July for Fall	\$680 per credit \$1,943 Health insurance
December for Spring	\$680 per credit

M.A.T students who elect additional courses will pay each course's per-course fee.

For refund schedules and information, please consult the "Refund Policies for all M.A.T. Degree Programs" section in this chapter.

## Financing

Mount Holyoke's Office of Student Financial Services works closely with students to ensure that they are aware of the different financing options available to best suit their individual needs.

### Financial Aid

Students may apply for a variety of loan options, including federal student loans.

Please see the "Financial Aid for all M.A.T. Degree Programs" section in this chapter for further information.

### Scholarships

*Peace Corps:* Our partnership with the Paul D. Coverdell Fellows Program allows us to offer 50% tuition remission to two Returned Peace Corps Volunteers. Students who wish to apply for this must submit an essay for the Promising Teacher Award, as well as a certificate from Peace Corps illustrating that they have completed (or expect to complete) their program.

*City Year:* City Year offers 50% off tuition for aspiring school teachers. For eligibility and additional information, visit City Year online.

*Promising Teacher Scholarship Award:* The M.A.T. program offers a Promising Teacher Scholarship Award. The application for this Award is an optional section of the M.A.T. online application.

*Mount Holyoke Educator Scholarship:* The program also offers the Mount Holyoke Educator Scholarship for Mount Holyoke College graduates. Scholarships are awarded based on the strength of the application, letters of recommendation, and a personal interview. Current students and alumnae will automatically be considered for this Scholarship.

- Preferred application deadline: January 15
- Rolling admission will continue after January 15

## Master of Arts in Mathematics Teaching (K-8)

The Master of Arts in Mathematics Teaching program (M.A.M.T.), offered through Mount Holyoke College's Mathematics Leadership Programs, is designed for teachers, teacher-leaders, and math coaches of grades K- 8 who have a teaching license (initial or professional) and at least a bachelor degree. The program is designed for educators looking to strengthen their skills as math teachers or develop their professional credentials in order to become qualified as math specialists.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree with a concentration in mathematics.

### Contact Info

Janet Paquette, senior administrative assistant  
Michael Flynn, director

## Curriculum and Requirements

This 32-credit program is built around the latest research and best practices in math education. The core component of the work is the Developing Mathematical Ideas curriculum. The two-and-a-half-year program involves three intensive summer sessions (three weeks each, except the final summer of two weeks) and two academic years of online work.

Each summer will consist of three weeks of courses, two focused on mathematics and one focused on educational leadership. The final summer will consist of one week of mathematics and one week of educational leadership. Students may attend in person on our beautiful campus at Mount Holyoke College or online through our virtual leaning environment during the summer sessions.

Each academic year will include four credits of mathematics work and four credits of educational leadership, all conducted online. The academic year online courses blend asynchronous assignments with live virtual learning sessions. During the virtual learning sessions, participants have the option to attend in person on campus.

*Summer (On-Campus or Online):*

- X.MATH-400: Building a System of Tens
- X.MATH-401: Making Meaning for Operations

- X.MTHED-422 Research on Learning: Implementing the CCSSM

*Academic Year (Online)*

- X.MATH-407: Reasoning Algebraically About Operations
- X.MTHED-465: Action Research on Learning and Teaching

*Summer (On-Campus or Online)*

- X.MATH-405: Measuring Space in One, Two, Three Dimensions
- X.MTHED-408: Educational Leadership I: Coaching and Mentoring
- XMATH-402: Examining Features of Shape

*Academic Year (Online)*

- X.MATH-460: Connecting Arithmetic to Algebra
- X.MTHED-466: Action Research on Coaching/Mentoring

*Summer (On-Campus or Online)*

- X.MATH-406: Patterns, Functions, and Change
- X.MTHED-410: Education Leadership II: Facilitating Professional Development

## Admission

Teachers, teacher-leaders, and math coaches of grades K– 8 who wish to apply must have a teaching license (initial or professional) and at least a bachelor degree. Apply for the program online at <http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching/>

To secure their place in the program, admitted applicants will pay a non-refundable \$300 deposit which will be applied as a credit to their first term’s bill.

## Tuition and Fees

In total, the M.A.M.T. program is based on 16 credits of synchronous summer sessions (on-campus or online) and 16 credits of online work completed during the academic year for a total of 32 credits. Total cost of the program is \$24,500.

The tuition for the complete program is broken into five billing cycles over the two and a half years.

When	Bill amount
June for Summer	\$4,324
July for Fall	\$5,765
June for Summer	\$4,324
July for Fall	\$5,765
June for Summer	\$4,322
Total Tuition`	\$24,500

M.A.M.T. students who elect additional courses will pay each course’s per-course fee.

For refund schedules and information, please consult the “Refund Policies for all M.A.T. Degree Programs” section in this chapter.

## Financing

Mount Holyoke's Office of Student Financial Services works closely with M.A.M.T. students to ensure that they are aware of the different financing options available to best suit their individual needs.

Please see the “Financial Aid for all M.A.T. Degree Programs” section in this chapter for further details.

## Scholarships

Mount Holyoke College offers \$10,000 Emerging Teacher Leader Scholarships for K-8 teachers and coaches that are invested in the learning and teaching of mathematics and are interested in developing their leadership potential , and Distinguished Teacher Leaders Scholarships for State Teachers of the Year and recipients of the Presidential Award for Excellence in Mathematics and Science Teaching. The scholarships will assist with the tuition toward our Master of Arts in Mathematics Teaching (MAMT) program beginning in July. The scholarship funds are awarded across all five billing cycles, reducing each tuition bill by \$2,000.

The scholarship application is embedded in the MAMT application in the form of an essay. Scholarships are issued on a rolling basis at the end of each month beginning in January until all the funds are awarded. Interested applicants are strongly encouraged to apply early to ensure the availability of scholarship funds.

## Loans and Loan Forgiveness

Please see the “Financial Aid for M.A.T. Degree Programs” section of this chapter for further details.

## National Council of Teachers of Mathematics Education Trust

The Mathematics Education Trust (MET) was established in 1976 to channel the generosity of contributors through the creation and funding of grants, awards, honors, and other projects that support the improvement of mathematics teaching and learning. For more information, visit <http://www.nctm.org/MET/>

## Master of Arts in Teacher Leadership

The Master of Arts in Teacher Leadership program (M.A.T.L.) is a 32-credit program designed for full-time teachers who want to enhance their leadership skills for current or future roles. It is offered by Mount Holyoke Programs in Teacher Leadership.

Teachers can choose modified tracks:

- Where coursework builds the skills to prepare students for National Board Candidacy, with an option for candidate support as the capstone project; or
- Where coursework can be used to apply for Massachusetts Professional License (for elementary 1-6; math 1-6 and 5-8).

Courses can be completed online, with real-time and asynchronous components.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

## Contact Info

Amy Nichols, senior administrative assistant  
Megan Allen, director

## Curriculum and Requirements

The 32-credit program is composed of the following progression of terms and courses:

*Summer*

- X.EDUC-441 Fostering a Collaborative Culture
- X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements
- X.EDUC-456 Promoting Professional Learning

*Fall*

- X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform

*January*

- X.EDUC-457 Personal Leadership Growth and Articulation of Practice

*Spring*

- X.EDUC-411 Policy Fluency: Current Issues in Education

*Summer*

- Leading Colleagues Using Research: Bridging the Gap Between Research and Practice
- Owning Assessment and Data for Student Learning
- Equity and Social Justice: A Teacher’s Role

*Fall*

- Teachers as Agents of Change

*January*

- Fostering Partnerships, Communication, and Collaboration

*Spring*

- Capstone Project

**Admission**

All applicants must have a teaching license, a bachelor’s degree, and a history of effective classroom practice and strong passion for student learning. GRE scores are not required.

To apply, complete the online M.A.T.L. application. Include the essay response if applying for a scholarship. Provide official transcripts and two letters of recommendation. Send all transcripts to: Master of Arts in Teacher Leadership, Professional and Graduate Education, Merrill House, Mount Holyoke College, 50 College Street, South Hadley, MA 01075

To secure their place in the program, successful applicants will pay a non-refundable \$300 deposit which will be applied as a credit to their first term’s bill.

**Tuition and Fees**

Tuition for the M.A.T.L program is \$24,500, covering the 32 credits required for the degree.

<i>M.A.T.L Full-time program</i>	
When	Bill Amount
June for Summer	\$4,600
July for Fall	\$3,050
December for January and Spring	\$4,600
June for Summer	\$4,600
July for Fall	\$3,050
December for January and Spring	\$4,600
Total for Year 1	\$24,500

M.A.T.L students who elect additional courses will pay each course’s per-course fee.

For refund schedules and information, please consult the “Refund Policies for all M.A.T. Degree Programs” section in this chapter.

**Financing**

Mount Holyoke’s Office of Student Financial Services works closely with M.A.T.L. students to ensure that they are aware of the different financing options available to best suit their individual needs.

Please see the “Financial Aid for all M.A.T. Degree Programs” section in this chapter for further details.

**Scholarships**

*The Kevin Grover Distinguished Teacher Leader Scholarship (\$5000):* The scholarship is awarded to state teachers of the year or runners-up for state teacher of the year. State teachers of the year may also apply for the Emerging Teacher Leader Scholarship (for an additional \$3500). Teachers may use the scholarship or nominate one colleague for transfer of the scholarship. (Transfer does not guarantee admittance to the program.) There is no additional application step for this scholarship.

*Emerging Teacher Leader Scholarship (up to \$8500):* This scholarship is for teachers who show a strong dedication to education, student learning, and aspire to affect change in their school, district, or beyond. An application essay is required.

*Mount Holyoke Alumnae Educator Leadership Award (up to \$8500):* This scholarship is for Mount Holyoke alumnae in the education field who are committed to serving students in order to build a stronger education system. An application essay is required.

For more information on scholarships, please contact Megan Allen at [mallen@mtholyoke.edu](mailto:mallen@mtholyoke.edu).

**Financial Aid for all M.A.T. Degree Programs**

**TEACH Grant**

The federal TEACH Grant Program provides grants of up to \$4,000 a year to full time graduate students who are completing or plan to complete the course work needed to become teachers. (A graduate student may receive a total of two scheduled awards for a total of \$8,000.) There are a number of conditions and requirements that must be met in order to receive the TEACH grant. Please see here for more information.

**Federal Direct Student Loan**

Graduate students are eligible for the Federal Direct Student Loan (FDSL) for up to \$20,500 for the academic year, provided they are enrolled in at least four credits per semester. The FDSL loan interest rate for the 2015-16 academic year is 5.84% and the loan is unsubsidized (interest accrues on the loan during periods of enrollment). Repayment begins six months after the student is no longer enrolled in at least four credits. Graduate students may borrow a maximum amount of \$138,500 for their graduate/professional education. Students must complete the Free Application for Federal Student Aid (FAFSA) in order to receive an FDSL.

**Grad PLUS Loan**

GradPLUS loans are available for up to the cost of attendance minus any other awarded financial aid (including loans). The interest rate for the 2015-16 academic year is 6.84% and repayment begins two months after the last disbursement for the academic year. Graduate students must be enrolled in at least four credits to be eligible for federal loans. Students must file the Free Application for Federal Student Aid (FAFSA) to be considered for a grad PLUS loan.



## MEFA Graduate Student Loan

Massachusetts Educational Financial Authority (MEFA) is a non-profit state agency that offers financing to U.S. citizens or permanent residents who are studying at least half time at accredited degree-granting non-profit colleges and universities. The MEFA Graduate Student Loan for the 2015-16 academic year has a fixed interest rate of 6.84% during the in-school period and 7.79% during repayment. The deferred repayment fixed interest rate is 7.19%.

## Private Student Loans

Student Financial Services strongly suggests that all federal financing options be maximized prior to turning to non-federal financing alternatives. Federal loans offer repayment options based on income and have forbearance and deferral options during times of extreme economic hardship that other loan programs do not offer. Also, some federal loan programs offer loan reductions or forgiveness for public service and teaching in high need areas.

Students interested in private (alternative) student loans may find more information on Student Financial Services' website.

## International Graduate Students

Many of the private lenders who lend to Mount Holyoke undergraduates will also lend to graduate students who have qualified co-signers who are U.S. citizens or permanent residents.

## Teacher Loan Forgiveness

The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, those who teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications may be eligible for forgiveness of up to a combined total of \$17,500 on their Direct Subsidized and Unsubsidized Loans and their Subsidized and Unsubsidized Federal Stafford Loans. Those who have PLUS loans only are not eligible for this type of forgiveness. For more information, visit [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

## Refund Policies for all M.A.T. Degree Programs

### Tuition Refund

Students who withdraw or take a leave of absence during the fall or spring semesters will be refunded per the schedule outlined below. The official withdrawal date for a student is determined by the PaGE program director for graduate students. The PaGE office must receive written notice of the student's intent to withdraw. Please see "Withdrawal from the College" in the Academic Regulations chapter for more information.

Students will be refunded 100 percent of their previously paid tuition, room, and board, less the enrollment deposit for new students, if the PaGE office receives written notice of an official withdrawal or leave of absence before the first day of classes. If a student officially withdraws or takes a leave of absence on or after the first day of classes of the fall or spring semester, refunds occur on the following schedule:

### Tuition Refund

Week 1-3	75%	Week 4-6	50%	Week 7-9	25% Room and Board
Week 1-3	60%	Week 4-6	40%	Week 7-9	20%

During the January and summer terms, students who withdraw before the second day of classes will receive a full refund. After the first day of classes, no refund will be granted.

January and Summer courses are typically shorter than Fall and Spring courses. Students requesting refunds before the first day of either the January or Summer session are entitled to a full refund, less the enrollment deposit paid. Students requesting a refund within the first week of class are refunded 50% of the tuition paid. After the first week of classes, no refund will be issued.

There is no refund of the Student Government Association fee if a student withdraws on or after the first day of classes. No per-credit tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student takes a leave of absence or withdraws from the College at which point the above refund schedule will apply. If there are any credits on a withdrawn student's account after charges are adjusted, refunds will be sent to the student within 30 days of notification of change in status.

### Refund of Scholarships

Scholarships are proportional per the tuition refund schedule above.

### Refund of Federal Student Loan

Federal aid refund policies are different than institutional refund policies. For students receiving federal loans for the fall or spring, "earned" loan funds are prorated based on the time enrolled (percent earned vs. unearned).

## Progress Policies for all M.A.T Degree Programs

The academic requirements for graduate students include timely completion of all College, PaGE, and program requirements.

Students are expected to enroll in the courses per their approved program of study and submit any proposed changes to their program plan to their advisors, in advance, for approval.

Students are expected to be enrolled in all terms required by their degree program. The only exception to this requirement occurs when the student is granted an official leave of absence by the PaGE Director, with the concurrence of the director of their program.

### Satisfactory Academic Progress

Students in the M.A. T., M.A.MT., and M.A.T.L. programs are expected to complete all courses attempted with B or better grades. All degree requirements must be completed within X years of the start of the degree program.

To maintain full eligibility for federal student aid funds, the Student Financial Services office measures satisfactory academic progress for graduate students annually at the end of the Spring semester. Graduate students who fail to complete the total number of credits attempted in that year, whose cumulative GPA falls below 3.00 or whose years of enrollment in the program exceed four years in the program will lose eligibility to receive any future federal student aid funds at Mount Holyoke. The Student Financial Services office will notify the

student, who may then appeal the loss of eligibility. If the appeal is approved, the student's status will be updated to Financial Aid Probation and the student will be notified.

## Mathematics Leadership Program

Mathematics Leadership (M.L.P.) is an innovative in-service teacher education program that provides professional development opportunities for teachers, teacher leaders, and math coaches. Originally established at Mount Holyoke College in 1983 as Summer Math for Teachers, M.L.P. offers a variety of summer institutes, academic-year courses, and courses and seminars in mathematics education for teachers and administrators.

### Contact Info

Janet Paquette, senior administrative assistant  
Virginia Bastable, director  
Michael Flynn, director

## Postbaccalaureate Pre-Medical Program

The Postbaccalaureate Pre-Medical Program is designed for individuals who have earned an undergraduate degree from an accredited college or university and who now wish to prepare for application to graduate programs in the health professions (e.g., medical, veterinary, dental, physical therapy, etc.). Candidates must hold a bachelor's degree and have a strong academic record. The program is not intended to offset a weak record in the sciences. Successful applicants typically have had few or no science courses as undergraduates and have earned an undergraduate GPA greater than 3.3. Because of the restricted availability of seats in U.S. medical schools, this program is open to U.S. citizens only.

### Contact Info

Jacqueline Collette, coordinator  
Pamela Matheson, director

## Curriculum and Requirements

Most students spend two years in the program and tend to take, at a minimum, a full year of biology, a full year of physics, and two full years of chemistry. Many also may need to take courses in mathematics and statistics, advanced courses in biology and biochemistry, or other advanced science courses required for admission to a specific program. Postbaccalaureates who successfully complete a minimum of 32 credits will be awarded a Certificate of Achievement, and their academic work appears on a non-matriculated student transcript.

## Admission

Candidates must submit official SAT, ACT, or GRE scores, college transcripts, an application essay, and two letters of recommendation. An interview is also required. Applications are reviewed on an ongoing basis. Deadlines are in place to permit admitted students to pre-register for courses in a timely fashion. The application deadline for admission in the spring is October 1. The deadline for admission in the summer or fall is February 27. Students enrolling in this program are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans or veterans benefits.

Candidates may obtain further information by writing to The Postbaccalaureate Pre-Medical Program, Mount Holyoke College, 50 College Street, South Hadley,

Massachusetts, 01075, or by completing the inquiry form on the website at <https://www.mtholyoke.edu/professional-graduate/postbac-premed>.

## Tuition and Fees

Comprehensive tuition for students entering the Program during 2015 is \$37,000. A non-refundable Enrollment Fee of \$2,000 is due upon enrollment and is credited toward the Program fee of \$37,000.

This is a one-time program fee, not a per-academic year fee, and covers the ten courses typically required for entrance to the health professions. All students may take additional courses on a per-course tuition basis. All other academic services of the Postbaccalaureate Program including workshops, a Health Care Seminar, assistance in finding internships, advising, and application support are also covered by this program fee.

Students are also charged a Student Activities Fee.

Students may also choose to live in campus housing (limited availability) and/or purchase a campus meal plan.

### Tuition Billing

- The comprehensive fee billed in July and December (\$19,500/semester) plus the SGA fee (\$93/semester) is not refundable once classes begin. Students are eligible to return in subsequent semesters to finish the program, but courses attempted and not earned count toward the 10 course limit. Courses needed beyond the 10 course limit will be billed by the course.
- No separate fee is charged prior to the start of the summer courses
- First term billing occurs in July (if starting in the summer or fall) and payment is due by July 31.
- Second term billing occurs in December and payment is due by January 5.
- Tuition and Fees = \$39,186, half for each of the first two semesters of enrollment.

## Financing

College funding is not available for postbaccalaureate students. Other options include:

*Federal Student Loans:* Postbaccalaureates may qualify for the Federal Stafford Loan (FDSL). Students are only eligible for twelve consecutive months of a Stafford Loan as a postbaccalaureate student.

- Students must complete the Free Application for Federal Student Aid (FAFSA) and should list their year in school as a 5th year undergraduate.
- Postbaccalaureate students are not considered graduate students for the purposes of federal aid since they are not working on a master's or doctorate degree in the initial term of the school year.
- Parent information is required on the FAFSA for students who do not meet the federally defined criteria of independent status for financial aid.
- Postbaccalaureate students must provide documentation as to the courses they will be taking to fulfill their educational requirements.

*Private Student Loans:* Sallie Mae Smart Option Student Loan: 888-272-5543

## Withdrawal and Refund Policies

### Withdrawal

If a postbaccalaureate student starts in the summer and withdraws or takes a leave of absence prior to the end of the two summer courses, no additional fee will be applied but the deposit will be forfeited.

Postbaccalaureate students who start in the fall or the spring and withdraw during the semester will be subject to the semester refund schedule (see Tuition and Fees chapter). Attempted credits count toward the 10 course limit. Students

may return to complete the program but will be charged additional fees once the 10 course limit, including attempted courses, is reached.

### Refund of Federal Student Loan

Federal aid refund policies are different than institutional refund policies. For students receiving federal loans for the fall or spring, "earned" loan funds are prorated based on the time enrolled (percent earned vs. unearned).

- For example, if a student has a Federal Direct Student Loan (FDSL) and leaves on the 40th day of the semester, they have "earned" 38% of that loan (based on 105 days in the semester). The remainder of the FDSL ("unearned") must be returned to the federal government by Mount Holyoke College which may create a balance due on the student account.

## Special Education Module

The Special Education module provides students with the core competencies they need to be able to apply independently to Massachusetts for a license in Moderate Disabilities (PreK- 8 or 5 - 12).

These courses are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an Additional License in Special Education. These courses are taken individually as part of the regular January or summer session PaGE (Professional and Graduate Education) course offerings. They may be taken in any order with the exception of Practicum Two, which can only be taken after the successful completion of Practicum One.

## Summer and January Courses

PaGE courses are open to college students matriculated at Mount Holyoke or at other colleges or universities and to any community member seeking academic credit, professional development, or personal enrichment. They are offered during two summer sessions as well as during an intensive January session. Grades and GPA appear on a non-matriculated student transcript and do not appear on Mount Holyoke undergraduate or graduate transcripts. Further information and the online application are available at <https://www.mtholyoke.edu/professional-graduate/>.

Students in the College's own Bachelor of Arts program are welcome to enroll in PaGE summer and January course offerings but may apply credits earned to the Bachelor of Arts degree only if the credits qualify as transfer credits per the College's usual policies.

### Contact Info

Amy Nichols, senior administrative assistant  
Roberto Mugnani, director

### Admission

To apply for summer or January courses, go to the online application and create an account. <https://www.mtholyoke.edu/professional-graduate/courses/how-to-apply>

PaGE reserves the right to request a certified copy of original transcripts or other official documentation confirming the successful completion of coursework or other preparation for it to determine student readiness for any of its courses, workshops, or programs.

## Tuition, Fees, and Refunds

Tuition and fees are specific to each course, and are charged on a per-course basis. Applicants will receive a message by email within two business days of submitting their application with instructions to log in again and make payment by credit card or check. Payment is due immediately and registration will not be complete until payment is received.

There is no institutional nor federal financial aid available for Summer or January courses. Some exceptions are possible for students in the M.A.T., M.A.M.T., or M.A.T.L. programs when the courses are counting towards the students' degree program.

*Withdrawal Refund Procedures:* Applicants who need to withdraw from a January or Summer course should send an immediate email clearly stating the request to withdraw from a specific course and session date to [page@mtholyoke.edu](mailto:page@mtholyoke.edu). If the email message is received before the first class meeting, the applicant will be eligible for a full refund minus the withdrawal fee. There will be no refund of course payments for withdrawal requests received by PaGE on the day of or any time after the first class meeting.

- *Winter/January courses:* Applicants who withdraw from a course after December 1 but before the first class meeting will be assessed a \$200 withdrawal fee.
- *Summer May - August Courses:* Applicants who withdraw from a course after April 1 but before the first class meeting will be assessed a \$200 withdrawal fee.

## PaGE Course Offerings

### Art

#### X.ART-246 Currents in Contemporary Art

##### Summer

Imagine the world of contemporary art as an ocean, consisting of innumerable separate currents that intersect and converge to change directions in dynamic ways. In this course, by drawing on methods that have risen to prominence in art history since its "global turn," we will emphasize the historical contexts for various art currents. We will analyze the diverse artistic, discursive, and economic practices that have constituted contemporary art around the world since 1980. While studying artists from six continents, the class also will examine the venues in which contemporary art is exhibited. Topics will include artists in Port-au-Spain, Trinidad and Nsukka, Nigeria; public art in Marfa, Texas and Moscow, Russia; biennials in Sao Paulo, Brazil and Shanghai, China; and art fairs in Sharjah, UAE and New Delhi, India.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Gilvin*

*Credits: 4*

#### X.ART-252 Color Theory: A Travelogue in Color

##### January

This is a rigorous course that enables artists to deepen how 'seeing' nature translates to a flat surface, while maintaining the illusion of depth. Coupled with exploring paint, or oil crayon, emphasis rests on expanding drawing skills.

Continual observation from actual paintings in the Museum are available to us.

Artists can work from either a model, or a still-life.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Ritz*

*Credits: 2*

## Chemistry

#### X.CHEM-101 General Chemistry I

##### Summer

Introduces and develops fundamental concepts in chemical science, including stoichiometry, reactions in aqueous solutions, atomic structure, and chemical bonding. The laboratory emphasizes basic skills and quantitative chemical measurements.

*Applies to requirement(s): Meets No Distribution Requirement*

*H. Jayathilake*

*Coreq: X.CHEM-101L.*

*Advisory: basic arithmetic, algebra, calculator use*

*Credits: 4*

### **X.CHEM-201 General Chemistry II**

*Summer*

Continuation of General Chemistry I. Topics include thermochemistry; quantitative treatment of chemical equilibrium with applications to acid-base, solubility, and electron-transfer reactions; and chemical kinetics. Laboratory emphasizes analytical skills and experimental assessment of kinetic and thermodynamic patterns.

*Applies to requirement(s): Meets No Distribution Requirement*

*H. Jayathilake*

*Prereq: Chemistry 101 with grade of C or better.; Coreq: X.CHEM-201L.*

*Credits: 4*

### **X.CHEM-202 Organic Chemistry I**

*Summer*

Introduces organic chemistry, emphasizing the principles governing broad classes of reactions. Topics include stereochemistry, nucleophilic substitution and elimination reactions, the chemistry of alkanes, alkenes, alkynes, alcohols, and ethers, and an introduction to infrared and nuclear magnetic resonance spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Snyder*

*Prereq: Chemistry 201 with grade of C or better.; Coreq: X.CHEM-202L.*

*Credits: 4*

### **X.CHEM-302 Organic Chemistry II**

*Summer*

Continues the development of the core principles of organic chemistry via the introduction of the study of aromatic systems, the chemistry of the carbonyl group, and the reactions of oxygen, nitrogen, and sulfur containing compounds. Nuclear Magnetic Resonance spectroscopy is presented as a powerful tool for structure elucidation. Laboratory work includes the preparation, isolation, purification, and identification of organic molecules of relevance to those being discussed in lecture.

*Applies to requirement(s): Meets No Distribution Requirement*

*D. Hamilton*

*Prereq: Chemistry 202 with grade of C or better.; Coreq: X.CHEM-302L.*

*Credits: 4*

## **Communication**

### **X.COMM-105 Speaking With Confidence: Leadership for Women**

*January*

This course helps both experienced and aspiring professional women identify what they want to communicate in all aspects of their lives. Drawing on a variety of theatre techniques used by experienced actors to relax, focus their message, and connect with an audience, this course will coach students in the art of confident and powerful communication. Students will be guided to uncover their unique strengths, develop an authentic and personalized speaking style, and overcome obstacles to delivering their message. Working closely together in a

safe and supportive environment, students will complete the course with the presentation of an inspiring speech.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Daniels*

*Credits: 1*

## **Computing & Technology**

### **X.CMPTC-101 'Computer Science 101': Problem Solving and Object-Oriented Programming**

*Summer*

Computers are used every day for an enormous variety of tasks, from playing games and chatting with friends to transferring billions of dollars, delivering radiation treatments, and controlling the electrical grid. Computer programs are an essential ingredient in allowing for this grade diversity of applications. In this course, you will learn to create your own programs based on core programming concepts and analytical problem solving approaches. You will develop dynamic programs first using Adobe Flash CS4 and AS3 (ActionScript 3), the technology behind many Web applications. The last portion of the course will teach you Java, a very popular modern programming language. We assume no prior study of computer science. Programming intensive.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. DeFlumere*

*Coreq: X.CMPTC-101L.*

*Credits: 4*

### **X.CMPTC-209 Interactive Design**

*January*

Would you like to see your environment come to life? This course will focus on the basics of generating meaningful interactions between humans and machines. We will cover the design and construction of robots that can sense and react to their environment, and we will develop programs that detect faces and react to people in real time. This course is ideal for art students who want their works to move and interact, theater students who want to create an interactive space for performance, or anyone who wants to make their world a little richer with machine intelligence.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Baker*

*Credits: 1*

### **X.CMPTC-109 iDesign Studio**

*Summer*

Designers are continually innovating ways of incorporating technology into today's world, from projections of performance dresses to "smart" purses that sense a missing wallet. The recent emergence of low-cost, user-friendly components is making this new world of design accessible to a broad community. In this course, students will think critically about products already in the marketplace and will be given the tools to create their own designs. A sequence of hands-on workshops on electronics basics and microcontroller programming will provide the surprisingly minimal level of comfort and background in technology required to produce prototypes of these designs.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. St. John*

*Credits: 4*

## **Education**

### **X.EDUC-126 Teacherpreneurs and Teacher Leadership: The Changing Role of Educators**

*Summer*

Explore the changing role of educators in a colorful political climate. Education is in the midst of a transformation, and we will learn from and with teacher

leaders who are leading the charge. With readings and video-conferencing with National Board Certified Teachers, bloggers, and state teachers of the year, we will discuss how innovative teachers are transforming the profession in issues of equity, evaluation, compensation, curriculum, collaboration, and more. Students will also identify their leadership skills, then build their areas of expertise and develop a plan for potential future leadership.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Allen*

*Credits: 2*

#### **X.EDUC-222 Queering the Curriculum: A Critical Approach to Teaching LGBTQ Topics in K-12 Schools**

*Summer*

This course considers how we can think ethically, critically, and in socially just ways about disrupting the silence around LGBTQ issues in K-12 schools. Drawing on work from the fields of anti-oppression education, critical pedagogy, and queer theory, we will explore ways to challenge heteronormativity and heterosexism, and to promote gender and sexuality equity within K-12 schools. Through course work and class assignments we will examine heterosexism as a system of oppression; the complexities of sex, gender, and sexuality; the institutional aspects of heterosexism in educational contexts; and contemporary issues facing educators who want to implement an LGBTQ-expansive curriculum.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Helmer*

*Credits: 4*

#### **X.EDUC-360 TESOL Certificate: Teaching English as a Second or Foreign Language**

*Summer*

This four-week program is designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare you for a job as a language instructor in an international environment. The course includes lecture and discussion, materials development sessions, microteaching workshops, and a teaching practicum with a minimum 6 hours of teaching experience. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion with a passing grade.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Shea*

*Credits: 4*

#### **X.EDUC-417 Teaching With Technology**

*January and Summer*

Students will read current research examining the effectiveness of teaching with technology in PreK-12 classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools that allow teachers to design effective lessons for a diverse range of learners. Students will focus on using technology to integrate students on IEP's, 504, and other learners with specific learning needs.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Manzi*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-420 Schools, Schooling, and Society**

*Summer*

The course familiarizes students with theories of teaching and learning, adolescent development and current movements in education reform such as Race to the Top, Common Core Standards, and testing. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for

work in a diverse society. Topics include knowledge of curriculum; knowledge of learners; knowledge of educational goals, knowledge of social/cultural contexts; and pedagogical content knowledge. Key tenets of Expeditionary Learning will be explored as learners experience an EL slice presented by local EL teachers.

*Applies to requirement(s): Meets No Distribution Requirement*

*B. Bell*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education**

*Spring*

This weekly seminar for MAT students provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools**

*Spring*

This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Notes: 5 days a week for 12 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break).*

*Credits: 10*

*Grading: CR/NC Grading only (no letter grading).*

#### **X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools**

*Fall*

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The philosophical bases and current research behind classroom practices are also examined. Specific course activities focus on teaching in multicultural ways, establishing the classroom climate, choosing instructional approaches, designing curricula, assessing and attending to the needs of learners, evaluating student performance, and providing for classroom community leadership.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

B. Bell

*Restrictions: This course is limited to Mount Holyoke MAT students only*  
*Advisory: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

**X.EDUC-431 Student Teaching in Secondary and Middle Schools**

*Spring*

Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program

*Applies to requirement(s): Meets No Distribution Requirement*

B. Bell

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Notes: 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break)*

*Credits: 10*

*Grading: CR/NC Grading only (no letter grading).*

**X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education**

*Spring*

This weekly seminar provides MAT students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement*

B. Bell

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

**X.EDUC-441 Fostering a Collaborative Culture for Learning**

*Summer*

This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!). This class was created through a collaboration with the National Network of State Teachers of the Year and Mount Holyoke College, working towards the goal of supporting and developing stronger teacher leaders to lead our public schools. It will be taught by two state teachers of the year, one who is a faculty member at Mount Holyoke, one who is an embedded practitioner and current teacher leader. It will include several video-conference discussions with nationally recognized teacher leaders from across the country. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Allen

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

**X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform**

*Fall*

This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Allen

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

**X.EDUC-456 Promoting Professional Learning**

*Summer*

This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning. This class was created through a collaboration with the National Network of State Teachers of the Year, working towards the goal of supporting and developing strong teacher leaders. It will be facilitated by two state teachers of the year, one who is a faculty member, and one who is an embedded practitioner. It will also include video-conferences with nationally recognized teacher leaders. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Allen

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

**X.EDUC-457 Personal Growth and Reflective Practice In Education**

*January*

We will further develop as reflective practitioners, and to use that reflective practice to explore personal leadership development. Critical course concepts will be introduced in a whole group book study format. As a second step, course participants will create individualized learning plans that allow for deeper exploration of topics of personal and professional interest. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, and leadership. Additionally, the course involves videoconferencing with several nationally recognized teacher leaders.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Allen

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

**X.EDUC-460 Subject-Specific Methods for Middle and Secondary Teachers**

*Fall*

This subject-specific methods course is designed for graduate-level teacher education students preparing to teach at the secondary or middle school levels. Firmly embedded within the Expeditionary Learning Model, this course links the theoretical underpinnings of subject-specific pedagogy, differentiated learning, global learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts in the field and through reflecting on their practice within pre-practicum placements in local schools.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*B. Bell, J. St Martin*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools**

*Fall*

Through a balanced and integrated approach, students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Notes: Prepracticum required*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-463 Teaching English Language Learners**

*Fall*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*K. Accurso, B. Bell*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-465 Children's Literature for Educators**

*Fall*

This course introduces various genres of children's literature, including literature for adolescents; explores issues in interpretation and critique; and examines approaches to using literature in the preK-12 curriculum with an emphasis on making literature accessible to English language learners. Students will read a variety of texts across genres and discuss ways to integrate literature into content-area learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives including literary, sociopolitical, and historical.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Instructor permission required.*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements**

*Summer*

This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching. This course is centered around Domain IV of the Teacher Leader Model Standards in partnership with the National Network of State Teachers of the Year.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Allen, V. Bastable, P. Wagner*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-470 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum**

*Fall*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

*Applies to requirement(s): Meets No Distribution Requirement*

*Other Attribute(s): Community-Based Learning*

*The department*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Notes: Prepracticum required*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

#### **X.EDUC-495 Independent Study**

*Fall and Spring*

*The department*

*Instructor permission required.*

*Credits: 1-4*

*Course can be repeated for credit.*

*Grading: Standard Graduate-Level Grading.*

## **English**

#### **X.ENGL-227 Jane Austen in Adaptation**

*Summer*

Jane Austen's work stands almost as its own subgenre in the evolution of the novel. Happening at a moment of transitions, her work can be read formally as a bridge between the experiments of eighteenth century realism and what was just to come in the Victorian novel. Although she is often admired for her humor and

satire around marriage and sex, the novels also engage with aesthetics, epistemology, and sensibility: political ideas about what constitutes beauty, what it means to know something, and how much one should feel. We will read the completed novels, some of her influences and contemporaries, and critical and theoretical contexts.

*Applies to requirement(s): Meets No Distribution Requirement*

*J. Pyke*

*Credits: 4*

## Film

### X.FILM-172 Chinese Hollywood: Through the Lens of Visual Literacy

*January and Summer*

This is an intensive, interdisciplinary course exploring literature and research about China and, more specifically, Chinese women, through the analysis of Chinese film from historical, social, economic, political, and cultural perspectives. Students will develop visual literacy skills to learn to read and do a critical cultural analysis of Chinese film as visual texts. China's rapidly growing film industry, now referred to as "Chinese Hollywood," will also be examined as a cultural phenomenon with influence in China and throughout the world. This course will focus on selected key film directors whose films allow students to explore lives of Chinese and Chinese women. The course will be taught in English and all films will be viewed with English language subtitles.

*Applies to requirement(s): Meets No Distribution Requirement*

*Y. Ma*

*Credits: 4*

## Humanities

### X.HUM-116 A Hands-On History of the Book

*January*

Every book tells a story - not just the story in the pages, but the story of those pages. How has the book's physical nature changed over time and what are the connections between its material form, meaning, and value within specific historical contexts? What forces have shaped the book's physical nature, and why have these had the effects that they have had? This course will introduce students to the new interdisciplinary field known as "the history of the book". Our course will involve hands-on work with old, rare, and intriguing books and manuscripts.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Pangallo*

*Credits: 1*

## Languages

### X.LANG-101JP Intensive Elementary Japanese I

*Summer*

This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). The course will also introduce the notion of "cultural appropriateness for expressions," and will provide practice and evaluations for all four necessary skills: speaking, listening, reading and writing.

*Applies to requirement(s): Meets No Distribution Requirement*

*W. Tawa*

*Credits: 4*

### X.LANG-102JP Intensive Elementary Japanese II

*Summer*

This course follows Elementary Japanese I. The course will continue to introduce the notion of "cultural appropriateness for expressions," and will provide practice

and evaluations for all four necessary skills: speaking, listening, reading, and writing.

*Applies to requirement(s): Meets No Distribution Requirement*

*W. Tawa*

*Prereq: Intensive Elementary Japanese I or equivalent.*

*Credits: 4*

## Math Education

### X.MTHED-407 Reasoning Algebraically About Operations

*Spring*

Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.

*Applies to requirement(s): Meets No Distribution Requirement*

*V. Bastable, M. Flynn*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Instructor permission required.*

*Credits: 1*

*Course can be repeated for credit.*

*Grading: Standard Graduate-Level Grading.*

### X.MTHED-408 Educational Leadership I: Coaching and Mentoring

*Summer*

This course is designed for elementary math specialists with responsibilities for supporting teachers in the development of strong mathematics education programs. Participants explore issues related to: learning mathematics while in the context of teaching; facilitating the professional development of colleagues; teachers' and students' ideas about mathematics and learning; and fostering a stance of collaborative investigation. By way of a central theme of mathematics learning, the institute will offer coaches opportunities to explore, through the coaching perspective, ideas of number and geometry in the elementary grades.

*Applies to requirement(s): Meets No Distribution Requirement*

*P. Wagner, V. Bastable*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

### X.MTHED-410 Educational Leadership II: Facilitating Professional Development

*Summer*

This institute focuses on learning to teach one of the Developmental Mathematical Ideas (DMI) modules. Participants will choose a particular DMI module on which to concentrate their facilitation work. The institute will include examination of the central mathematical ideas of the module, identifying key goals for each session, discussion of the process of interacting with participants both in the institute sessions and through written responses, as well as opportunities for practice facilitation.

*Applies to requirement(s): Meets No Distribution Requirement*

*V. Bastable, M. Flynn*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Advisory: Prior experience with a DMI seminar recommended.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

### X.MTHED-422 Research on Learning: Implementing the Common Core Math Practice Standards

*Summer*



This course is focused on implementing mathematics instruction to support the development of conceptual understandings of mathematics. Topics include creating a classroom climate for productive mathematics discussion, posing open-ended math tasks, asking probing questions, and exploring teacher moves that both challenge and support individual student learning. Analyzing classroom cases of practice will be a key feature.

*Applies to requirement(s): Meets No Distribution Requirement*  
V. Bastable, M. Flynn

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Advisory: Prior experience with a DMI seminar recommended.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

#### **X.MTHED-460 Connecting Arithmetic/Algebra Leadership**

*Fall*

Connecting Arithmetic to Algebra (CAA) is a professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.

*Applies to requirement(s): Meets No Distribution Requirement*  
M. Flynn

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Coreq: X.MATH-460.*

*Notes: This is a year-long online course. At the conclusion of the 2-semester sequence, final letter grades will be awarded for both segments of the sequence.*

*Credits: 1*

*Course can be repeated for credit.*

*Grading: Standard Graduate-Level Grading.*

#### **X.MTHED-465 Action Research on Learning and Teaching**

*Spring*

This course will include action research on the mathematics learning of students and pedagogical moves of teachers. Participants will produce written cases of practice based on audio or videotaped classroom discussions and interviews with their own students. Participants will analyze their own cases and those of their colleagues to examine the learning of students and the impact of teacher moves. Course instructors will also provide individual feedback based on the classroom cases.

*Applies to requirement(s): Meets No Distribution Requirement*  
V. Bastable, M. Flynn

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Notes: This is an online course. Letter grading only. MAMT program.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

#### **X.MTHED-466 Action Research on Coaching and Mentoring**

*Spring*

This course will include action research on the impact of mathematics coaching or mentoring. Through a practicum experience each participant will engage with a colleague or group of colleagues, taking on a coaching role. These coaching or mentoring activities will be analyzed and shared with other course participants. Participants will produce written cases of math coaching practice based on audio or videotaped math coaching or mentoring sessions. Participants will analyze their own cases and those of their colleagues to examine the impact of coaching moves. Course instructors will also provide individual feedback on the coaching cases.

*Applies to requirement(s): Meets No Distribution Requirement*  
V. Bastable, M. Flynn

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*

*Advisory: X.MATH-408 is recommended but not required.*

*Notes: This is an online course. Letter grading only.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

#### **X.MTHED-472 Research Into Classroom Routines**

*Not Scheduled for This Year*

*Applies to requirement(s): Meets No Distribution Requirement*

V. Bastable

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Prereq: X.MATH 460.*

*Credits: 2*

*Grading: CR/NC Grading only (no letter grading).*

## **Mathematics**

#### **X.MATH-400 Developing Mathematical Ideas: Building a System of Tens**

*Summer*

Participants explore the base-ten structure of the number system, consider how that structure is exploited in multidigit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals.

*Applies to requirement(s): Meets No Distribution Requirement*

V. Bastable, M. Flynn

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

#### **X.MATH-401 Developing Mathematical Ideas: Making Meaning for Operations**

*Summer*

Participants examine the actions and situations modeled by the four basic operations, beginning with a view of young children's counting strategies as they encounter word problems, moving to an examination of the four basic operations on whole numbers, and revisiting the operations in the context of rational numbers.

*Applies to requirement(s): Meets No Distribution Requirement*

M. Flynn

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Instructor permission required.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

#### **X.MATH-402 Developing Mathematical Ideas: Examining Features of Shape**

*Fall*

Participants will examine different aspects of two and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The course includes a study of angle, similarity, congruence, and the relationships between 3-D objects and their 2-D representations. Later in the semester participants will explore different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume as well as the complex interrelationships among these.

*Applies to requirement(s): Meets No Distribution Requirement*

A. O'Reilly, S. Smith

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*  
*Instructor permission required.*

*Notes: Section 01 for MAMT students. Section 02 for non-matriculated students.*  
*Half semester.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

**X.MATH-404 Developing Mathematical Ideas: Working With Data***Summer*

Participants will work with the collection, representation, description, and interpretation of data. They will learn what various graphs and statistical measures show about features of the data, study how to summarize data when comparing groups, and consider whether the data provides insight into the questions that led to data collection.

*Applies to requirement(s): Meets No Distribution Requirement*

*V. Bastable, M. Riddle*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

**X.MATH-405 Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions***Summer*

Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.

*Applies to requirement(s): Meets No Distribution Requirement*

*V. Bastable, M. Flynn*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*

*Notes: Section 01 for MAMT students. Section 02 for non-matriculated students.*

*Half semester.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

**X.MATH-406 Developing Mathematical Ideas: Patterns, Functions, and Change***Not Scheduled for This Year*

Participants discover how the study of repeating patterns and number sequences can lead to ideas of functions, learn how to read tables and graph to interpret phenomena of change, and use algebraic notation to write function rules. With a particular emphasis on linear functions, participants also explore quadratic and exponential functions and examine how various features of a function are seen in graphs, tables, or rules. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.

*Applies to requirement(s): Meets No Distribution Requirement*

*V. Bastable*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*

*Instructor permission required.*

*Credits: 2*

*Grading: Standard Graduate-Level Grading.*

**X.MATH-407 Reasoning Algebraically About Operations***Spring*

Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.

*Applies to requirement(s): Meets No Distribution Requirement*

*V. Bastable, M. Flynn*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*

*Instructor permission required.*

*Credits: 1*

*Course can be repeated for credit.*

*Grading: Standard Graduate-Level Grading.*

**X.MATH-460 Connecting Arithmetic to Algebra***Fall*

Connecting Arithmetic to Algebra (CAA) is a year-long professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.

*Applies to requirement(s): Meets No Distribution Requirement*

*M. Flynn*

*Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only*

*Instructor permission required.*

*Coreq: X.MTHED-460.*

*Notes: This is a year-long online course. At the conclusion of the 2-semester sequence, final letter grades will be awarded for both segments of the sequence.*

*Credits: 3*

*Grading: Standard Graduate-Level Grading.*

**Performing Arts****X.PERFA-138 Stage Combat***January*

This course is designed to teach the fundamentals of stage combat. Students will be introduced to the principles behind unarmed, rapier, and rapier/dagger work. Attention will be given to partnering skills, weapon techniques, mechanics of choreography, and discovering how one safely creates engaging storytelling using the language of dramatic combat. No prior performance background is required, but students will be asked to perform two fight scenes with dialogue. By the end of the course students will have a solid understanding of: safety and partnering, weapon techniques, building, writing, rehearsing, and acting the fight.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Tuleja*

*Credits: 2*

**Physics****X.PHYS-101 Physics I***Summer*

This algebra-based introduction to physics covers kinematics, force, Newton's laws, equilibrium, momentum, energy, conservation laws, gravitation, rotation, and oscillations. Jointly with the Physics 2 course, it will provide a good preparation for the physics components of the MCAT.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Norsen*

*Coreq: X.PHYS-101L.*

*Advisory: Math competency up through but not necessarily including calculus*

*Credits: 4*

**X.PHYS-151 Physics II***Summer*

This is the second half of the algebra-based introductory physics sequence. Topics, drawn largely from the MCAT syllabus, include fluids and elasticity, thermodynamics, sound and light waves, and electricity and magnetism.

*Applies to requirement(s): Meets No Distribution Requirement*

*T. Norsen*

*Coreq: X.PHYS-151L.*

*Advisory: Math competency up through but not necessarily including calculus*

*Credits: 4*

## Psychology

### X.PSYCH-100 Introduction to Psychology

Summer

This course provides an introduction to Psychology. How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Gilbert Cote*

*Credits: 4*

### X.PSYCH-210 Social Psychology

Summer

This course surveys a range of topics within social psychology. How do other people influence us? How do people perceive one another? How do attitudes develop and change? Under what conditions do people conform to, or deviate from, social norms? We will survey concepts across several areas of social psychology with an emphasis on empirical research evidence.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Gilbert-Cote*

*Prereq: A 100-level course in Psychology.*

*Credits: 4*

### X.PSYCH-236 Adolescent and Adult Development

Summer

When we think of human development, we often think of the period between infancy and late childhood. However, contemporary research contends that we continue to develop in crucial ways across the "other" three quarters of our lifespan. This course surveys human development from adolescence to late adulthood through consideration of major theories and current research relating to social, emotional, and cognitive domains. We will journey through adolescence and explore the search for identity, examine moral reasoning in young adulthood, appraise the classic theoretical approaches to midlife changes, define "successful aging" in late adulthood, and identify issues that surround death and bereavement.

*Applies to requirement(s): Meets No Distribution Requirement*

*C. Lee*

*Prereq: Psychology 100.*

*Credits: 4*

## Sociology and Anthropology

### X.SOCAN-251 Origins of Conspiracy Thinking in Contemporary U.S.

Culture

January

The course will focus on the history of public distrust of the government from the mid-20th century onwards. Using a number of historical case studies, such as the Kennedy assassination and various conspiracies about President Obama, the course will show how distrust of the government, originally motivated by logical concerns, has transformed the way people think about power in the postmodern era. Students will learn to be able to tell for themselves the difference between rational questioning of authority and blind distrust that leads to questionable claims.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Michaud Wild*

*Credits: 2*

## Special Education

### X.SPED-426 The Inclusive Classroom: Strategies and Interventions for Promoting Learning and Positive Outcomes for All Students

Summer

This course surveys the etiology, diagnosis, and remediation of learning differences including dyslexia, attention deficit disorder, autism, as well as factors that influence a child's readiness to learn. Students present, discuss, question, and exchange ideas that contribute to an overall understanding of special education in the field. With an emphasis on inclusion in schools, students explore the impact of current policies, assessments, and practices. The focus is on adapting the learning environment, classroom structures, and approach to teaching so that all children, regardless of learning strengths and needs are supported to reach their potential and achieve meaningful goals.

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Bass*

*Instructor permission required.*

*Credits: 3*

*Grading: CR/NC Grading only (no letter grading).*

### X.SPED-436 Moderate Disabilities Practicum 1: Student Teaching in Self-Contained Classrooms

January and Summer

Students are expected to complete a supervised field experience of at least 60 hours in a self-contained special education classroom in a public school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for self-contained special education classrooms.

*Applies to requirement(s): Meets No Distribution Requirement*

*B. Bell, N. Stephen*

*Credits: 2*

*Grading: CR/NC Grading only (no letter grading).*

### X.SPED-438 Moderate Disabilities Practicum 2: Student Teaching in Inclusive Classrooms

Summer

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement*

*N. Stephen, B. Bell*

*Instructor permission required.*

*Advisory: An introduction to special education course.*

*Credits: 3*

*Grading: CR/NC Grading only (no letter grading).*

### X.SPED-441 Differentiated Instruction for Diverse Learners Outcomes for All Students

Summer

This course will focus on design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.

*Applies to requirement(s): Meets No Distribution Requirement*

F. Brady

*Instructor permission required.*

*Credits: 3*

*Grading: CR/NC Grading only (no letter grading).*

**X.SPED-463 Foundations of Reading: Development, Comprehension, Instruction, and Assessment**

*Summer*

Reading development, assessment, comprehension and instruction are central to the course. Through a combination of readings, lectures, and experiences, this course will provide students with the knowledge and skills to assess literacy needs and implement effective language arts instruction for all learners. The course includes a study of the writing process, with coverage of phonics, spelling, and grammar. The Massachusetts Curriculum Framework for English Language Arts and Literacy is addressed, as are all content objectives for the Foundations of Reading MTEL test required of Early Childhood, Elementary, and Moderate Disabilities (PreK-8 and 5-12) licensure candidates in the Commonwealth.

*Applies to requirement(s): Meets No Distribution Requirement*

*S. Frenette*

*Instructor permission required.*

*Credits: 4*

*Grading: Standard Graduate-Level Grading.*

**X.SPED-481 The Law, Transition and Collaboration Development, Comprehension, Instruction, and Assessment**

*Summer*

This course will review state and federal laws and regulations which represent the requirements for special education. Participants will be introduced to concepts including educational terminology for students with mild to moderate disabilities; preparation, implementation and evaluation of Individualized Education Programs (IEPs); knowledge of transition services and services provided by other agencies; review of federal and state laws and regulations pertaining to special education; and strategies for building and maintaining collaborative partnerships with team members.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Peltier*

*Instructor permission required.*

*Credits: 3*

*Grading: Standard Graduate-Level Grading.*

## Writing

**X.WRTNG-201 Introduction to Creative Writing**

*Summer*

This course is a laboratory, a quest, a workshop, a collaboration, a ring of spies. We will read relentlessly, poach ideas, try things that don't work, "kill our darlings," and write things we didn't know we had in us. If that sounds like hard work, it is. And at the end of this course, you will have a revised manuscript in a genre of your choice, experience writing in multiple genres, a vocabulary with which to discuss the craft of writing, a literary community, a stack of ideas to pursue, and the ability to give and receive feedback.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Lawlor*

*Credits: 4*

# Faculty

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# Index

## A

Abroad, study, 14, 45

Academic advising, 28

Academic calendar, 4

Academic deficiencies, 9, 22

Academic leave of absence, 22, 44

Academic regulations, 21

Academic standing, 9, 22

Access and inclusion, 18

Accreditation, 6

Adding/dropping courses, 21, 46

Additional aid, request for, 41

Admission, 30

- Frances Perkins, 31
- Graduate, 32
- M.A.T., 341
- M.A.T.L., 343
- M.A.M.T., 342
- Postbaccalaureate pre-medical, 346
- Transfer, 31
- Undergraduate, 30

Advance placement work, 23

Advising, 28

- Academic, 28
- Career, 28
- Engineering, 29
- Graduate school, 29
- Pre-law, 28
- Pre-medical and pre-health, 29

Scholarships and fellowships, 29

African studies certificate, 51

Africana studies, 52

Alumnae fellowships, 34

American University Washington Semester Program, 17

Ancient studies, 56

Anthropology, 57

Application requirements

- Graduate, 32
- Undergraduate, 30

Application plans, 30

Applying for financial aid, 41

Arabic, 61

Architectural studies, 62

Art history, 64

Art museum, 6

Art–studio, 70

Asian studies, 75

Asian/Pacific/American studies certificate, 74

Astronomy, 82

Athletics

- Facilities, 6
- Programs, 269, 277

Attendance, 21

Auditors, 21

Award, financial aid, 42

## B

Bachelor of Arts requirements, 7

- Credit requirements, 7
- Distribution, 8

First-year seminar, 7  
 Foreign language, 8  
 Major, 8  
 Minimum G.P.A., 7  
 Multicultural perspectives, 7  
 Outside the major, 7  
 Physical education, 8

Biochemistry, 85

Biological sciences, 87

Board of Trustees, 371

Buddhist studies certificate, 94

Budget, student, 40

## C

Career advising, 28

Career Development Center, 16, 28

Centers

McCulloch Center for Global Initiatives, 14

Miller Worley Center for the Environment, 15

Weissman Center for Leadership, 13

Certificate and Licensure Programs, 12

Certificate for International Students, 12

Chemistry, 95

Chinese, 100

Class attendance, 21

Class standing and academic deficiencies, 22

Classics, 102

Coastal and marine sciences certificate, 104

Cognitive neuroscience certificate, 105

College courses, 106

Commencement, 10

Community-Based Learning (CBL), 13

Complex Organizations, 107

Computer Science, 109

Conceptual Foundations of Science, 113

Cooperative Ph.D., 32

Course classification, 47

Course evaluation, 26

Course load and credits, 21

Course repeats, 21

Credit limits, transfer, 23

Credit load, 21

Credit requirements, bachelor of arts, 7

Critical social thought, 114

Culture, health, and science certificate, 118

Curricular support and non-liberal arts limit, 7

Curricular support courses, 119

Curriculum learning goals, 7

## D

Dance, 120

Degree Requirements. See Bachelor of Arts. Degrees, awarding of, 7

Delta Phi Alpha, 10

Departmental and Interdisciplinary Majors, 48

Development studies, Nexus in, 127

Distribution requirements, 8

Double-counting courses toward requirements, 8

Dropping courses, 21, 46

Dual-degree programs, 11

## E

Early decision, 31

East Asian studies, 128

Economics, 130

Education, 299

Educational Policy and Practice, Nexus in, 134

Educational studies, 135

Emeriti, 368

Employment, student, 43

Engineering, 29

- Engineering dual-degree, 11
- Engineering, Nexus in, 137

Engineering advising, 29

Engineering dual-degree program, 11

Engineering, Nexus in, 137

English, 138

English for speakers of other languages, 13

- Environment , Miller Worley Center for the, 15

Environmental science, semester in, 17

Environmental studies, 151

Equestrian

- Center, 6
- Fees, 36
- Program, 273

Ethnomusicology certificate, 157

Examinations, final, 24

Exchanges and Semester Programs, 17

- American University Washington Semester Program, 17
- Mills-Mount Holyoke Exchange, 17
- Semester in Environmental Science Program, 17
- Spelman-Mount Holyoke Exchange, 17
- Twelve College Exchange, 17

## F

Facilities, 5

Faculty, 357

Family contribution, 40

Family Educational Rights and Privacy Act, 26

Fees, 36

Fellowships, 34

FERPA, 26

Film studies, 158

Final exams, 24

Financial aid, 40

Financial aid for M.A.T. programs, 344

Financing options, 46

First-Year Seminars, 165

First-Year Seminar Program, 165

First-Year Seminar requirement, 7

Five College Center for the Study of World Languages, 20

Five College Certificate Programs, 19

- African Studies, 51
- Asian/Pacific/American Studies (APA) Certificate, 74
- Buddhist Studies, 94
- Coastal and Marine Sciences, 104
- Cognitive Neuroscience, 105
- Culture, Health, and Science, 118
- Ethnomusicology, 157
- International Relations, 213
- Latin American, Caribbean, and Latino Studies, 229
- Logic, 237
- Middle Eastern Studies, 243
- Native American and Indigenous Studies, 260
- Queer and Sexuality Studies, 306



Reproductive Health, Rights, and Justice, 313

Russian, East European, and Eurasian Studies, 316

Sustainability Studies, 333

Five College Consortium, 19

Five College Interchange Enrollment, 19, 23

Five College Mentored Language Program (FCMLP), 20

Five College Supervised Independent Language Program (FCSILP), 20

Foreign language exemption, 8

Foreign language requirement, 8

Foreign languages, 15, 20

Frances Perkins Program, admission, 31

French, 171

## G

Gender studies, 176

Geography, 184

Geology, 187

German studies, 190

Global business, Nexus in, 197

Global Initiatives, McCulloch Center for, 14

Golf fees, 36

Grade point average, 7

Grading system, 25

Graduate admission, 32

Graduate degree programs, 12, 341

Graduate fellowships, 34

Graduate school advising, 29

Graduate student course load, 21

Graduation rate, 10

Grant aid, 43

Greek, 198

## H

Health insurance, 36

Hebrew, 222

History, 200

Honor code, 24

Honors, commencement, 10

Honors thesis, 10, 18

## I

Incomplete work, 26

Independent status, 46

Independent study, 17

Independent study credit limit, 7

Interdisciplinary major, 9

International diversity on campus, 15

International Guest Student Program, 12

International internships, 15

International relations, 213

International relations certificate, 213

Internships, 15, 16

Intersession, 17, 347

Interviews for admission, 30

Italian, 218

## J

January Term/Intersession, 17, 347

Japanese, 221

Jewish studies, 222

Journalism, Media, and Public Discourse, Nexus in, 225

Junior year abroad, 14

## K

Kendall Sports and Dance Complex, 6

Key to course descriptions, 47

## L

Language requirement, 8

Languages through the Five College Center for the  
Study of World Languages, 20

Latin, 226

Latin American studies, 230

Latin American studies cooperative degree program, 11

Latin American, Caribbean, and Latino  
Studies, certificate, 229

Latina/o studies, 233

Law, Public Policy, and Human Rights, Nexus in, 236

Leadership and Public Service, 13

Leadership, Weissman Center for, 13

Learning goals of the Mount Holyoke Curriculum, 7

Learning experiences abroad, 14

Leave of absence, 22

Library, Information, and Technology  
Services (LITS), 16

Licensure programs, teacher, 12

Loans, 38, 43

Logic certificate, 237

Lyon, Mary, 5

Lynk, the, 28

## M

Majors, 8, 48

Mary Lyon Scholars, 10

Master of Arts, 12

Index 5

Master of Arts in Mathematics Teaching (M.A.M.T.), 32, 342

Master of Arts in Teaching (M.A.T.), 32, 341

Master of Arts in Teacher Leadership (M.A.T.L.), 32, 343

Mathematics, 238

Mathematics Leadership Program, 346

McCulloch Center for Global Initiatives, 14

Medical leave of absence, 22

Medieval studies, 242

Mentored Language Program, 20

Merit scholarships, 44

Middle Eastern studies, 243

Middle Eastern studies, certificate, 243

Miller Worley Center for the Environment, 15

Mills-Mount Holyoke Exchange, 17

Minors, 9, 49

Mission of the College, 5

Multicultural perspectives course, 8

Music, 245

Music fees, 36

## N

Native American Indigenous studies certificate, 260

Neuroscience and behavior, 261

Nexus programs, 9, 28, 106

Development Studies, 126

Educational Policy and Practice, 133

Engineering, 137

Global Business, 197

Journalism, Media, and Public Discourse, 225

Law, Public Policy, and Human Rights, 236

Nonprofit Organizations, 263

Public History, Museums, Archives, and Digital Humanities, 305

Nonacademic leave of absence, 22

Nondiscrimination statement, 2

Non-liberal arts and curricular support limit, 7

Nonmatriculated students and auditors, 21

Nonprofit Organizations, Nexus in, 263

## O

Other degree and certificate programs, 11

Outside the major requirement, 7

Outside scholarships, 44

## P

PaGE, 341

Pass/fail grading, 25

Passport to Leadership, 13

Payments, Timetable for, 37

Payment plans, 38

Phi Beta Kappa, 10

Philosophy, 264

Physical education requirement, 8

Physical education and athletics, 269

Physical education fees, 37

Physics, 279

Politics, 284

Postbaccalaureate Pre-Medical Program, 346

Pre-law advising, 28

Pre-medical and pre-health advising, 29

Prerequisites, 47

Prescheduled and self-scheduled examinations, 24

Privacy of student records, 26

Probation, 9, 22

Professional and graduate education, 341

Psychology, 293

Psychology and education, 300

Public History, Museums, Archives, and Digital Humanities, 305

## Q

Queer and sexuality studies certificate, 306

## R

Readmission, 26

Reclassification, 9 22

Records, Privacy of Student, 26

Recruiting, 29

Refund policy, 38

Refund policy for M.A.T. programs, 345

Registration, 21

Religion, 307

Repeating courses, 21

Reproductive Health, Rights, and Justice, 313

Required withdrawal, 22

Requirements for the bachelor of arts degree, 7

Residency requirement, 7

Riding fees, 36

Romance languages and cultures, 314

Russian and Eurasian studies, 317

Russian Culture and Literature, 318

Russian, East European, and Eurasian Studies certificate, 316

Russian Language, 318

Russian Literature and Language, 317

## S

Sanskrit, 78

Sarah Williston Scholars, 10

Satisfactory academic progress

- M.A.T. degree programs, 345
- Undergraduate, 45

Scholarships, 44

Scholarships and fellowships advising, 29

Seal of Mount Holyoke College, 5

Second bachelor's degree, 11

Self-designed major, 9

Self-scheduled exams, 24

Semester in Environmental Science Program, 17

Sigma Iota Rho, 10

Sigma Xi, 10

Sociology, 322

South Asian Studies, 325

Spanish (Hispanophone studies), 327

Speaking, Arguing, and Writing Program (SAW), 13

Special education module, 347

Special major, 9

Special programs and resources, 13

Special student status, 46

Spelman-Mount Holyoke Exchange, 17

Statistics, 331

Student employment, 44

Student loans, 38, 43

Student records, privacy of, 26

Student research abroad, 15

Study abroad, 14, 45

Summer courses, 347

Index 7

Supervised Independent Language Program, 20

Suspension, 9, 22

Sustainability studies certificate, 333

## T

Teacher Incentive Semester, 301

Teacher licensure, 12

Teaching and Learning Initiatives, 14

Team sports, 277

Theatre arts, 334

Transcripts, Mount Holyoke, 36, 347

Transfer applicants, 31

Transfer credit, 23

Transfer credit limits, 23

Transfer work, 24

Tuition and fees, 36

- M.A.T., 341
- M.A.T.L., 343
- M.A.M.T., 342

Tuition insurance, 39

Twelve College Exchange Program, 17

## U

Ungraded option, 25

## V

Veterans' benefits, 45

## W

Weissman Center for Leadership, 13

Withdrawal from a course, 21

Withdrawal from the College, 26

Withdrawal, required, 22

World Languages, Five College Center for the Study of, 20