

2006–2007

Academic Calendar

International Student Orientation	<i>Begins Friday, September 1</i>
Passages Preorientation	<i>Begins Friday, September 1</i>
Returning students arrive	<i>Monday, September 4</i>
New Student Orientation	<i>Sunday, September 3–Wednesday, September 6</i>
Registration	<i>Tuesday, September 5–Wednesday, September 6</i>
Convocation	<i>Wednesday, September 6</i>
Fall-semester classes begin	<i>Thursday, September 7</i>
Wednesday class schedule observed	<i>Friday, September 8</i>
Last day to add classes	<i>Wednesday, September 20</i>
Last day to drop classes without “DR”	<i>Wednesday, September 27</i>
Last day to declare ungraded option (excludes class of 2010)	<i>Wednesday, September 27</i>
Take the Lead	<i>Thursday, September 28–Sunday, October 1</i>
Midsemester break	<i>Saturday, October 7–Tuesday, October 10</i>
Family and Friends Weekend	<i>Friday, October 20–Sunday, October 22</i>
Founder’s Day	<i>Sunday, November 5</i>
Academic advising period	<i>Monday, November 6–Friday, November 10</i>
Online spring registration	<i>Monday, November 13–Friday, November 17</i>
Last day to drop classes with “DR”	<i>Friday, November 17</i>
Last day class of 2010 may declare ungraded option	<i>Friday, November 17</i>
Thanksgiving recess	<i>Wednesday, November 22–Sunday, November 26</i>
Last day of classes	<i>Wednesday, December 13</i>
Reading days	<i>Thursday, December 14–Friday, December 15</i>
Examinations	<i>Saturday, December 16–Wednesday, December 20 NOON</i>
December recess	<i>Thursday, December 21–Tuesday, January 2</i>
January Term	<i>Wednesday, January 3–Tuesday, January 23</i>
Martin Luther King Jr. Day	<i>Monday, January 15 (no classes)</i>
January recess	<i>Wednesday, January 24–Sunday, January 28</i>
Spring-semester classes begin	<i>Monday, January 29</i>
Last day to add classes	<i>Friday, February 9</i>
Last day to drop classes without “DR”	<i>Friday, February 16</i>
Last day to declare ungraded option (excludes class of 2010)	<i>Friday, February 16</i>
Midsemester break	<i>Saturday, March 17–Sunday, March 25</i>
Academic advising period	<i>Monday, April 2–Friday, April 6</i>
Online fall registration	<i>Monday, April 9–Friday, April 13</i>
Last day to drop classes with “DR”	<i>Friday, April 13</i>
Last day class of 2010 may declare ungraded option	<i>Friday, April 13</i>
Last day of classes	<i>Tuesday, May 8</i>
Reading days	<i>Wednesday, May 9–Thursday, May 10</i>
Examinations	<i>Friday, May 11–Thursday, May 15 NOON</i>
Reunion I	<i>Friday, May 25–Sunday, May 27</i>
Baccalaureate service	<i>Saturday, May 26</i>
Commencement	<i>Sunday, May 27</i>
Reunion II	<i>Friday, June 1–Sunday, June 3</i>

Mission Statement

Mount Holyoke College reaffirms its commitment to educating a diverse residential community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world.

About Mount Holyoke College

Founded in 1837 by chemist and revolutionary educator Mary Lyon, Mount Holyoke was the first of the Seven Sisters—the female equivalent of the predominantly male Ivy League.

Today, Mount Holyoke is recognized worldwide for its rigorous and innovative academic program, its global community, its legacy of women leaders, and its commitment to connecting the work of the academy to the concerns of the world.

The College's goal is to graduate women who think critically and independently, who speak and write powerfully, who are technologically savvy, and who have the ability to lead in a complex, pluralistic world.

A Powerful Liberal Arts Program

A liberal arts education places at its center the content of humane learning and the spirit of systematic inquiry. Its ultimate subject is humanity: the works and acts of human beings and the multiple worlds we inhabit—of thought and art, of nature, community, and technology. It is an education that is evaluative, not merely factual and descriptive. It emphasizes critical judgment and respect for human achievement, educated awareness and reasoned discourse, disciplined inquiry, directed curiosity, clear and creative expression. It is also an education in discovery, an opportunity to explore the extent and diversity of human experience, locate oneself within that breadth, and cultivate one's own passions and talents.

Mount Holyoke's 200 faculty members are the driving force behind the College's academic strength and excellence. Innovative teachers who are dedicated to their students, they are also active scholars, research scientists, and creative artists passionate about their disciplines. Each academic year, they publish on average 30 books, write more than 150 articles and scientific papers, many with undergraduate coauthors, and receive more than 40 major grants, over half for work with students. Small classes and a 9:1 student-to-faculty ratio help ensure a high degree of interaction.

They have won numerous national and international awards, including five National Science Foundation early career awards, a MacArthur Fellowship, three Guggenheims, a Pulitzer Prize, the Rome Prize, the National Book Award, and many Fulbrights. They consistently receive research grants from the National Endowment for the Humanities, the National Science Foundation, the National Institutes of Health, the American Council of Learned Societies, and the Social Science Research Council. They have recently received awards from the Mellon, Luce, Ford, Freeman, Woodrow Wilson, and Dreyfus Foundations, the Howard Hughes Medical Institute, Hewlett-Packard, GE, DuPont, and Research Corporation.

The College offers an extraordinary range of academic opportunities, both on campus and off. Students can select from 49 disciplinary and interdisciplinary majors. Students may also elect to design their own majors. Special emphasis is placed on

developing core analytical, rhetorical, and quantitative skills.

The Five College Consortium adds breadth and dimension to the Mount Holyoke experience. Students can choose from more than 5,000 classes and a number of Five College certificate programs at Amherst, Hampshire, and Smith Colleges, and the University of Massachusetts. Through the consortium, students benefit from the advantages of an education at a liberal arts college for women within the coed context of a larger community of 30,000 students. For more information about the Five Colleges, see the Five College Consortium chapter or visit www.fivecolleges.edu/.

A Diverse and Global Community

Approximately one in every three Mount Holyoke students is an international citizen or African American, Asian American, Latina, Native American, or multiracial. MHC's faculty is also diverse. A fifth of the faculty are persons of color and half of the faculty are women.

Mount Holyoke's diversity reflects the increasingly international character of the world's work, acts, and peoples. But diversity by itself is not enough. By instituting a coherent set of practices, the College teaches students how to grapple with the complex intellectual and social challenges and opportunities of living in a diverse community.

For example, the College's multicultural requirement ensures that every student is exposed to ideas and perspectives different from her own. The College has established five cultural centers serving the needs of the College's diverse student populations. Religious life on campus is pluralistic—serving nine faith groups—and the College is continually working to provide religious advisers and worship space for students of all faiths. In the residence halls, an intergroup dialogue project, funded by the Mellon Foundation, encourages students to connect along lines of difference through conversations about topics ranging from race to anti-Semitism to homophobia.

These and many other activities are part of a campuswide effort to affirm identity, build community, and cultivate leadership.

Focus on Leadership

Mount Holyoke has a long history of educating powerful, effective women leaders, and the College is committed to advancing this proud legacy.

Mount Holyoke defines leadership broadly as the ability to take one's vision and make it happen. Leadership positions and opportunities to learn leadership skills abound in the classroom, through student organizations, through the Career Development Center, in the residence halls, and through the programming sponsored by the Weissman Center for Leadership and the Liberal Arts. For more information about the center, see the Special Programs and Resources chapter or visit www.mtholyoke.edu/acad/6571.shtml.

The Importance of Being Connected

Connections are an important theme at Mount Holyoke. Students are encouraged to connect their learning to their own interests and passions. In interdisciplinary courses and majors, students learn to make connections between seemingly unrelated subjects. Through internships and other off-campus learning opportunities, such as study abroad and the Twelve College Exchange, students connect their learning to worlds beyond the College. Through various lecture series and performances, students connect with high-profile writers, performers, activists, and leaders. And the importance of these connections endures long after graduation. For the College's approximately 32,000 living alumnae, Mount Holyoke connections prove to be some of the most significant—personally and professionally—of their lives.

Connections are important, not only because they pose intellectual and social opportunities and challenges. Connections are important because ultimately, the subject of a liberal arts education is humanity. By making connections—to knowledge and ideas, to other people—students learn more about what it means to be human and about how they relate to the greater world.

The Bachelor of Arts Degree and College Requirements

The primary degree Mount Holyoke confers is the bachelor of arts (A.B.) degree. The College also offers a master's degree and several dual-degree and certificate options (see the chapters on the Five College Consortium, Other Degree and Certificate Programs, and Graduate Admission).

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, designed to acquaint students with a wide range of knowledge, also encourages students to explore new areas of interest. All students are expected to develop both their verbal and quantitative abilities. They must also demonstrate fundamental skills in a foreign language, as well as awareness of multicultural perspectives.

Semester Credits

All students must complete 128 semester credits. Sixty-four of those 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. A normal schedule is four 4-credit courses per semester, each course meeting from one to four times a week. *At least 68 credits of the total of 128 required for the degree shall be earned from course work outside the major department, except in the case of interdisciplinary and double majors.*

Minimum G.P.A.

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

The Distribution Requirement

A liberal arts education places at its center the content of humane learning and the spirit of systematic inquiry. Its ultimate subject is humanity: the works and acts of human beings and the multiple worlds we inhabit—of thought and art, of nature, community, and technology. It is an education that is evaluative, not merely factual and descriptive. It emphasizes critical judgment and respect for human achievement, educated awareness and reasoned discourse, disciplined inquiry, directed curiosity, clear and creative expression. It is also an education in discovery, an opportunity to explore the extent and diversity of human experience, locate oneself within that breadth, and cultivate one's own passions and talents.

To these ends, the Mount Holyoke curriculum strives to help its students develop a base of knowledge that is both broad and deep. Our curriculum divides itself into two broad sections: the major/minor and the general education, or distribution, requirement. In the major and, to a lesser extent, in the minor, students commit to one relatively narrow branch of study with sufficient depth to acquire expertise in its con-

cerns, traditions, and literatures. By contrast, the distribution requirement provides an extended orientation to all of the College's resources, including, most importantly, its faculty. Mount Holyoke College asks each student to take courses from seven different disciplines of her choosing, distributed across the sciences, social sciences, and humanities. For many students, this requirement leads to unexpected interests that blossom into major fields of study. Others discover interdisciplinary connections with their intended major that lead to unanticipated career paths, or encounter faculty members who become mentors.

The College's distribution requirement seeks to be minimalist without being trivial. Our intention is not to endow all students equally with a privileged set of academic skills, but to guide, and to welcome, each student into a community of intellectual citizens.

Students must complete courses within seven different disciplines selected from three curricular divisions: humanities, science and mathematics, and social sciences. These courses must carry at least 4 credits within one semester to fulfill a distribution requirement.

Group I—Humanities

Three courses from three different disciplines are required from Group I, including at least one course from each of the following two subgroups.

- A. Arts, language and literature: art, classics, dance, English, film studies, French, German studies, Greek, Italian, Latin, music, Russian, Spanish, theatre arts, or an interdisciplinary course in arts and literature.
- B. History, philosophy, religion, or an interdisciplinary course in this area.

Group II—Science and Mathematics

Two courses from two different disciplines are required from Group II, *including at least one laboratory course in a natural or physical science.*

- A. Mathematics, statistics, computer science, or an interdisciplinary course in this area.
- B. Natural and physical sciences: astronomy, biological sciences, chemistry, geology, physics, or an interdisciplinary course in the natural or physical sciences with lab.
- C. Natural and physical sciences: astronomy, chemistry, geology, physics, or an interdisciplinary course in the natural or physical sciences without lab.

Group III—Social Sciences

Two courses from two different disciplines are required from Group III.

- A. Anthropology, economics, geography, politics, psychology, sociology, interdisciplinary course in the social sciences.

NOTE: Interdisciplinary and interdepartmental courses meet the distribution requirement in the category indicated for each such course. If a course is cross-listed between a department and an interdisciplinary program, it will meet distribution within the department.

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 permission form (available on the registrar's Web site at www.mtholyoke.edu/offices/reg/forms).

Language courses used to meet a student's language requirement may not also be used to meet distribution requirements. Independent study (295 and 395 courses) will not satisfy the distribution requirement.

Foreign Language, Ancient or Modern

Students should fulfill this requirement by the end of the sophomore year in one of the following ways:

1. by completing a two-semester elementary course in a foreign language new to the student. (The self-taught language courses currently offered through the University of Massachusetts cannot be used to meet the Mount Holyoke language requirement.)
2. by completing a one-semester designated foreign language course at the intermediate level.
3. by completing a one-semester foreign literature course taught in the foreign language.
4. by achieving exemption through satisfactory performance on a foreign language examination at the intermediate level.
5. in the case of a student whose first language is not English, by exemption through certification by the relevant department or the dean of international students.

Multicultural Perspectives Course

Students must complete one 4-credit course that is devoted primarily to the study of some aspect of Africa, Asia, Latin America, the Middle East, or the nonwhite peoples of North America and that incorporates a diversity of perspectives. A student may fulfill this requirement at any time during her college career by completing an approved course in the department or program of her choice (see the Key to Course Descriptions chapter).

Physical Education

Students should earn six physical education units by the end of the junior year, starting from the first year. Four units are required for sophomore transfer students; 2 units for junior transfer students. Physical education units are not academic credits and do not count toward the 128 academic credits required to graduate.

Major

A student is required to declare her major no later than the spring advising period of her sophomore year. At that time, with the help of a faculty adviser, she will create a careful academic plan for the next two years. A student may change her major at any time, provided there is time to complete the program before graduation. A student's request to change her major shall be filed with the registrar.

Departmental major. Students must earn at least 32 credits in the major field. A minimum of 12 credits must be in advanced work at the 300 level. Students with single departmental majors must also complete the "outside the major" requirement. All students who declare a single department major must complete at least 68 credits (of the required 128 credits) in course work outside the major department.

Interdisciplinary major. Interdisciplinary majors can be declared in the following areas of study: African American and African studies, American studies, ancient studies, Asian studies, biochemistry, critical social thought, environmental studies, European studies, international relations, Latin American studies, medieval studies, neuroscience and behavior, psychology and educational studies, Romance languages and literature, and women's 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. 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 or programs. Students who declare an interdisciplinary major or a special major 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 advisers 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 the College. 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 or an interdisciplinary major automatically fulfill the "outside the major" requirement.

Outside the Major

Work is required outside the major field of study. There are several alternative ways to meet this requirement.

I. A recorded minor, consisting of a minimum of 16 credits beyond the 100 level in a field or related fields outside the student's major. Only one minor may be recorded on a transcript. The minor may take one of two forms.

A. A minor within a second major field (for example, classics, economics, physics, women's studies). This minor:

1. must include at least 4 credits at the 300 level, unless this specification is waived or modified by the department or program concerned; and

2. must be approved by a designated member or members of that department or program if any work in the minor is done elsewhere, if the minor differs from requirements outlined in the catalogue, or if the proposed minor department or program so specifies.

B. An interdisciplinary minor of the student's devising (for example, marine studies, Victorian painting and poetry). This minor:

1. may well include one or more 300-level courses among the minimum four courses required, but need not do so in all cases;
2. must be approved by the student's major adviser, and should involve appropriate consultation with qualified faculty in the proposed fields, but does not require formal department approval; and
3. may not have a title identical with the name of any existing major.

No course included in a student's major may be included in her minor.

II. An existing Five College certificate program (for example, African studies, international relations). See the Five College Consortium chapter for more information.

III. An interdisciplinary major or special major.

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 through the registrar or dean of the College. The petition is available on the Web at www.mtholyoke.edu/offices/reg/forms.

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 be reclassified. At the end of each semester, the Academic Administrative Board will review the records of all students who do not meet the credit standards outlined, 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. To be taken off probation, a student must ordinarily complete 16 credits with a semester average of 2.00 or higher. A student who has been suspended or required to withdraw may not return before one academic year has passed. During the time of her suspension, her transcript shall bear the notation "Suspended for academic deficiencies." To be readmitted, a student who has been required to withdraw must have the approval of the Academic Administrative Board. Questions about procedures for reapplication may be addressed to the dean of the College.

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 their major department, and students who complete an excellent honors thesis or project will receive their degree with *high honor* in their major department. 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, 52 percent of the senior class graduated with some form of academic honor.

Awarding of Degrees

Mount Holyoke College confers degrees once a year at Commencement in May. A senior who does not complete requirements may be eligible to process with her class at the ceremony, provided that she confirms with the registrar's office that she will meet the requirements to do so. In this instance, she will not be awarded a diploma at Commencement.

Recognition of academic excellence includes election to Phi Beta Kappa (the Mount Holyoke chapter was established in 1905); Sigma Xi, an honorary society for science students; and Sigma Iota Rho, an honorary society for international relations students.

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.

Special Programs and Resources

The Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts

The Weissman Center for Leadership and the Liberal Arts is grounded in the conviction that ideas passionately pursued and eloquently expressed contribute significantly to leadership. The center creates and sponsors programs and activities that enhance students' abilities to think independently and analytically, to become effective speakers and writers, and to connect their academic work purposefully with the world. For more information, call 413-538-3071 or visit www.mtholyoke.edu/go/wcl.

Annual Series of Lectures, Seminars, and Exhibits

The Weissman Center strives to offer multifaceted programs that relate to contemporary and historical events, focus on significant intellectual issues, and provide meaningful opportunities for the College community to think and to work together. Public lectures, discussions, symposia, and workshops feature distinguished and engaged speakers whose scholarship, activism, and ideas are making a difference in the world. Serving as impressive models, these known and emerging leaders offer valuable examples of how students might develop their own approaches to effective, creative leadership. Seminars for faculty and students often generate intensive exchanges and discussion that impact directly courses and classroom interactions. Exhibitions, often presented in conjunction with the Mount Holyoke College Art Museum and other campus organizations, showcase the work of gifted artists and provide inspiring perspectives on center themes and programs.

Speaking, Arguing, and Writing Program (SAW)

SAW is known nationally for the innovative ways in which it combines writing and speaking into comprehensive modes of critical thinking and argumentation. SAW student staff are trained in both written and oral communication. Student mentors work with faculty in designated courses to develop the quality of student speaking, arguing, and writing in the context of specific course material. While mentors work in specific courses, SAW assistants are available to students for individual sessions that develop further the quality of the student's oral and written communication within multiple disciplines at the SAW Center. SAW supports speaking- and writing-intensive courses throughout the curriculum and sponsors workshops. Approximately 140 speaking- and writing-intensive courses are offered each year, and the College strongly encourages all students to include several of these classes in their academic plans. The SAW Program has administrative offices, a mediated classroom studio, a library, and a meeting space in the Weissman Center for Leadership and the Liberal Arts in Porter Hall. SAW session rooms are located in the Williston Library. Students can request support for any type of writing and/or speaking project. For more information, call 413-538-3028 or visit www.mtholyoke.edu/go/saw.

Community-Based Learning

Community-based learning is an educational initiative that links Mount Holyoke students with local communities in courses that combine analysis and action. This program enhances understanding of public concerns and fosters leadership, citizenship, and advocacy skills. CBL courses and independent studies bring together students, faculty, and community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits for the community. Working with area organizations, students grapple with applying theoretical knowledge to concrete problems and offering solutions. CBL mentors, like SAW mentors, are paired with faculty in specific courses. They help to monitor CBL field sites and provide in-class support to students. The CBL program also has community fellows who work closely with community-based organizations. For more information, call 413-538-3072 or visit www.mtholyoke.edu/cbl.

Student Leadership Opportunities

Students can participate in a range of leadership activities sponsored by the Weissman Center. These include participating on the WCL Student Board; becoming WCL leadership fellows; working as assistants, mentors, or fellows with the SAW and CBL programs; and mentoring high school students in Take the Lead, an acclaimed leadership program for young women from across the country.

The 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 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.

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 interrogate 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 Studies Fellows

Each year, the center invites a Global Studies Fellow-in-Residence to engage the community with important global issues in a variety of settings and from a non-U.S. mainstream perspective. The Global Studies Fellow for 2006–2007 is Guy Standing, who will be on campus in mid-October. He is the director of the Socio-Economic Security Program at the International Labor Organization in Geneva.

Biannual Conference Series on Global Challenges

Each conference focuses on a specific global challenge, bringing together scholars and practitioners from around the world to analyze and discuss the most pertinent questions and policy proposals from different perspectives. The CGI also offers a team-taught 2-credit interdisciplinary course on the topic, leading up to the conference. In March 2006, the center hosted *New Global Realities: Winners and Losers from Offshore Outsourcing*. Seven faculty members from four departments and 140 students explored the conference topic in the accompanying course.

Learning Experiences Abroad

Mount Holyoke College's ultimate goal is for each student to have had a learning experience abroad by the time she graduates. Immersion in another country and culture for an extended period of time provides unique opportunities for a student to learn about and appreciate cultures and perspectives different from her own, to confront and explore her own assumptions, and to grapple with the unease of living in an unfamiliar context. The center promotes all types of learning abroad: semester or yearlong study programs, internships, research projects, and short study trips.

Study Abroad

Each year more than 200 Mount Holyoke students, representing approximately 40 percent of the junior class, study abroad 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. We currently offer programs and exchanges for full year or semester study in France, Russia, Hong Kong, Japan, Korea, Germany, and the UK, along with summer programs in China and France and January Term programs in the Republic of Georgia, Senegal, and South Africa.

We expect each student to work closely with her faculty adviser in choosing the country and program that best fit into her plan of study. The 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.

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 \$750 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, which are awarded on a competitive basis. For 2006–2007, Mount Holyoke awarded Laurel Fellowships to 82 percent of qualified applicants.

While Laurel Fellowships are guaranteed for designated Mount Holyoke programs and exchanges (though spaces may be limited), they are also awarded on a competitive basis for study abroad with any approved program.

International Internships

CGI promotes opportunities for students to participate in international internships. The center maintains resources and advises students about internship around the world that are available to college students. Additionally, the center sponsors the CGI International Internship Program. Through this innovative program, internship opportunities—primarily outside the United States—are established exclusively for Mount Holyoke College students. Arranged through contacts of the Mount Holyoke community (alumnae, faculty, parents and friends of the College) these competitive internships provide students with unique connections and experiences. In the summer of 2006, 26 students profited from these network opportunities.

Student Research Abroad

The center encourages students to pursue research projects abroad. Through the competitive Global Studies Summer Fellowship, the Center provides financial support for collaborative student-mentor research projects abroad during the summer.

International Diversity on Campus

Mount Holyoke College boasts a uniquely diverse international student and faculty 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 150 years, Mount Holyoke College has attracted students from many backgrounds and cultures. Today more than 350 international students from more than 70 countries attend Mount Holyoke. Most are studying towards a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students and administers a special program for students who are selected to spend a year at the College as Foreign Fellows.

Foreign Fellowship Program

The Foreign Fellowship Program awards 13 fellowships annually to support international students who assist in the modern language departments (Chinese, French, German, Italian, and Spanish) while studying for the Certificate for International Students. The awards are open to students who are native speakers of one of the languages concerned, who have completed at least one year of university study in their home country, and who expect to return home after one year.

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 a language other than English is an essential part of the College's goal of becoming a more diverse and global community. 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." Moreover, while it is possible to *learn about* other cultures in many courses across the curriculum, only in language courses do students *perform* other cultures.

Mount Holyoke's strong commitment to the study of languages is reflected in the variety of opportunities we offer for study abroad (see below), our long-standing language requirement, and the foreign fellow exchange, which brings to the College international students who, through informal conversation sessions and cocurricular events, open a window onto other cultures. Expanding this window is a broad range of departmental offerings (some taught in English) that emphasize 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 (FCSILP) 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).

The Center for the Environment

The 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 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 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 Winona LaDuke, indigenous activist and two-time Green Party vice presidential candidate; Michael Singer, renowned sculptor and landscape designer; and Terry Tempest Williams, 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 Center for the Environment is located in the Talcott Greenhouse. For more information, call 413-538-3091, email center-environment@mtholyoke.edu, or visit www.mtholyoke.edu/go/ce.

Library, Information, and Technology Services (LITS)

For anyone who lives, studies, or works on campus, it is impossible not to be affected by the work of Library, Information, and Technology Services, also known as LITS.

Technology is an integral part of life at Mount Holyoke. Faculty are integrating multimedia technology into their teaching and research. An international relations class requires a Web site as a final project. A biology class requires students to make time-lapse movies. Language courses use computer-assisted language-learning materials. All the residence halls have computer labs, and every student room has direct Internet network connections.

LITS was created to support the multiple information and technology opportunities on campus. Housed in the Williston-Miles-Smith-Dwight complex, LITS extends across campus to labs in academic buildings and residence halls, mediated classrooms, and the Language Resource Center in the Ciruti Center.

There are more than 65 LITS staff members dedicated to helping students to acquire skills that will serve them in their academic careers and beyond.

LITS services include:

- Supporting the curriculum by instructing students in the use of both print and electronic resources, in using the Five College Library catalog, and in locating information on the Internet.
- Offering noncredit workshops on Web design, Adobe Photoshop, Dreamweaver, Acrobat, PowerPoint presentations, and thesis production.
- Providing course-related instruction and individual appointments for students involved in honors and independent study work.
- Maintaining “state of the art” public labs for student use in a number of locations on campus.
- The LITS Contact Center is the initial point of service for technology support. The Contact Center, located in the Information Commons, is staffed Monday–Friday, 8:30 AM–5:00 PM, and can be reached at 413-538-2600. The Information Commons is open 8:00 AM–2:00 PM during the academic year and is staffed by a team of well-trained students to answer technology questions and to diagnose hardware and software problems.
- Media resources has a circulating collection that includes video, audio, and digital equipment that can be used by students and faculty. Video playback and data projection facilities are built into several classrooms throughout the campus.
- Equipped with a wide array of instructional technologies, including audio and video equipment, computers, and interactive videodisks, the Ciruti Language Resource Center supports instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish, and other languages. A special cable connection allows students and faculty to view live and taped news programs from such countries as Brazil, Canada, Chile, China, France, Germany, Greece, Hungary, Iran, Israel, Italy, Japan, Korea, Mexico, Poland, Romania, Russia, Saudi Arabia, Sweden, and Turkey.

For more information about Library, Information, and Technology Services, visit www.mtholyoke.edu/lits/.

Internships—Summer and January Programs

The Career Development Center assists students in developing both summer and January internships. Mount Holyoke's highly developed internship programs link students to literally thousands of opportunities to explore careers to clarify their academic and professional interests. Summer internships usually involve full-time work for six to twelve weeks, totaling a minimum of 240 hours. January internships are for three weeks.

Summer internships connect students to a wide range of organizations and fields such as not-for-profits, media outlets, financial institutions, social service agencies, museums, education, and scientific and medical research to name a few. Students who engage in summer internships can receive transcript notation categorized in one of the following five areas: Complex Organizations, International Internships, Science Internships, Washington Internships, or Special Internships. These areas serve students' academic and career interests by offering relevant off-campus experience in career fields related to their major, minor, areas of concentration, or the liberal arts experience.

In order to receive transcript notation for a summer internship, a full-time commitment for a minimum of six weeks, totaling at least 240 hours, is required. Students can also participate in semester-long internships by making prior arrangements with the assistant director of internships. A limited amount of financial assistance is available for qualified students participating in eligible internships.

Students can also participate in January internships, which provide students the unique opportunity to learn firsthand about a particular career or field of interest within a short period of time. To be eligible for transcript notation, a minimum of 13 working days, with no less than five hours per day, must be successfully completed.

To receive transcript notation for summer, January, and semester-long internships, students must fulfill the requirements established by their internship sponsor, as well as submit the necessary documentation required by the Career Development Center.

Informational meetings are offered by the Career Development Center throughout the fall and spring semesters, such as the Developing Your Internship series and Making the Most of Your Internship workshops. For additional assistance, students are encouraged to visit our Web site at www.mtholyoke.edu/go/cdc, stop by in person, or call the Career Development Center at 413-538-2080 to schedule an individual counseling appointment.

Exchanges and Semester Programs

Twelve College Exchange

Mount Holyoke College maintains a residential exchange program with Amherst, Bowdoin, Connecticut, Dartmouth, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University. The exchange also includes the Williams/Mystic Seaport Program in American Maritime Studies and the O'Neill National Theater Institute Program (NTI). To be considered for the limited number of

available spaces, an applicant must have a minimum cumulative grade point average of 2.70 and approval of the proposed program by her academic adviser or major department.

For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

Mills-Mount Holyoke College Exchange

The College has an exchange program with Mills College, a distinguished women's college in Oakland, California. Because this is a one-to-one exchange, the number of outgoing spaces is limited to the number of incoming applications. For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

Spelman-Mount Holyoke College Exchange Program

Mount Holyoke has an exchange program with Spelman College, the premiere historically black women's college in Atlanta, Georgia. Because this is a one-to-one exchange, the number of outgoing spaces is limited to the number of incoming applications. For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

American University Washington Semester Program

American University's Washington Semester Program offers 12 distinct, dynamic programs that cover such topics as American politics, justice, journalism, public law, and peace and international business and trade. Approximately 400 students from across the nation and more than 50 countries participate in the program each semester. Most are juniors, some are seniors, and a few are second-semester sophomores. Students study and live in Washington, D.C. For more information, contact Joanne Picard at 413-538-2072.

Semester in Environmental Science at the Marine Biological Laboratory (MBL)

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. Since the founding of the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts, in 1888, 37 Nobel laureates have conducted research there. Through the Semester in Environmental Science, students interact with internationally distinguished environmental scientists and science writers.

SES is primarily for juniors. Participation is limited to students from schools that are members of the SES consortium with MBL. Applications must be received at MBL by March 15. For more information, visit www.mbl.edu/SES or contact Thomas Millette, associate professor of geography, at 413-538-2813.

January Term

January Term, known on campus as J-Term, is an optional 20-day program offering both academic and nonacademic courses and workshops. While some students use J-Term to pursue an independent study or to take another academic-credit course, many use it to explore new interests, engage in volunteer work, or pursue an internship.

A limited selection of academic credit courses are offered during J-Term. Noncredit workshops, which change from year-to-year, can focus on topics ranging from leadership to wellness to silversmithing. Some noncredit workshops are taught by students who share their expertise with peers.

Many students use J-Term to complete a three-week internship (see “Internships” in this chapter to learn more about the January Internship Program).

Students may remain on campus during January Term. While there may be nominal fees for supplies in noncredit programs, there are no tuition, room, or board charges for any January Term students who are degree candidates and are enrolled at Mount Holyoke for the semester immediately before or after January Term.

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 such areas as common markets, women’s suffrage, or pollution 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 instructor and adviser.

Sophomores and juniors may elect as many as 8 credits of independent study either in their major department or other field. A maximum of 16 credits of independent study and honors work may be used toward the 128 credits required for graduation.

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 295 Practicum or 395 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 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 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.

The Five College Consortium

About the Consortium

Through Mount Holyoke's membership in one of the country's most successful academic consortia, 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 at no additional cost. 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 adviser and the academic dean.

To enroll in a Five College course, students need to work through the Mount Holyoke College registrar. A free bus links the five campuses. Students enrolled in the Mount Holyoke meal plan can arrange to have meals at the other campuses.

To explore the courses offered through the Five Colleges, visit www.fivecolleges.edu/sites/courses/.

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 terminal on campus.
- 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 theater 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 Belize, 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.
- A wide range of interdisciplinary certificate programs (see below) allow students to draw on the combined faculty, resources, and courses at the five campuses. These

certificate programs can be used to fulfill the Mount Holyoke “outside the major” requirement.

Five College Certificate Programs

Five College Certificate in African Studies

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. The certificate requires six courses on Africa, to be selected with the guidance and approval of an African studies certificate program adviser. Study in Africa is strongly encouraged.

The certificate in African studies consists of a minimum of six courses from at least four different departments, programs, or disciplines. Each course should carry at least 3 credits, and at least 50 percent of its content should be devoted to Africa. The program requires the following:

- A minimum of one course providing an introductory historical perspective that surveys the entire African continent
- A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology)
- A minimum of one course on Africa in the fine arts and humanities (art, folklore, literature, music, philosophy, religion)
- A minimum of three more courses on Africa, each in a different department, chosen from education, the fine arts and humanities, history, or the social sciences
- Proficiency in a language other than English through the level of the second year of college, to be fulfilled either in an indigenous language or a colonial language in Africa. 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.

Please note that each course is assumed to carry at least 3 semester credits. The applicability of education courses varies among the Five Colleges; students should check with their home institution advisers.

No more than three courses in any one department may be counted toward the minimum requirement for this certificate. A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges. Students must receive a grade of B or better in every course that qualifies for the minimum certificate program; none may be taken on a pass/fail basis.

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.

Students should work closely with an adviser in choosing courses. The advisers at Mount Holyoke are Samba Gadjigo (French), Holly Hanson (history and African American and African studies), Girma Kebede (geography), and John Lemly (Eng-

lish). For further information see www.fivecolleges.edu/sites/african/.

Five College Asian/Pacific/American Studies (APA) Certificate

The Five College Asian/Pacific/American Studies (APA) Certificate enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA 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 APA 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. The program requires the following:

A minimum of seven courses, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisers.)

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.

At least five elective courses. Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)

- *Expressions*. These courses are largely devoted to the study of APA cultural expression in its many forms.
- *U.S. Intersections*. These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
- *Global Intersections*. These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.

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 Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g., community-based learning project, action-research, internship, performing or fine arts project). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program adviser. 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. A student's plan for completing the requirement should be approved by a campus program adviser in the previous semester.

Students must receive the equivalent of a B or better in all courses counted toward the certificate. Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College 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 the campus program adviser.

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.

For further information, contact professors Anthony Lee or Joshua Roth or see www.fivecolleges.edu/asian_pa/certificate.html.

Five College Certificate in Buddhist Studies

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 in the Five Colleges.

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.

The certificate program consists of a seven-course minimum, including the following:

- At least two advanced-level courses (300 or above at Hampshire, Mount Holyoke, or Smith; 500 or above at UMass; courses nominated by the appropriate faculty at Amherst)
- At least one course in three different disciplines of Buddhist studies (such as anthropology, art history, Asian studies, philosophy, and religious studies)
- At least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (nineteenth–twenty-first century) and at least two of the following three geographical areas: South and Southeast Asia, East Asia, and the Tibeto-Himalayan region
- 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 depart-

ment of the student's home institution.

For further information, contact professor Susanne Mrozik or see www.fivecolleges.edu/sites/buddhism/.

Five College Certificate in Culture, Health, and Science

The program complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty advisers on each campus, students choose a sequence of courses available within the five campuses and identify an independent research project or internship that will count toward the certificate.

The certificate represents the following six areas of study critical to understanding health and disease from a biocultural perspective:

- Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.
- Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.
- Population, health, and disease: the relationships among social, behavioral, economic, and other aggregate population forces and human health and disease.
- Healers and treatment: the organization, interpretation, and function of healers and treatment.
- Ethics and philosophy: structures of knowledge about health and health care decision making, including ethical and philosophical issues.
- Research design and analysis: concepts of evidence, data collection, research ethics, measurement, and/or analysis.

The program requires the following:

- Seven courses with a grade of B or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories 1 and 2 and to take courses in Category 2 that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or suborganism levels.
- Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study, or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student's major may count toward the certificate.

Certificate students are strongly urged to take at least four semesters—or the equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the program.

For further details, consult the Mount Holyoke College representatives: Jeffrey Knight, Department of Biological Sciences, and/or Lynn Morgan, Department of Sociology and Anthropology, or see www.fivecolleges.edu/sites/chs/.

Five College International Relations Certificate

This program offers students an opportunity to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations. The certificate program consists of a minimum of eight courses covering the following areas of study.

- Introductory world politics
- Global institutions or problems
- The international financial and commercial system
- A modern (post-1789) history course relevant to developing international systems
- Contemporary American foreign policy
- A contemporary foreign language up to a proficiency level of the second year of college
- Two courses on the politics, economy, and/or society of foreign areas; one must involve the study of a third-world country or region

A complete list of the Five College courses for each of the seven requirements is available from the advisers listed below, the registrar, and the Five College Center. The list is also available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

For further information consult one of the following advisers or see www.fivecolleges.edu/sites/international/.

- Amherst College: William Taubman, Pavel Machala, Ronald Tiersky
- Hampshire College: Fred Weaver
- Mount Holyoke College: Vincent Ferraro, Kavita Khory, Jon Western
- Smith College: Steven Goldstein, Peter Rowe, Gregory White
- University of Massachusetts: Stephen Pelz, Eric Einhorn, James Der Derian, M. J. Peterson

Five College Certificate in Latin American Studies

Through this program, students have the opportunity to specialize in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of the more than 80 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

The certificate program consists of an eight-course minimum, including the following:

- A broadly based introductory course providing an overview of the social and political history of Latin America (such as Latin American Studies 180/181 at Mount Holyoke)

- One course in the humanities (including courses on Latin American culture from the pre-Columbian period to the present such as art, art history, dance, film, folklore, literature, music, religion, and theater)
- One course in the social sciences (including anthropology, economics, geography, political science, and sociology) that offers substantial attention to Latin America or the Caribbean
- An interdisciplinary seminar normally taught by two or more faculty members representing two or more of the Five Colleges

At least three of the eight courses must be either taken at another of the Five Colleges or taught by a faculty member not of the student's own institution.

Students must complete the required courses with a grade of B or better. Students must also complete the equivalent of the fourth semester of an official (other than English) or indigenous language of Latin America.

There is at least one adviser on each campus for the Five College Certificate in Latin American Studies. At Mount Holyoke the adviser is the chair of the Latin American Studies Program. For further information see www.fivecolleges.edu/sites/latinamericanstudies/.

Five College Certificate in Logic

"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 Five College Certificate in Logic 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.

The program requires six courses from the list of Five College logic courses and the following:

- 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 Smith, Hampshire, and Mount Holyoke; 30 or above at Amherst).
- 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 34; University of Massachusetts, Philosophy 513,

514; Mount Holyoke, Philosophy 327.

- Students must receive a grade of B or better in each course counting toward the certificate.

For further information see www.fivecolleges.edu/sites/logic/ or consult a program adviser (Alexander George, philosophy, Amherst College; Dan Velleman, mathematics, Amherst College).

Five College Certificate in Middle Eastern Studies

This program provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. 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 an adviser from their home institution. The program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to taking courses offered through each of the five institutions, students are 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 adviser. Courses from outside the Five Colleges will be counted as contributing toward fulfillment of certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate. For further information, contact professor Amina Steinfelds or see www.fivecolleges.edu/sites/middleeast/.

Five College Certificate in Native American Indian Studies

The Five College Certificate in Native American Indian 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 Five College students can become acquainted with the history, culture, and presence of indigenous peoples in this region.

At least seven courses are required for completion of the Five College Certificate in Native American Indian Studies: a foundation course plus six additional courses, with no more than three of the seven courses from a single discipline. A student's program must be approved by the program adviser from her or his campus. Requirements include:

- *Foundation courses.* 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.
- *At least six additional courses.* A list of courses currently approved by the Five College NAIS Committee as counting toward the certificate is available at www.fivecolleges.edu/sites/natam/certificate/. The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the Committee.)
- *Grades.* Students must receive a grade of B or higher in all seven courses to receive a certificate.

Advisers on each campus are:

- Hampshire College: Debra L. Martin (School of Natural Science)
- Mount Holyoke College: Lauret Savoy (environmental studies)
- Smith College: Frédérique Apffel-Marglin (anthropology), Neal Salisbury (history)
- University of Massachusetts: Ron Welburn (English), Robert Paynter (anthropology), Jean S. Forward (anthropology)

Other Degree and Certificate Programs

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 requirements of their declared major. A minor is not required.

Applications for admission should be sent to: The Second Bachelor's Degree Program, c/o The Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts, 01075, or may be submitted by completing the inquiry form on the Frances Perkins Web site at www.mtholyoke.edu/acad/programs/fp.

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.

The Postbaccalaureate Studies Program

The Postbaccalaureate Studies Program (PSP) is designed for individuals who have already earned a bachelor's degree from an accredited college and who now wish to pursue a coherent course of undergraduate study, ordinarily in an area different from the original undergraduate major.

The majority of postbaccalaureates plan to apply to medical school or other health programs such as public health, veterinary science, or dental science, though other areas of study are available.

Postbaccalaureates design their programs suited to their field of interest with the help of a faculty adviser. To earn a Certificate of Achievement, postbaccalaureates must complete a minimum of 32 credits (no more than 8 of which may be independent work and no more than 4 of which may be transfer credits) within five years. Postbaccalaureates who plan to satisfy requirements for entrance to a graduate program may design an educational program that does not entail meeting the minimum credit requirements for the certificate.

Candidates must submit official high school and college transcripts, an autobiographical essay, a proposed plan of study, and two letters of recommendations. Applications

for admission are accepted throughout the academic year, but the preferred deadline is March 1. Two entrance dates are available: September and late January. Students enrolling in the PSP are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans.

Candidates may obtain further information about postbaccalaureate studies by writing to The Postbaccalaureate Studies Program, c/o The Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts, 01075, or by completing the inquiry form on the Frances Perkins Web site at www.mtholyoke.edu/acad/programs/fp.

Dual-Degree Programs

Mount Holyoke offers several dual-degree opportunities. For information about credit received at other institutions, see the Academic Regulations chapter. Students who pursue a dual degree automatically fulfill the College's "outside the major" requirement (see page 7).

Engineering

Mount Holyoke participates in the following dual-degree engineering programs, allowing students to earn two bachelors degrees in five years.

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 bachelors of engineering (B.E.). Admission to the Thayer School is through the Twelve College Exchange.

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.

UMass 2-1-1 Program in Engineering

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, electrical, industrial, mechanical, environmental, and computer engineering. The program requires a fifth year of undergraduate tuition.

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 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 adviser from the committee and a UMass adviser no later than her sophomore year. In consultation with her advisers, 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 advisers.

For more information about any of these engineering programs, contact Wei Chen (chemistry), Paul Dobosh (computer science), Janice Hudgings (physics), Thomas Millette (earth and environment), or Harriet Pollatsek (mathematics), or visit www.mtholyoke.edu/acad/math/other/engineering/.

Health Professions

Johns Hopkins University Nursing Program

Through an articulation agreement with the Johns Hopkins School of Nursing, it is possible to attend Mount Holyoke for three years and Johns Hopkins for two and, at the end of five years, to receive an A.B. from MHC and a bachelor's in nursing from Johns Hopkins. There are course requirements at both institutions that must be met. To be considered a student must have a minimum GPA of 3.00. For more information, contact associate professor Jeffrey Knight at 413-538-2487.

UMass 2-1-1 Program in Public Health

Through this program, a Mount Holyoke student may pursue an accelerated M.S. degree in public health at the University of Massachusetts in the year following receipt of her A.B. from Mount Holyoke. Essentially, this program allows a student to complete a bachelor's and a master's degree in five years. The student and her family pay for four years at MHC, which covers the fifth year of tuition at UMass, assuming the student is in good standing.

Students can choose to focus their study in several disciplines. One focus combines an A.B. in environmental studies with an M.S. in environmental health sciences. Another focus combines a mathematics major or minor with a biostatistics M.S.

Ordinarily, the student will spend her junior year at UMass. By her sophomore year, she must have two advisers—one from Mount Holyoke in the Department of Mathematics and Statistics or the Department of Earth and Environment; the other from the UMass School of Public Health. After completing her Mount Holyoke A.B., she will spend her fifth year at UMass.

Requirements include:

- Successful completion of the junior year courses with B or better average in all UMass public health courses taken.
- Completed UMass Graduate School application by deadline for the fall semester following the senior year (e.g., application, personal statement, reference letters, transcript, etc.).
- GRE scores with a total of 1000 or more on verbal + quantitative and a verbal score of 475 or higher.

- Successful graduation from Mount Holyoke with an overall GPA of 2.75 or higher.

For the environmental health sciences program, the applicant must have completed two years of chemistry and one year each of physics, calculus, and biological sciences.

Contacts for the public health program are Janice Gifford (mathematics) and Steve Dunn (earth and environment).

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.

Foreign Fellowship Program

Mount Holyoke awards 13 fellowships annually to international students who assist in a language department while studying for the Certificate for International Students. These awards are open to students who are native speakers of Italian or Spanish, who have completed at least one year of university study in their home country, and who expect to return home after completion of their studies in the United States. Foreign fellowships cover full tuition, room and board, and a stipend for six to eight hours of work per week as conversation assistants in the language department. Completed applications are due February 1 each year. For more information and application forms, contact the Center for Global Initiatives at 413-538-2072.

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

Students from other countries 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.

Certificate programs can be designed to meet the needs of individual students. Students may earn a certificate in general studies or in a particular field, such as American studies, international relations, or English. Students may choose a field from any of the departmental or regular interdisciplinary majors offered at the College and may want to consult with the department concerned, their academic adviser, 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 in courses primarily concerned with 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 Center for Global Initiatives at 413-538-2072.

Teacher Licensure Program

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 teacher (5–8) and (8–12), English teacher (8–12), history teacher (5–8) and (8–12), mathematics teacher (5–8) and (8–12); earth science (5–8) and (8–12), French (5–12), German (5–12), Italian (5–12), Spanish (5–12), Russian (5–12), Latin and classical humanities (5–12), music (all levels), political science (5–8) and (8–12), and visual art (PreK–8) and (5–12).

Mount Holyoke College Pass Rates of MTEL

Federal regulations require that results of state-mandated teacher tests be reported annually in college catalogues and in other published information pertaining to the teacher education programs. The results for Mount Holyoke College for 2003–2004 are as follows.

One hundred percent of the ten 2003–2004 program completers passed the reading and writing sections of the Massachusetts Test for Educator Licensure. Pass rates are not reported for academic areas where there were less than ten students who took the test. Therefore, there are no individual reports for results for early childhood (4), general curriculum (5), visual art (1), and foundations of reading (9). The aggregate score for the ten students who took a total of 19 subject areas was 100 percent. The summary total and aggregate score for the ten students who took both the basic skills and specific subject area tests was 100 percent.

The Master of Arts Degree in Psychology

Mount Holyoke confers the master of arts degree in psychology. A student who holds a bachelor of arts or the equivalent from any college or university of approved standing may apply for graduate work. Application is made directly to the department of study; there is no application fee. Information about admission and areas of current research can be obtained from the chair of the psychology department.

The majority of Mount Holyoke graduate students hold graduate assistantships during the academic year and assist the department in laboratory teaching.

The master of arts degree is usually completed in two years; it must be completed in no more than five years. Acceptance of part-time graduate students is at the discretion of the department.

Course Planning and Advising

Every graduate student has an individual adviser. The dean of the College is the academic dean for all graduate students.

Graduate students must prepare a proposed plan of study with their adviser and submit the plan-signed by the student and the adviser-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 Committee on Graduate Work, consisting of the dean of the College, department chair, and department representative-approves thesis proposals and theses; adjudicates petitions for exceptions and waivers to the requirements; and reviews graduate requirements and procedures, forms, fees, and stipends.

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 adviser 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 by the thesis director (usually the adviser), 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 her thesis before a committee comprising her adviser, 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.

Graduate Credit Requirements

A total of 28 credits at the graduate level is required for the master of arts. At least 16 of these credits must be taken as courses (not independent work) at the 300 to 400 level. Of the 16 credits required as course work the student must take at Mount Holyoke, she may take up to 8 credits at Amherst, Hampshire, or Smith Colleges, or at the University of Massachusetts. Upon recommendation of the major department, a

maximum of 8 credits may be transferred from other institutions. Students may take more than 28 credits, including more than 8 credits at any of the Five Colleges, but these credits will not count toward the 28 credits required for the degree. Graduate students may also take courses in January Term. Preliminary work at the undergraduate level may be required but does not count toward the degree.

Full-time graduate students working toward the master of arts usually take 8 credits each semester, including credits for independent work and thesis research, in addition to their teaching.

Part-time graduate students usually enroll in 4 to 6 credits each semester.

Foreign Language Requirement

Candidates for the master of arts are expected to demonstrate a reading knowledge of one foreign language. Language examinations, arranged separately by each department, should be taken at least six months before the granting of degrees; reexamination, if necessary, must be completed at least three months before the granting of degrees.

Examinations

Graduate students must complete any final examinations in all their courses. The examination required for the master of arts degree may cover both the thesis and graduate-level courses counted toward the degree; it may also include undergraduate work.

Academic and Career Advising

At Mount Holyoke, academic advising isn't just about fulfilling requirements, completing a major, or getting into a great graduate or professional school. And career advising isn't just about finding a great internship or job. At Mount Holyoke, academic and career advising go hand in hand.

Starting from their first year, students are encouraged to seek out ways to connect their academic interests to the world and their outside experiences to their academic studies. Course work can influence ideas about internships, and internships and summer jobs can open up ideas about academic interests. The College's hope is that students recognize the tremendous range of possibilities open to them and that they actively explore those possibilities.

Mount Holyoke students work with both faculty and the Career Development Center (CDC) to develop their academic and cocurricular plans.

Academic Advising

All first-year students and sophomores are assigned a faculty adviser who offers guidance about everything from course selection to meeting requirements and planning the major. The dean of first-year students is the principal adviser on curricular matters for all first-year students.

At the end of sophomore year, students declare their major. From that point on, they work with a faculty adviser in their major or interdisciplinary department. Students who pursue a special major work with a faculty committee of advisers. In addition to offering advice about the major, advisers offer valuable counsel about Five College study, other off-campus study options, and preparation for graduate and professional school.

Career Advising and the Career Development Center

What knowledge, experiences, skills, and special qualities do you possess? How do you apply who you are to the decisions you make about what you want to do? The Career Development Center's mission is to help students answer these sorts of questions by developing personal clarity, confidence, and connections through a wide array of activities, including self-assessment, career and graduate school planning, internships, and job recruiting. The CDC's Web site provides invaluable career information at www.mtholyoke.edu/offices/careers/main/homepage.htm.

Prelaw Advising

Mount Holyoke's Career Development Center is an important resource for students interested in law school and careers in law. There's also a dedicated prelaw adviser at the CDC. Throughout the year, the CDC sponsors a variety of law-related events, ranging from workshops about careers in law to how to select and apply to law

schools.

Premedical and Prehealth Advising

The Committee on the Health Professions is an advisory group made up of science faculty and the CDC's prehealth adviser. Committee members are highly knowledgeable about the Mount Holyoke and Five College curricula, medical schools, and research/internship opportunities.

The chair of the committee holds several advisory meetings for first-year students to answer questions and assist in course selection. During their sophomore year, students are assigned to a committee member who will work closely with them for the next two years to plan an academic program that takes maximum advantage of the curriculum and prepares them to fulfill course requirements for admission to medical or other professional schools.

The CDC works with the Committee on Health Professions to assist students in preparing for careers in medicine. The CDC provides information and connections to assist students in finding internships in hospitals, research centers, and other health-related organizations. The CDC also provides workshops designed to assist students with various aspects of gaining admission to health professions schools.

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 previous chapter for details). 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.

Graduate School Advising

Each year, approximately 25 percent of graduating seniors go directly to graduate or professional school. The remaining 75 percent, with few exceptions, join the labor force. Within five years of graduating, about 40 percent of graduates have matriculated in graduate or professional school.

Throughout the academic year, faculty advise students about graduate study in specific fields and about ways to meet graduate admission requirements. The Career Development Center library assists students in obtaining information about graduate and professional programs across the country, and counselors advise students about preparing applications through workshops and individual appointments.

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 Rhodes, Marshall, Fulbright, Luce Foundation, 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. Students receive regular award updates and may attend workshops on how to locate

and apply for awards. They can use the College's collection of up-to-date award directories—the most comprehensive in the Five College area. Students also receive office services, at no charge, which can mean the difference between meeting a deadline and not. Most important, the CDC has a dedicated fellowship coordinator who oversees the application process for awards that require official nomination and endorsement by the College.

Recruiting

The CDC facilitates five recruiting programs—on-campus, off-campus, Five College, résumé referral, and database/Web recruiting. Together, these five programs connect MHC students and alumnae to thousands of organizations offering strong employment opportunities. Approximately half of each graduating class participates in these programs. In addition, nonprofit job fairs, which bring together more than 150 organizations, are held each spring in New York City, Boston, Philadelphia/ Washington, and locally in Amherst.

Mount Holyoke students and alumnae can take advantage of the Alumnae Association's online directory of alumnae, arranged by geographic area, profession, employer, and graduate or professional school. Approximately 18,000 Mount Holyoke alumnae have volunteered to give advice on career and graduate school opportunities.

For every Mount Holyoke student, the CDC creates a file containing references from faculty and previous employers. The CDC will mail these credentials to graduate schools and prospective employers upon request.

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

Mount Holyoke alumnae and graduating seniors are eligible for Mount Holyoke College Alumnae Fellowships. Multiple awards are given from these endowed funds. To request an application, contact the Alumnae Association administrative assistant at 413-538-2300 or alumnaeassociation@mtholyoke.edu.

Only one application form is required to apply to one or more of the following awards. Application is due February 14.

Mary E. Woolley Fellowship An award given by the Alumnae Association to the most qualified applicant without limitation as to field of work, place of study, or year of graduation.

Bardwell Memorial Fellowship Awarded to graduates of not more than five years' standing, without limitation as to field of work or place of study.

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

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

Rachel Brown Fellowship Awarded for an initial year of graduate study in the physical or biological sciences to graduates who majored in these fields.

Dr. Mary P. Dole Medical Fellowship Awarded for graduate study or research to alumnae, preferably those who hold the M.D. degree.

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

Graduate Fellowships Awarded by Departments

Art and Art History

Request applications from the senior administrative assistant. Applications are due March 20.

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 adviser or employer is recommended. Applications are due March 15.

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 of health issues. The graduate program should have a sizeable economic component.

English

Request applications from the administrative assistant in the English department office. Applications are due April 15.

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. Last awarded in the spring of 2005, for use in 2005–2006.

History

Request applications from the department chair. Applications are due February 15.

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 an official transcript of undergraduate and graduate work, where applicable, and two letters of recommendation by February 14. The fellowships are not restricted to students majoring in either politics or international relations.

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 department chair.

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.

Campus Life and Facilities

Campus Life

Located in the heart of New England in South Hadley, Massachusetts, Mount Holyoke is known for being both an intellectually serious and also extraordinarily welcoming place. For many students, this unusual combination of intensity and friendliness is one of the most compelling aspects of the Mount Holyoke experience.

Mount Holyoke students are known for participating energetically in a wide array of activities—both inside and outside of the classroom. There are more than 100 student organizations on campus, including a very active student government association, and hundreds of student organizations among the Five Colleges. For a complete listing of student organizations at Mount Holyoke, visit www.mtholyoke.edu/offices/student-programs/org_lists/.

The College's beautiful, 800-acre campus includes two lakes, wooded bridle trails, rolling lawns, forests, and wetlands. Three hundred thirty of these acres are an undeveloped nature preserve, which serves as an environmental classroom for students and faculty. The College is home to more than 40 academic buildings and residence halls, the nation's third largest equestrian center, and an 18-hole championship golf course. The main campus is an arboretum, with a diverse collection of trees and shrubs.

Mount Holyoke is part of the Five College Consortium in the Pioneer Valley, one of the most intellectually and culturally vibrant regions in the United States. Throughout the year, students can take advantage of concerts, films, theater and dance productions, and museum exhibitions on campus and in the valley. New York City is just three hours away by car; Boston is 90 minutes.

The Mount Holyoke College Honor Code

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 deeds.

While the honor code allows for a significant degree of individual freedom, it also relies on students to conduct themselves with maturity and concern for the welfare of other members of the College community.

The honor code plays a role in both academic and social life at the College. For example, it governs academic conduct with regard to all forms of plagiarism and cheating. It also governs Mount Holyoke's policy of self-scheduled examinations, which allows students to complete their final examinations at any time during the examination period.

Residential Life and the Residence Halls

Mount Holyoke is a residential college—approximately 98 percent of students live on campus. Many students say some of their most important learning experiences happen in the residence halls and through various activities on and around campus.

The College's 19 residence halls, with the exception of two, house students from all four classes. Each student room has direct Internet network connections. Each hall has its own laundry, television, sitting, and computer rooms and a dining room where breakfast is served. Nine residence halls around campus serve lunch and dinner. Vegetarian and vegan meals are available daily. A kosher/halal kitchen serves Jewish and Muslim students who choose to observe Islamic and Jewish dietary laws. All students are welcome.

Hall sizes vary, with capacities ranging from 40 to 140 students. For many students, diversity is one of the most exciting and eye-opening aspects of Mount Holyoke life. Throughout their time here, students live, study, and socialize with students from across the United States and nearly 70 countries, gaining exposure to different perspectives and points of view.

Ham Hall: An International House

Students with a special interest in foreign languages and culture may choose to live in Ham Hall, which houses students from all four classes. A language fellow lives on each floor; and weekly dinners offer students the opportunity to speak Chinese, French, German, Italian, Japanese, and Spanish. Ham Hall is often the location for special lectures and receptions. All students may participate in the language tables or events in Ham Hall.

Cultural Centers

Mount Holyoke's commitment to cultural diversity is reflected, in part, in its five cultural/community centers. The Asian Center for Empowerment (ACE) Intercultural Community Center serves the needs of the Asian and Asian American community and provides space for the International Students Club. The Betty Shabazz Cultural Center serves students of African descent, the Eliana Ortega Cultural Center serves the Latina community, and the Jeannette Marks House serves the lesbian/bisexual/transgendered community. These spaces, which are open to the entire community, are places where students socialize, cook, hold parties, and share their culture with the larger community. For more information about the cultural centers visit www.mtholyoke.edu/cic/facils/cultural.shtml. For hours and to schedule use of the centers, contact the Office of the Associate Dean of the College at 413-538-2550.

Physical Education, Athletics, and Recreation (Club Sports)

Mount Holyoke's extensive physical education and athletics program offers students a number of ways to make physical activity an integral part of their lives. There are 13 NCAA Division III varsity sports—basketball, crew, cross-country running, field hockey, golf, lacrosse, riding, soccer, squash, swimming and diving, tennis, track and field (indoor and outdoor), and volleyball; several club sports (including dressage, ice hockey, rugby, sailing, and water polo); and instruction in more than 35 other activi-

ties, ranging from aquatics to West African dance. All aspects of the department's programs are enhanced by the College's impressive sports and dance facilities. For more information about athletics and physical education, visit www.mtholyoke.edu/athletics/.

Arts at Mount Holyoke

Students interested in the arts will find much to do at Mount Holyoke. The newly renovated Pratt Hall is alive with music during the school year. Musical ensembles, open to everyone (by audition), include chamber music ensembles (string, wind, piano, mixed), choral ensembles, flute choir, jazz ensembles, klezmer band, and the symphony orchestra. There's also a chamber orchestra, the Euridice Ensemble, that specializes in seventeenth- and eighteenth-century repertoire.

The College has a very active theatre arts department, producing four or five main-stage productions, as well as several projects designed and directed by students, each year.

Mount Holyoke's exceptional dance opportunities are dramatically increased by the College's participation in the Five College Dance Department, the second largest dance department in the country. In addition to a wide range of courses, Mount Holyoke and the other four colleges produce several dance productions every year. Most auditions are open to students from all five colleges.

A large number of student organizations focus on artistic activities, including creative writing, photography, singing, dance, and film. For a list of arts organizations at Mount Holyoke, visit www.mtholyoke.edu/offices/student-programs/org_lists/.

Religious and Spiritual Life

The Office of Religious and Spiritual Life serves nine different faith groups: Bahá'í, Buddhist, Catholic, Hindu, Jewish, Muslim, Pagan/Wiccan, Protestant, and Unitarian Universalist. There is also a recognized body of nondenominational seekers who define themselves as "postdenominational" or "multifaith." Four chaplains—Catholic, Jewish, Protestant, and Muslim—and a number of advisers respond to the pastoral and liturgical needs of the College's diverse community. All nine faith groups have a chaplain or religious adviser in addition to an active student leadership body. Each group is free to plan its own services, events, retreats, and community service projects and to initiate special offerings for the College community as a whole. Though the College has no formal religious affiliation, the breadth of religious life on campus is as varied and rich as the backgrounds of its students, faculty, and staff.

Weekly services are held for each of the religious traditions. Catholic and Protestant services take place in Abbey Chapel and the Abbey Interfaith Sanctuary every Sunday. Shabbat dinners are held on Friday night at the Wilder kosher/halal dining hall. On the first Friday of every month, students gather for a Shabbat service followed by a community Shabbat dinner at Eliot House. The Muslim prayer room is available to the Muslim community for daily prayers. Every Friday there is a Jumma gathering at Eliot House consisting of a halal lunch followed by Jumma prayer in the prayer room. Weekly gatherings for discussion, workshops, or prayer also occur within the Hindu, Unitarian Universalist, Pagan/Wiccan, and Bahá'í communities.

Eliot House, located in the middle of campus, serves as the center for religious and spiritual life. Believing that interfaith work enhances understanding of different faith groups and strengthens understanding of one's own beliefs, the Office of Religious and Spiritual Life offers a weekly Interfaith Prayer Lunch, organizes interfaith worship services, and supports an active Multifaith Council composed of three members of each faith group and three seekers. The offices of the chaplains and the dean of Religious and Spiritual Life, the Wa-Shin-An Japanese meditation garden and teahouse, the Muslim and Hindu Prayer rooms are located in Eliot House.

A kosher/halal kitchen and dining room, for Jewish and Muslim students who choose to observe Islamic and Jewish dietary laws, is located in Wilder Hall. It is one of the few college dining halls in the country to offer both halal and kosher meals. All students are welcome.

For more information about religious life, contact the Office of Religious Life at 413-538-2054 or visit www.mtholyoke.edu/offices/religlife/index.shtml.

Community Service

Mount Holyoke students can do volunteer work in nearby communities through the Mount Holyoke Community Service Volunteer Program. Students work with local service organizations dedicated to the care of children, elderly care, the environment, health/medical care, women, and literacy. Students may use the resources of the community service program to develop ideas for independent study or research. For more information about community service, visit www.mtholyoke.edu/org/cause/ or contact Eliot House at 413-538-2054.

Health Services

The Mount Holyoke College Health Services include inpatient and outpatient medical and nursing services, counseling services, the Alcohol and Drug Awareness Project, and health education. All services are provided through offices located at the Pattie Groves Health Center, 4 Dunlap Place.

Confidentiality The confidentiality of all medical and counseling records is maintained in accordance with federal and state mandates. A written release of information, signed by the student, is required to release information to anyone outside of the College Health Services, including parents, other health care providers, and other departments within Mount Holyoke College. The only exception is to contact the Dean of the College and parents in the event of a life-threatening situation.

Health Center Fees and Insurance Massachusetts state law requires students to carry health insurance. Mount Holyoke recommends the Student Health Insurance Plan, offered through the College, which provides limited consultation, ancillary testing, medication, and inpatient services primarily for acute care conditions. This plan may not be adequate for students who have chronic medical conditions. For more information about health services, visit www.mtholyoke.edu/offices/health/.

Facilities

Mount Holyoke's extensive facilities include the following:

Blanchard Campus Center

The newly renovated and expanded Blanchard Campus Center is a meeting place for the entire Mount Holyoke community. Home to the campus store, student art gallery, campus information desk, mailroom, ticket box office, and student organization offices, Blanchard offers food and drinks at the Uncommon Grounds coffee bar and at a fully equipped café. Dances, intimate concerts, lectures, and shows are held in the main café area, and larger events take place in the adjoining 5,000-square-foot Great Room, which offers a two-story glass wall with views of Lower Lake.

Mount Holyoke College Library, Information, and Technology Services

Library, Information, and Technology Services (LITS) combines the expertise and services of Mount Holyoke's library, information, and computing groups. Although the work of LITS is woven throughout the campus, it is housed primarily in the Dwight, Williston, and Miles-Smith Buildings. These three buildings are physically connected and form the LITS complex.

The library's collection currently totals more than 700,000 volumes, including 1,537 periodical subscriptions. Its holdings are in a variety of formats, including paper, electronic, and multimedia. While known for overall strength, the collection has achieved notable depth in the following areas: medieval studies, biological sciences, chemistry, women's studies, international relations, and French and Italian literature.

The library is part of the Five College Consortium, which has a combined library catalog and access to a number of electronic sources. The combined collections provide access to more than six million volumes. The libraries at Amherst, Hampshire, and Smith Colleges and the University of Massachusetts offer reference services and direct borrowing to all Mount Holyoke College students.

On the main floor of the library's Miles-Smith wing, the Information Commons contains more than 40 high-end computers arranged in clusters and a staffed information desk and contact center. Computer clusters are devoted to different functions, including group project work, individual workstations with standard office and instructional software, and quick checks of email and the library catalog via stand-up stations. Couches, tables, and comfortable seating are spread throughout the Information Commons.

In addition to the facilities in the LITS complex, there are specialized labs in Skinner Hall (economics), Clapp Laboratory (geology, geography, math), Kendade Hall (physics, computer science, biology), Carr Laboratory (chemistry), the Reese Building (psychology and education), Pratt Hall (music), and the Ciruti Center (languages). Numerous departmental computers, many with discipline-specific software/equipment, may be available to students who have special assignments. Computer clusters are also available in the residence halls, the Frances Perkins House, and the day student lounge.

Network connections extend beyond the campus to the Five Colleges and to the world via the Internet. All of the residence halls are networked with individual outlets for every student. There are wireless areas available on campus in the entire LITS complex, a number of public areas in residence halls, the Blanchard Campus Center, and Kendade Hall. Computer accounts used for email, Internet access, and network file storage are provided free of charge to all members of the College community. Please call or visit LITS for help finding or using any of our facilities or materials.

Mount Holyoke College Botanic Garden

The botanic garden supports the academic curriculum and maintains the landscape of the campus. The main campus is an arboretum with a diverse collection of trees and shrubs. Individual gardens feature perennials, alpine plants, and other wild-flowers, as well as woody ornamentals. The botanic garden also includes the Talcott Greenhouse, a 6,500-square-foot complex used for teaching, research, ornamental display, and plant propagation. The greenhouse is open to the public free of charge.

Science Facilities

Mount Holyoke has a long, proud history of excellence and innovation in the sciences. Students benefit from hands-on work with sophisticated instrumentation often reserved for graduate students at other institutions. All departments have excellent laboratory facilities and equipment, including a solar greenhouse, a scanning electron microscope, several nuclear magnetic resonance spectrometers, thermal cyclers, ultracentrifuges, DNA sequencing equipment, an electrophoresis apparatus, an atomic force microscope, and a linear accelerator, unusual even in much larger institutions.

A massive, \$36-million expansion and renovation has resulted in the new Mount Holyoke College Science Center, which has been designed to foster greater interaction between departments and to encourage new opportunities for collaborative research, pedagogical innovation, and curricular planning. The new science facility offers adjacent labs and offices, common spaces, and shared equipment for students and faculty with overlapping research interests. The College has made every effort to ensure that the Science Center has as little impact on the environment as possible. Kendade Hall, the multistory nexus of the Science Center, was designed and built to meet Leadership in Energy and Environmental Design (LEED) criteria for a “green building,” as established by the United States Green Building Council (USGBC).

The Gorse Child Study Center

Mount Holyoke’s child study center is the laboratory preschool of the Department of Psychology and Education. Gorse enrolls children between the ages of three and five. Equipped with observation booths, Gorse offers opportunities for psychology and education students to both observe and work directly with young children as they pursue research, independent study, and prepracticum placements.

Joan E. Ciruti Center for Foreign Languages

The Ciruti Center's three levels of classrooms and laboratory space enable the College's language instructors to integrate classroom teaching with outside learning activities, employing videotapes, audiotapes, and computers.

The Ellen and Thomas Reese Psychology and Education Building

This building is home to the Department of Psychology and Education. In addition to classrooms, lecture spaces, and faculty offices, it includes statistics and computer laboratories; a vivarium, which houses species of animals and fish; an education curriculum library; and a shop-complex where students learn to design and build their own apparatuses.

Pratt Hall—The Music Building

Pratt Hall contains teaching studios and classrooms; music and recording libraries; 14 practice rooms, 11 of which have pianos; an outstanding keyboard lab and computer lab devoted to musical applications; and two rehearsal and performance halls—Pratt Auditorium, which seats 400, and the Warbeke Room, which seats 75 and houses a recently acquired Bösendorfer grand piano. The College also owns a Fisk and Kaiser forte piano in late eighteenth-century Viennese style. Two fine organs—a handcrafted Fisk tracker-action instrument built in baroque style and an E. M. Skinner from the early twentieth century—are housed in Abbey Chapel. The newest addition to Pratt is the new high-tech “V-Room,” a virtual practice room that is able to simulate the acoustics of nine different settings, ranging from a church to a large arena.

Alice Withington Rooke Theatre

The Rooke Theatre is equipped for instruction in every aspect of play production. The mainstage theatre is an intimate 192-seat facility, with excellent acoustics, sight lines, and state-of-the-art technical systems (lighting, sound, scenic machinery). The backstage shop is well equipped for wood and steel construction. The basement Black Box is a flexible space adaptable to experimental productions, with varied seating capacity of approximately 50.

Mount Holyoke College Art Museum

The Mount Holyoke College Art Museum is among the nation's leading collegiate art museums. Its comprehensive permanent collection, encompassing works from antiquity to the present, can support every art history course with actual art objects. The museum also offers students a variety of work/study and internship opportunities. The Society of Art Goddesses is a popular student group that plans student-centered events such as behind-the-scenes exhibition tours and art careers panels.

Dedicated to providing firsthand experience with works of significant aesthetic and cultural value, the museum also develops exhibitions that provide enjoyment, stimulate inquisitive looking, and encourage understanding of the artistic achievements represented by a diversity of cultures. Imaginative exhibitions are accompanied by lectures, gallery talks, demonstrations, symposia, and concerts. Many exhibitions travel nationally and receive significant attention from the media.

Among the more than 11,000 objects are important American paintings by George Inness, Albert Bierstadt, and others; Egyptian, Greek, and Roman antiquities, including select vases and a second-century Roman portrait bust of Faustina the Elder; art from China, Japan, India, and Southeast Asia; and a distinguished collection of Italian medieval and Renaissance paintings and sculpture. The museum's print room houses thousands of prints, drawings, photographs, and other works on paper. It also serves as a gallery for smaller changing exhibitions. For more information, visit www.mtholyoke.edu/go/artmuseum.

Weissman Center for Leadership and the Liberal Arts

See the Special Programs and Resources chapter for more information about the Weissman Center and its affiliate programs: the Speaking, Arguing, and Writing Program and community-based learning and case method courses.

Center for Global Initiatives

Founded in 2004, the Center for Global Initiatives unites Mount Holyoke's wealth of international programs and people and advances a coherent vision for education for global competence and citizenship. See the Special Programs and Resources chapter for more information.

Kendall Sports and Dance Complex

Kendall Sports and Dance Complex and the nearby athletic fields and tennis courts provide space and equipment for a full range of outdoor and indoor sports and for informal recreation.

Kendall's facilities include six indoor and 12 outdoor tennis courts; two basketball and two volleyball courts; five squash and two racquetball courts; six grass playing fields; a 200-meter indoor track; a six-lane, 400-meter outdoor track; a performing dance studio with adjoining studio; and a weight-training room equipped with Cybex strength equipment, free-weight systems, Lifecycles, Stairmasters, Lifesteps, and NordicTracks. The natatorium features an eight-lane, 25-meter pool with a separate diving pool.

Equestrian Center

The Mount Holyoke College Equestrian Center is widely considered one of the nation's finest riding facilities. The center features a 65-stall barn with three wash stalls and heated tack rooms, two indoor arenas (100' x 256' and 75' x 130'), two outdoor arenas, a permanent all-weather, standard-size Fibar dressage arena, and a cross-country course. Bridle paths showcase lake views, stream crossings, wide open fields, and scenic forest settings. Special events such as hunter/jumper shows, dressage shows, and clinics are hosted by the center year-round. For more information, visit the Equestrian Center Web site at www.mtholyoke.edu/offices/equest.

Eighteen-Hole Championship Golf Course

The Orchards, Mount Holyoke's 18-hole championship golf course, was designed by

the legendary Donald Ross. Famous across the Northeast for its course design, The

Orchards was the site of the 2004 U.S. Women's Open. The course is located within walking distance of Kendall Sports and Dance Complex.

Career Development Center

See the Academic and Career Advising chapter to learn about Mount Holyoke's Career Development Center, which is recognized as one of the most comprehensive undergraduate career facilities in the nation.

John Payson Williston Observatory

Originally built in 1881 and frequently upgraded over the years, the observatory is the oldest academic building on campus and remains a state-of-the-art teaching facility. The original eight-inch Alvan Clark refractor is regularly used for visual observations; a modern 24-inch Ritchey-Chretien reflector is equipped for photometric observations with a million-pixel CCD array; and a new, elevated observing platform is equipped with two fully computer-controlled "robotic" telescopes.

Wa-Shin-An, Japanese Meditation Garden and Teahouse

Wa-Shin-An (which means "peace," "mind," and "house") is located in Eliot House. The garden was designed by landscape artist Osamu Shimiqu, and the teahouse was built by architect Teruo Hara. Tours are provided by student guides (*kagi*) daily, and tea ceremonies are generally held every week. Meditation instruction is also offered, and private tea lessons may be arranged on an individual basis with the Wa-Shin-An tea mistress and consultant.

Undergraduate Admission

Mount Holyoke College is looking for intellectually curious, motivated students who understand the value of a liberal arts education and who are fired by a love of learning. Students who choose Mount Holyoke tend to demonstrate a high level of maturity and independence. They're not afraid of being serious about their work and themselves. They also tend to want more—deeper understanding, greater challenges, greater growth—and they tend to be doers who act on their interests and who are active in their communities.

The College believes in the educational, social, and ethical value of diversity and actively recruits students from secondary schools who have different interests and talents and who come from a wide spectrum of ethnic, geographic, and economic backgrounds.

Undergraduate Admission

The Admission Process—Who Gets In?

Entrance is determined by a student's overall record. 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.

The SAT: Optional

Students are welcome to submit Scholastic Aptitude Test (SAT) scores. However, beginning with the class entering in the fall of 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.

The SAT-optional policy is in keeping with the culture and values of this institution. Mount Holyoke takes an individualized, holistic approach both toward education and the admission process. Because the SAT does not measure the full range of intellectual and motivational qualities that our educational environment requires, the College has deemphasized its role in our admission decisions.

Application Requirements

- Common Application and Mount Holyoke Common Application Supplement
- High school transcript
- Writing samples
- Two teacher evaluations
- College counselor evaluation
- Standardized tests: SAT 1 or ACT (optional but required for home-schooled students); TOEFL (required of students for whom English is not a primary language)
- Application fee (\$60, waived if you apply online)

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.)

Preparing for Mount Holyoke

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, whenever possible. A strong academic program would include the following. (*Please note—this program is preferred, not required.*)

- *English*—four years of English with significant emphasis on writing, continued through senior year
- *Mathematics*—at least three years of college preparatory mathematics, preferably continued through senior year
- *Foreign Language*—three years of a foreign language, preferably continued through senior year
- *Laboratory Science*—three years of laboratory science above the freshman-year level
- *History*—two years of history, including American history
- *Arts*—one year of study in music or art
- *Electives*—at least one year of elective academic subjects

Transfer Credit

Advanced Placement Credit: Mount Holyoke grants 4 credits for scores of 4 or 5 on College Board Advanced Placement examinations. See the Academic Regulations chapter for more information.

IB Diploma: Commonly, 32 credits are awarded for the IB diploma, earned with 36 or more points. If full diploma is not earned, or is earned with a score of less than 36, we will award 8 points per higher-level exam completed with a score of 6 or 7. We will award no credit for standard-level exams in this case.

A-Levels: Twenty-four credits are commonly awarded for students completing three GCE A-level exams with a score of C or above. If three exams are not completed with this score, we will grant 8 credits for each individual A-level exam earned with a score of A, B, or C. Accounting and other non-liberal arts courses may receive 4 credits with a grade of A-C; we will not grant credit for more than one of these exams. No credit will be awarded for AS exams or for the General Paper.

French Baccalaureate: Up to 16 credits are awarded for receipt of this degree.

German Abitur: Up to 16 credits are awarded for receipt of this degree.

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 an outline of topics

covered during high school, as well as 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 II subject tests (including SAT II: Writing). A solid complement of these tests might include one each in English composition, mathematics, history, a foreign language, and a science.

Application Plans

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.

There are two rounds of Early Decision. The deadline for Early Decision I is November 15, with notification by January 1. The deadline for Early Decision II is January 1, with notification by February 1.

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 application and \$60 application fee (application fee waived if you apply online)
- College report
- Academic progress report
- Secondary school report
- High school transcripts
- College transcripts
- Writing samples
- TOEFL score (if applicable)

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. Other options include the Foreign Fellowship Program and the International Guest Student Program (see the Special Programs and Resources chapter).

International applicants must follow the same admission procedures as U.S. applicants. The Test of English as a Foreign Language (TOEFL) is required of students for whom English is not a primary language.

Interviews

Mount Holyoke College strongly recommends personal interviews for all candidates and encourages those who live within 200 miles of the College to have an interview on campus. Candidates must make appointments in advance.

Candidates who live more than 200 miles from the College may meet with alumnae representatives in their home or school areas. A list of alumnae admission representatives can be obtained from the admission office.

The admission office is open Monday through Friday from 9 AM to 5 PM and on many Saturdays throughout the year. Fridays, Saturdays, Mondays, and school holidays are especially busy, and students seeking interviews on those days should call as far in advance as possible.

The Frances Perkins Program

The Frances Perkins Program is designed for women over 24 years of age who have interrupted their undergraduate study and wish to continue and complete a bachelor of arts degree. Younger students who are married or have children may also apply to the Frances Perkins Program.

The program is named in honor of one of Mount Holyoke College's most extraordinary alumnae, Frances Perkins '02, who was the first woman appointed to a presidential cabinet. As secretary of labor during the administrations of Franklin D. Roosevelt, she initiated legislation that changed the lives of all Americans: the minimum wage, Social Security, unemployment insurance, child labor laws, public works, and federal aid for employment.

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 advisers, 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 non-traditional student. Applicants seeking financial aid must complete the Frances Perkins financial aid form and the FAFSA by February 15. The admission application deadline is March 1 for September enrollment. Those applying for admission without financial aid are urged to meet the same deadline, but may submit completed applications until June 1 for September enrollment. Applications for January entrance will be considered, but financial aid is limited for midyear entrants. The deadline for midyear applications is December 1.

Candidates may obtain further information about undergraduate studies through this program by writing to The Frances Perkins Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts 01075 or by completing the inquiry form on the Frances Perkins Web site at www.mtholyoke.edu/acad/programs/fp.

Readmission

For information on readmission, see the Academic Regulations chapter.

Graduate Admission

Mount Holyoke enrolls several graduate students each year; the majority hold graduate assistantships during the academic year and assist the department in laboratory teaching as well as study. Information about admission procedures and areas of current research can be obtained from the chair of the department offering graduate work. A student who holds a bachelor of arts equivalent from any college or university of approved standing may apply for graduate work. Application is made directly to the department of study; there is no application fee. Currently, the Department of Psychology accepts graduate students for the master of arts degree.

The master of arts can usually be completed in two years, but it must be completed in no more than five years. Acceptance of part-time graduate students is at the discretion of the department.

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 the College, 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 adviser, each department has a graduate adviser, appointed by the department. The academic dean for advising graduate students is the dean of the College.

Each graduate student must prepare a proposed plan of study with her adviser and submit the plan—signed by the student and the adviser—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.

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 adviser 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 her and by the thesis director (usually the adviser) 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 her thesis before a committee comprising her adviser, 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.

Graduate Credits Required

Full-time graduate students working toward the master of arts usually take 8 credits each semester, including credits for independent work and thesis research, in addition to their teaching. Part-time graduate students usually enroll in 4 to 6 credits each semester. A total of 28 credits at the graduate level is required for the master of arts. At least 16 of these credits must be taken as courses (not independent work) at the 300 to 400 level. Of the 16 credits required as course work the student must take at Mount

Holyoke, she may take up to 8 credits at Amherst, Hampshire, or Smith Colleges, or at the University of Massachusetts. Upon recommendation of the major department, a maximum of 8 credits may be transferred from other institutions. Students may take more than 28 credits, including more than 8 credits at any of the Five Colleges, but these credits will not count toward the 28 credits required for the degree. Graduate students may also take courses in January Term. Preliminary work at the undergraduate level may be required but does not count toward the degree.

Examinations

Every candidate for the master of arts is expected to demonstrate a reading knowledge of one foreign language. Language examinations, arranged separately by each department, should be taken at least six months before the granting of degrees; reexamination, if necessary, must be completed at least three months before the granting of degrees.

Graduate students must complete any final examinations in all their courses. The examination required for the master of arts degree may cover both the thesis and courses of graduate level counted toward the degree; it may also include the undergraduate work.

Cooperative Ph.D.

A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in astronomy, biological sciences, chemistry, geology, and physics. The degree is awarded by the University of Massachusetts in cooperation with the institution in which the student does research. 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 dean of the graduate school at the University of Massachusetts. All applications must be made directly to the University of Massachusetts.

Graduate Assistantships

Mount Holyoke College offers assistantships to graduates of approved colleges. Completed applications must be received by February 15 unless otherwise indicated. Further information may be obtained from the Committee on Graduate Work.

Graduate Assistantships Graduate assistants, who receive a stipend of \$8,000 plus remission of tuition, devote 20 hours a week to assisting in the department in which they are studying.

Tuition Assistantships Tuition assistantships offer remission of tuition. Tuition assistants work an average of ten hours a week in the department in which they are studying.

Tuition and Fees

The fees paid by undergraduates never cover the full cost of a Mount Holyoke College education, which is borne partly through income from endowment and current gifts. Even though the College makes every effort to control expenses, students at Mount Holyoke, as at all other colleges, should recognize the likelihood of a rise in fees.

The fixed charges for 2006–2007 follow.

Undergraduate Tuition	\$34,080
Graduate Tuition (per credit hour)	\$1,065
Room	\$4,910
Board	\$5,130
Student Government Association Fee	\$176
Student Health Insurance	TBD

Undergraduate students are expected to live in residence halls unless they reside with family members. Room and board charges include three meals a day, seven days a week, except during vacations. No optional meal plans are available. All resident undergraduates are expected to pay full room and board. Charges may be incurred during the November, December, and March break periods by students who remain on campus. Please refer to the *Student Handbook* for details.

Undergraduate residential students are billed the full tuition rate regardless of the number of credits taken. Only students living off campus and approved by the dean of the College in advance of the start of classes to carry less than 12 credits may be considered part-time. Part-time students and those taking summer courses directed by Mount Holyoke faculty pay \$1,065 per credit. Work supervised by Mount Holyoke faculty, but taken while a student is not in residence, will be charged by the credit. Alumnae and local residents may audit courses with the permission of the instructor and the registrar. For lecture courses, audits are without charge. For studio art courses, the cost is \$1,065 in addition to a studio fee. There is a \$100 fee for auditing any beginning language course, physical education course, or dance course. Science laboratory courses may not be audited.

The Student Government Association (SGA) fee of \$176 is required of all students. The SGA established the fee and determines the distribution of the funds. This fee supports student organizations such as the weekly newspaper, yearbook, campus radio station, various clubs, and Five College buses.

Massachusetts law requires that all students have adequate health insurance coverage. In July all regular full-time students will be billed for health insurance for one calendar year, August 15, 2006 through August 14, 2007. A booklet explaining the plan and information about waiving the fee will be included. Before September 15, 2006, students may waive coverage and the fee with proof of comparable coverage in another plan. *All international students are required to carry the Mount Holyoke College Student Health Insurance Plan.*

Other Fees

Graduate Fees

Graduate students 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 \$1,065 per semester. Students who are completing the thesis away from campus, must pay a record maintenance fee of \$50 per semester.

Music

Students will be charged the following fees for individual performance studies: \$600 per semester for weekly, individual 50-minute lessons, and \$360 per semester for weekly 30-minute lessons. No fees are charged for any performance studies for declared music majors and minors who have declared by the tenth day of the semester. Bills for each semester are payable at the beginning of the semester. Students are counseled to plan their semester loads carefully. *No refunds of music lesson fees will be made after ten academic days from the beginning of the semester.*

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.”

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.

The fee for standard group riding lessons is \$535 per semester (two lessons per week for 10 weeks for a total of 20 lessons per semester).

The fee for beginning riding classes (051) is \$475 per semester (one to two hours per week for ten weeks for a total of ten mounted lessons per semester).

Private instruction for physical education credit is available for \$700 per semester for ten 45-minute lessons meeting once a week.

Semiprivate instruction for physical education credit is available for \$500 per semester for ten 50-minute lessons once a week; limited to two or three students per class.

Noncredit instruction is available at a cost of \$70 per 45-minute lesson for private instruction and \$50 per 45-minute lesson for semiprivate instruction. Arrangements for both private and semiprivate noncredit instruction are to be made with the instructor.

Riding class size is limited. There will be no refunds for withdrawal from classes after the second class meeting. Beginner classes are occasionally overenrolled.

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.

The cost of boarding a horse at the Equestrian Center is \$625 per month, payable monthly. For an application form and further boarding information, contact the Equestrian Center director at 413-538-2272.

Golf

Mount Holyoke College's golf course is an 18-hole championship layout course designed by the legendary Donald Ross. The instructor is a PGA professional. Two lessons per week and equipment cost \$25 per semester; this fee includes play of the course. There are green fees and special student rates on weekdays. The College golf team invites skilled golfers to join as team candidates. The Lyons play spring and fall and are a very competitive team in the Northeast.

Other Physical Education Fees

Beginning Scuba Diving—\$225 in addition to \$75 for open water certification. Self-defense for Women—\$25 per semester. Golf—\$ 25 per semester. Tai Chi—\$25 per semester. Fencing—\$25 per semester. Pilates—\$25 per six-week session. Yoga—\$25 per six-week session. Lifeguard Training, Water Safety Instructor, and Responding to Emergencies/Community CPR—fees to be determined annually by the American Red Cross. There will be no refund for withdrawal from classes after the second class meeting.

Studio Art

The following studio art (ARTST) courses have a studio fee of \$50: 200, 220, 237, 246, 247, 248, 256, 257, 280, 295, 390, 395, 399. The following courses *do not* have a fee: ARTST 120, 136. The auditing fee for studio art courses is \$1,015 per course in addition to any applicable studio fee.

Transcripts

The registrar will issue an official transcript, on receipt of a signed request, for students who need certification of their credits and grades for a prepaid fee of \$4 per transcript. For students who are financially indebted to the College, official transcripts will not be issued until satisfactory arrangements for payment have been made with the Office of Student Financial Services. See the *Student Handbook* for additional information.

Timetable for Payments for 2006–2007

Enrollment deposit from all entering students (fall 2006): \$300

This nonrefundable deposit is due on February 15, 2006 from students entering under the Early Decision Plan and from all other new students on May 1, 2006.

Upon enrollment, students who have paid an enrollment deposit will receive a

credit of the same amount on their first semester bill.

Fall semester fees are due and must be received by July 31, 2006.

Spring semester fees are due and must be received by December 31, 2006.

Checks should be made payable to Mount Holyoke College and mailed to the comptroller's office.

Payment may be made by an electronic transfer of funds through your bank. Instructions for wire transfer are posted on the Web at www.mtholyoke.edu/offices/finaid/.

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 \$30.

Terms of Payment

As the chief beneficiary of a Mount Holyoke education, and in compliance with federal regulations, the student herself is responsible for the charges on her bill. Monthly bills will be sent directly to the student either at her home address or on campus, depending on the time of year. Students should be sure to share bills and billing information with parents or sponsors who are assisting them with their educational costs.

No student may register for classes, participate in room lottery, or receive a degree, diploma, or transcript until the student's bill is paid. In addition, on-campus charging privileges and use of long-distance telephone service 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 monthly payment plan through Academic Management Services and several types of loans. The College cannot make arrangements for payment other than those herein described. Additional information can be found at www.mtholyoke.edu/offices/finaid/ or by calling the Office of Student Financial Services.

Payment Plans

Monthly Payment Plan

Tuition, room, and board costs, less scholarship and loan aid, may be contracted to be paid in ten installments starting on June 1 or nine installments starting on July 1. There is no interest charge. A nonrefundable application fee of \$55 is required with the application.

Tuition Prepayment Option

The College offers a family the opportunity to prepay the tuition only for the student's remaining years at the current rate and avoid any future tuition increases. All or part of the Tuition Prepayment Option may be financed by a long-term loan offered through the Massachusetts Educational Financing Authority (MEFA). Full payment must be made, or the Tuition Prepayment Option loan approved, on or before the regular fall tuition due date (July 31, 2006, for the 2006–2007 academic year).

Loan Plans

Families of all income levels often need assistance in planning an investment as important as a college education. Mount Holyoke has several financing options to help manage Mount Holyoke expenses. If you have questions about any of these options, please call the Office of Student Financial Services or visit the Web site.

Federal Direct PLUS Loan

The Federal Direct PLUS loan is a non-need-based, low-interest, federally guaranteed education loan for families of all income levels. Eligibility is limited to those families without an adverse credit history. Families may borrow up to the total cost of education less financial aid. Repayment begins 60 days after disbursement and can extend up to 30 years.

The interest rate on new loans will be fixed at 8.5 percent starting July 1, 2006. An origination fee of 4 percent of the loan principal will be deducted proportionately from each loan disbursement. There are three repayment options. Additional information may be found at the Web site.

MEFA Loan

The MEFA loan, funded by the Massachusetts Educational Financing Authority (MEFA), allows students and their families to borrow a minimum of \$2,000, up to the full cost of education less financial aid, at more than 70 participating Massachusetts colleges and universities. Residents of all states are eligible to apply.

Families considering a MEFA loan should visit the MEFA Web site at www.mefa.org/mtholyoke.

Alternative Student Loans

Students have the option of applying for an alternative student loan. These are non-need-based loans offered by various commercial lenders that have higher interest rates than need-based student loans. Most lenders charge an origination fee and require a cosigner. Repayment terms vary, usually depending on the amount borrowed. The College must certify alternative student loans; the maximum amount of loan that the College will certify is the cost of education minus any financial aid.

Financing information will be sent to students in late May. Additional information is available at www.mtholyoke.edu/offices/finaid/.

Refund Policy

Students who withdraw or take a leave of absence will be refunded per the schedule outlined below. It is important to note that the official withdrawal date for a student is established by the date that the registrar receives written notice of her intent to withdraw. Please refer to the section regarding withdrawal procedures in this catalogue 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 registrar 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

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 will be increased or decreased accordingly during the add/drop period of each semester (until the end of the fifteenth day of classes). No tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student withdraws completely or takes a leave of absence from the College. State and/or federal aid will be adjusted at that time for students going from full to part-time status. 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 transfers and Frances Perkins Scholars. For more information, please refer to the financial aid section of this catalogue.

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. Please 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 the Office of 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 Refund Plan

The College offers families the opportunity to participate in the Tuition Refund Plan, an insurance program offered by AWG Dewar, Inc. This plan complements and extends Mount Holyoke's current refund policy by providing plan participants with a complete refund of the College's comprehensive fee if an insured student is forced to withdraw from the College due to personal injury or accident.

Financial Aid

At Mount Holyoke, we believe a college education is one of the most important investments a student will ever make. The College is prepared to assist students and their families in managing the cost of a Mount Holyoke education. While the College expects families to assume the primary responsibility for paying for their daughter's education to the level of their maximum capacity, Mount Holyoke has a substantial commitment to providing financial aid to those students who demonstrate financial need.

Students should know that the Office of Student Financial Services is an important resource for families, whether or not they qualify for financial aid. The College participates in a number of parent financing plans and offers a monthly payment plan and tuition prepayment option (see previous chapter).

The Office of Student Financial Services is dedicated to working as a partner with families to help them develop a financing plan that best suits their individual family circumstances.

Costs and the Student Budget

The student budget used to calculate financial aid eligibility includes tuition, room and board, and an allowance for personal and book expenses.

2006–2007 budget:

Tuition	\$34,080
Room and board	\$10,040
Activities fee	\$176
Books/personal expenses	\$1,600
Total	\$45,896

Financial aid eligibility is the difference between the student budget (tuition, room and board, fees, books, and personal expenses) and the determined family contribution, which includes parent and student contributions. A student is eligible for financial aid if the determined family contribution is less than the student budget.

The Family Contribution

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

When calculating the parental 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. Siblings attending graduate school or parents attending college are not considered in determining the family contribution.

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 ranges from \$1,500 to \$2,000 depending on the student's year in college.

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 their current spouses, if they are remarried.

The Family Contribution from Year to Year

Following federal and College policy, a domestic student must reapply for financial aid each year. If the family situation does not change, the determined family contribution will remain fairly consistent from year to year. When changes occur—e.g., changes in family income, assets, and number of dependents supported or number of dependent children attending undergraduate institutions—the family contribution will be increased or decreased accordingly.

Requests for Additional Aid

The Office of Student Financial Services will accept requests for reconsideration of a family contribution under limited circumstances. These circumstances include financial support of an elderly parent, unreimbursed medical expenses, 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.)

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 www.mtholyoke.edu/offices/finaid/. While an increase in aid cannot be guaranteed, we make every effort to assess the situation as fairly as possible.

Applying for Financial Aid

Students who desire consideration for institutional need-based grant aid in the first year at Mount Holyoke must indicate their plan to apply for financial aid with their admission application. No consideration for institutional aid will be given after admission decisions are mailed. If a student declares her intent to apply for aid after a decision has been rendered, her application will be processed for *federal* aid eligibility only. Students will not be eligible to apply for institutional need-based grant aid until the following academic year.

Students who did not apply for aid are welcome to apply in subsequent years if their family circumstances have changed. Students who applied for but were not eligible for need-based financial aid at the time of their admission to Mount Holyoke may reapply for aid each year.

New Students (U.S. Citizens or Permanent Residents)

Whether students apply early decision, regular decision, or as a transfer candidate, they will need to follow the process detailed below. Frances Perkins applicants should refer to “Financial Aid for Frances Perkins Program Applicants.” *An applicant should plan to meet the deadline that applies to her application plan. College aid may not be available for late applicants.*

PROFILE: File online at www.collegeboard.com/profile. Mount Holyoke’s CSS code is 3529. File at least two weeks before the submission deadline (see below).

Free Application for Federal Student Aid (FAFSA): Available at high school guidance offices, local libraries, or by calling the Federal Student Aid Information Center at 800-433-3243. Mount Holyoke’s federal school code is 002192. The FAFSA can also be completed online at www.fafsa.ed.gov. Online filing is the preferred method as it reduces processing time and errors.

Note: The PROFILE and FAFSA may be filed using estimated income if current information is not available; eligibility may change upon review of current year financial information.

Federal Income Tax Returns

Upon completing the CSS PROFILE application, you will be sent an IDOC (Institutional Document Service) cover sheet by the College Board. *You will use the IDOC cover sheet to submit your current year federal income tax return, all schedules and forms, and W-2s.* If you or your parents own corporations, partnerships, or trusts, please include copies of those tax returns (Forms 1041, 1065, 1120, 1120S, K-1). Follow the instructions on the IDOC cover letter and mail your remaining application materials to the College Board with the cover sheet. Only one packet should be submitted per student; all documents should be collected before submitting a packet. Please do not submit copies of state tax returns.

Supplemental Information

If applicable, the Noncustodial Profile, supplemental forms such as the noncustodial federal tax, CSS business/farm supplement, and corporate tax returns will be required.

Due Dates

Regular Decision

- The PROFILE, FAFSA, and Noncustodial Profile (where applicable) must be filed with the respective agencies by February 15. (*Note: The FAFSA cannot be filed until after January 1.*)
- Parent and student current year federal tax returns and supplemental information such as the CSS business/farm supplement should be submitted directly to the College Board’s Institutional Document Service by March 1.
- *Notification of eligibility:* Late March with the letter of admission

Early Decision I

- The PROFILE and Noncustodial Profile (where applicable) must be filed with CSS by November 15.
- The FAFSA should be filed after January 1 but before February 15.
- Parent and student current year federal tax returns and supplemental information such as the CSS business/farm supplement should be submitted directly to the College Board's Institutional Document Service by March 1.
- *Notification of eligibility:* Estimate sent in mid-December; final award sent in mid-May after current year federal taxes reviewed

Early Decision II

- The PROFILE and Noncustodial Profile (where applicable) must be filed with CSS by December 15.
- The FAFSA should be filed after January 1 but before February 15.
- Parent and student most recently filed federal tax returns and supplemental information such as the CSS business/farm supplement should be submitted directly to the Office of Student Financial Services by January 1.
- Notification of eligibility: Estimate sent in mid-January; final award sent in mid-May after current year federal taxes reviewed

Note: Aid eligibility may change after a review of final figures.

Transfer Applicants

Mount Holyoke offers financial aid to transfer applicants applying for fall entrance. Mount Holyoke aid is available for applicants applying for spring entrance on a funds-available basis. For those applicants seeking fall or spring entrance, federal funds are available.

- All forms are due between March 1 and May 15.
- Notification of eligibility: Within one month of submitting completed applications for admission and financial assistance

Financial Aid for Frances Perkins Program Applicants

A Mount Holyoke College Financial Aid Application is required of all Frances Perkins applicants. This application can be obtained from the Frances Perkins office. In addition to the College financial aid application, a FAFSA and current year federal tax returns are required. If a student is independent, parental tax returns are not required. However, a Frances Perkins applicant is not automatically considered independent for purposes of awarding institutional aid.

- The College application and the federal tax return are due in the Office of Student Financial Services by February 1.
- The FAFSA must be filed with the Department of Education in early January in order to be received by the Office of Student Financial Services by February 1.
- Please note that the PROFILE is not required of Frances Perkins applicants who are considered independent, per College guidelines. Frances Perkins applicants who are considered dependent per College guidelines must complete the PROFILE. (Please see the section "Independent Status" below or contact the Office of Student Financial Services if you have any questions about your dependency status.)

- The College offers financial aid to applicants applying for fall entrance; College aid may be available for applicants applying for spring entrance on a funds-available basis. For those applicants seeking fall or spring entrance, federal funds are available.
- *Notification of eligibility:* Late March with admission decision

International Applicants

Limited financial aid is awarded competitively to international applicants based on their financial eligibility as determined by College guidelines. International applicants will be sent the College Scholarship Service International Student Financial Aid Application and a summary of financial aid policies and procedures for international students directly from the Office of Admission.

To be considered for 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.* An international student's family contribution will be determined upon admission to the College; this family contribution will be expected each year until graduation. As a result, international students do not need to reapply for aid each year. Once an international student enrolls, requests for reconsideration of the family contribution cannot be considered.

The following forms and deadlines apply to international applicants:

- College Scholarship Service International Student Financial Aid Application, most recently filed parent tax return or verification of income, and all supplemental forms (where necessary) to the Office of Student Financial Services by January 15
- *Notification of eligibility:* Late March with admission decision

Renewal Applications

Per federal and institutional policy, domestic students must reapply for financial aid every year. Detailed information regarding the renewal process will be available online in January. Renewal applicants must file the PROFILE and the FAFSA and submit parental and student federal income tax returns and W2 forms. *Please note: All tax returns must be signed or they cannot be accepted.* If applicable, the Noncustodial Profile or supplemental forms such as the noncustodial federal tax, CSS business/farm supplement, and corporate tax returns will be required. Frances Perkins students should submit the Mount Holyoke College financial aid application and, if independent, do not need to submit parent tax returns or the PROFILE.

Note: The following important points pertain to the renewal application process:

- All forms must be in the Office of Student Financial Services by May 1.
- Only current year signed federal income tax returns are accepted.
- PROFILE and Noncustodial Profile should be filed online with the College Scholarship Service (CSS) by April 15 in order to be received by the Office of Student Financial Services by May 1.
- A FAFSA renewal form or PIN number will be sent directly to each renewal applicant by the Department of Education in January. (The FAFSA must be filed with

the Department of Education by April 15 in order to be received by the Office of Student Financial Services by May 1.)

- Please do not submit state tax returns.
- Failure to meet the due date of May 1 will result in an increase in student loan and a corresponding decrease in grant aid. The due date policy was put in place to reduce the number of late applications and the number of students held for registration in the fall. A student whose file is incomplete after July 1 may not be considered for institutional funding.
- *Notification of eligibility:* June

The Financial Aid Package

If a student is determined to have financial aid eligibility, she will receive a financial aid package that generally consists of a combination of grant, loan, and work-study aid. These three types of assistance may be funded by institutional, federal, and state sources.

Grant Aid

Grants are gifts that do not need to be repaid. Grant funding comes from institutional, federal, and state sources. The College requires all domestic students to apply for appropriate federal and state grants by completing the FAFSA.

Mount Holyoke College Grant

College grants are based on demonstrated need as determined by the College. Endowment earnings, the annual operating budget, and gifts from alumnae, parents, and friends fund College grants. In order to distribute College resources most equitably, if a student receives a federal or state grant, the amount of the federal or state grant reduces any College grant aid. If a student does not complete the required paperwork to determine eligibility for government grants, the College will not provide institutional grant to make up the lost government funding.

Federal Grants

Federal Pell Grant: This grant is awarded to students with high demonstrated need, as determined by federal guidelines. Generally those with a family adjusted gross income (AGI) of \$30,000 or less are eligible for the Pell grant. Grants range from \$400 to \$4,050 in 2006–2007.

Federal Supplemental Educational Opportunity Grant (FSEOG): The College awards the FSEOG to students with high demonstrated need. Recipients of the Federal Pell grant are given priority for FSEOG awards, which range from \$500 to \$2,000.

State Grants

Connecticut, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, and Vermont offer scholarship and grant programs for students who reside in those states.

Applicants for the Massachusetts State Scholarship must reside in Massachusetts for at least one year prior to receiving the scholarship. 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 packaged loan amount increases approximately \$1,000–\$1,500 each year, because the College believes students—as the chief beneficiary of their education—should assume an increasingly greater responsibility for the cost of attending Mount Holyoke. Total estimated student loan debt over four years will range from approximately \$17,000 to \$24,000 depending on eligibility and whether a student borrows to her maximum capacity within federal and College guidelines. Student loans include the following types:

Federal Direct Student Loan (FDSL): This government-subsidized loan is awarded based on a student's demonstrated financial need. The federal government pays the interest that accrues while the student attends at least half-time. 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.

Students who are not eligible for the FDSL will qualify for an unsubsidized FDSL, which is a non-need-based loan. 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.

The interest rate for a new FDSL is fixed at 6.8 percent as of 2006–2007. An origination fee of 3 percent is deducted from the total amount of the loan. As Mount Holyoke is a direct lending institution, no loan application is necessary. The loan is disbursed to the student's account once a student signs a master promissory note and completes entrance counseling, which may be done online or on paper. 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 who demonstrate exceptional financial need. The interest is fixed at 5 percent. 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 disbursed to the student's account once a student signs a promissory note and completes entrance counseling, either online or on paper.

Mount Holyoke College Loan: This institutionally funded loan is awarded to students demonstrating financial need and has an 8 percent interest rate. 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 disbursed to the student's account once a student signs a promissory note, which is sent to the student by Student Financial Services.

Disbursement of Funds

Financial aid funds cannot be disbursed to a student's tuition account until the Office of Student Financial Services receives all required financial aid forms. Students will be periodically notified of any missing information. Funds are disbursed on a per-semester basis and will be disbursed at the beginning of each semester provided a student's file is complete.

For both initial and returning applicants, a student cannot enter 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.

Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds earnings for on-campus and off-campus jobs. The College also funds student employment for on-campus jobs. Student earnings range from \$1,800 to \$2,000 annually, depending on class year and job position. On average, students work eight hours a week and are paid every two weeks. Earnings from student jobs are not applied directly to tuition and may be used for books and personal expenses.

The College provides jobs for students in residence halls, administrative offices, academic departments, the library, and facilities management. In general, first-year students work in dining services. Students can secure jobs using JobX, a student job board, and a Spring Job Fair, designed to help students receiving financial aid find jobs for the following fall. Short-term jobs, such as baby-sitting, yard work, and word processing assignments are also available. The Career Development Center handles job placements on campus and in community service positions off campus. Students receiving financial aid are given priority in hiring. Students not eligible for financial aid may not seek jobs on campus until two weeks after the beginning of the semester.

Merit Scholarships: Mount Holyoke College Leadership Awards

As an institution that values the highest levels of academic excellence and the cultivation of women leaders, Mount Holyoke is pleased to offer 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.

These scholarships—Mount Holyoke College Leadership Awards—will be renewed annually, up to a maximum of eight semesters for as long as a student is enrolled full-time and remains in good academic standing. The Office of Admission determines eligibility for the Leadership Award; no separate application is necessary.

The Mount Holyoke College Leadership Award is not transferable for study at another institution; however, students who are eligible to study abroad and who need financial assistance are encouraged to apply for a Laurel Fellowship (approximately 75 percent of applicants with determined need were funded last year). Please note that for matriculated students, credits transferred to the College due to a semester or year of study abroad or academic leave will count toward the eight-semester limit, whether or not financial aid from the College was provided for those credits.

Non-College-Administered Scholarships

Mount Holyoke encourages students to apply for outside scholarships. Outside funding reduces the amount of student loan or the student work commitment. It will also reduce a portion of the College grant if the scholarship exceeds \$500.

Students receiving a scholarship should inform the Office of Student Financial Services as soon as possible. The first \$500 and half of any balance of the total award(s) reduces the student loan and/or student employment commitment. The remainder reduces the College grant. For example, receiving two \$500 scholarships, for a total of \$1,000 in outside scholarship, reduces the student loan or student employment by \$750 and the Mount Holyoke grant by \$250. The total financial aid remains the same.

Information about outside scholarships can be obtained from high school counselors and local libraries, or by using scholarship search engines found at sites such as www.finaid.org or www.collegeboard.org.

Employer Benefit

If a parent receives a tuition benefit for the student through her or his employment, this funding directly reduces any College grant.

Financial Aid for Study Abroad and Other Off-Campus Study

To support study abroad, Mount Holyoke offers the Laurel Fellowships, which are awarded on a competitive basis. All awards are based on financial aid eligibility and academic accomplishments. In many cases, students who study abroad are also eligible for federal aid.

For information about available funds and application procedures, contact the Center for Global Initiatives at 413-538-2072. In addition, please see “Study Abroad” in the Special Programs and Resources chapter for more information.

Limited funding is available for the Twelve College Exchange and the College’s other exchange programs. Priority is given to students who can demonstrate that off-campus study is an integral element of their academic program. For more information and application procedures, contact the Center for Global Initiatives at 413-538-2072 or see “Exchanges and Semester Programs” in the Special Programs and Resources chapter for more information.

Satisfactory Academic Progress

Eligibility for financial aid is contingent on maintaining a satisfactory academic record, according to the standards described in the “Academic Deficiencies” section of this catalogue or defined by the Department of Education (for federal aid). If a student is placed on academic probation, she will still be eligible for federal and institutional aid the first semester she is placed on academic probation. Eligibility for federal financial aid will be determined according to federal standards if she is continued on academic probation, but she will be eligible for institutional funding for one additional semester. Students will not be eligible for institutional funding if they remain on academic probation for a third semester. The College may also withhold federal funds for students not meeting federal satisfactory progress, whether or not the student has been placed on academic probation. Federal satisfactory progress requires

that a student earn at least 75 percent of her attempted credits in each academic year of study and achieve a 1.70 cumulative GPA as a rising sophomore and a 2.0 cumulative GPA as a rising junior.

Eligibility Limitations

Financial aid for incoming first-years is limited to eight semesters. Please note that for matriculated students, credits transferred to the College due to a semester or year of study abroad or academic leave will count toward the eight-semester limit, whether or not financial aid from the College was provided for those credits.

Transfer and Frances Perkins students are limited to funding up to 128 credits *including credits accepted for transfer by the College*. Resident students, including Frances Perkins students, are expected to take 16 credits per semester. Frances Perkins day students must take a minimum of eight credits a semester to be considered for financial aid.

Adding/Dropping Courses

Students who pay tuition by the credit hour (Frances Perkins day students) and who reduce their course load after the fifteenth day of classes each semester will not receive College grant aid to make up the difference for any lost eligibility in federal or state funds. Please note that for resident or day students any credits dropped after the fifteenth day of classes will be counted, for financial aid eligibility purposes, toward the 128-credit maximum.

Independent Status

When determining eligibility for institutional funds, the College reviews requests on a case-by-case basis. Federal regulations narrowly restrict the definition of independent students. The College is *more restrictive* than the federal definition outlined below:

- Be at least 24 years old by December 31 of the award year
- Be an orphan or ward of the court
- Be married
- Be a person with dependents other than a spouse
- Be a veteran of military service

Note: If a student enrolls as a dependent student, she will 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.

Financial Aid for Summer Study

The College does not offer summer courses and does not process or provide financial aid for summer study at other institutions.

Special Student Status

Institutional financial aid is not available for graduate students, guest students, or postbaccalaureate students. However, federal loans are available for graduate and postbaccalaureate students. Questions about federal loan eligibility should be addressed to the Office of Student Financial Services. Graduate students should contact the individual departments they are applying to for information concerning stipends and fellowships.

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 the *Student Handbook* and in Faculty Legislation. New policies and modifications are published in the *College Street Journal* and the *Mount Holyoke News*.

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. Courses may be dropped through the first ten weeks of classes. Courses dropped through the fifteenth day of classes will not appear on the student's academic record, but those dropped after the first 15 days will appear on the student's record, with the notation DR. Dropped courses will not affect a student's grade average. Regular class attendance is expected of all students unless an individual instructor suspends this expectation.

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. Students wishing to carry more than 20 or fewer than 12 credits in a semester must obtain approval from an academic dean. 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 done all the work.

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 but will have full-time status. The 28 graduate credits required for the degree must be completed within five years.

Nonmatriculated Students and Auditors

Qualified nonmatriculated students may register for courses with the approval of the registrar and specific instructors. Auditors must also have the permission of the specific instructors, though no record of the audited course will be maintained. 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.

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 be reclassified. At the end of each semester, the Academic Administrative Board reviews the records of all 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, or those who are already on academic probation.

Students with academic deficiencies may be issued a warning, be placed on academic probation, be suspended for a semester or year, or be required to withdraw. To be taken off probation, students must ordinarily complete 16 credits with a semester average of 2.00 or higher. Students who have been suspended or required to withdraw may not return before one academic year has passed. Students required to withdraw must gain approval of the Academic Administrative Board to be readmitted. Questions about reapplication should be directed to the dean of the College.

Advanced Placement Credit

Mount Holyoke participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. A student who has received a grade of 4 or 5 on an Advanced Placement examination of the College Entrance Examination Board in a subject approved for credit by the appropriate College department shall receive 4 elective credits. Advanced Placement credits may not be used for distribution.

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 should see the dean of international studies, who coordinates study abroad and 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 the College.

Students wishing to take a nonacademic leave for personal reasons or to work or travel should apply to the Office of the Dean of the College.

Credit for Courses Taken Elsewhere (Transfer Credit)

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 a standard full-time degree course load of liberal arts courses. Students should note that the definition of full-time may vary from one institution to another. 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's credit; a student may have to complete three quarters to earn a full year of Mount Holyoke College credit. Satisfactory completion means earning a grade of C- or better.

During her four years at Mount Holyoke, a student may earn a total of 8 credits during summer school at accredited institutions. Approval for specific courses must be obtained from the departments concerned, preferably in advance. Forms for obtaining such approvals are available at the registrar's Web site.

Students entering Mount Holyoke with transfer credit from other institutions are allowed up to 64 advanced-standing credits. In some cases, students must obtain departmental approval before credit will be awarded.

Liberal arts courses taken at an accredited postsecondary institution (college or university), taken during high school, may be applied toward a Mount Holyoke degree, subject to the usual requirements for transferred work. An official transcript from the college or university must be sent for the course work to be evaluated. Correspondence courses, telecourses, and internships will not be granted credit at Mount Holyoke.

Students should note that transfer work is evaluated on a credit-for-credit basis (that is, a 3-credit course will be awarded 3 credits at Mount Holyoke College). No grades are transferred or recorded; only the courses accepted and the total credits from another institution are recorded on a student's Mount Holyoke College record.

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 three weekdays of an examination period. The majority of exams are “self-scheduled,” giving a student the flexibility to decide during which session she wants to take her exams. 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 third day of the spring examination period in the year of their graduation.

Honor Code: Academic Responsibility

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. 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.

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. 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 in those methods and standards of research relevant to the particular procedures to be followed in the preparation and writing of final examinations.

For information on the honor code, see the Campus Life and Facilities chapter.

Grading System

A cumulative 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 continuing for more than one semester; I (incomplete) for courses in which an incomplete extension has been granted; DR (dropped) for courses dropped after 15 days of classes; and W (withdrawn) 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 (S1, S2).

Ungraded Option

An ungraded option is available to all undergraduates for a total of four courses (or 16 credits, whichever is fewer) during their college career. The ungraded option may not be used for courses for distribution credit, to fulfill a language requirement, to fulfill the multicultural perspectives requirement, for courses in the minor, or for any courses taken in the major field. Such courses will be given credit only (CR) if passed and no credit (NC) if failed, but neither notation will affect a student's grade point average. Only one ungraded course may be taken per semester. Sophomores, juniors, and seniors may request this option through the fifteenth day of classes in a semester; first-year students may request the option until the final day to drop courses (the first 50 days of classes in each semester).

Grading System for Five College Courses

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 health or emergency. "Incomplete" status is granted by the director of health services or an academic dean in consultation with the instructor. Students must request the incomplete from the director of health services or an academic dean no later than the last day of the exam period; at that time, students will be given a date by which to complete the course. If a student does not complete the course on schedule, the registrar will record a failure for the course unless a different grade, based on work previously completed, is submitted by the instructor, or unless the director of health services or an academic dean extends the period.

Withdrawal

A student wishing to withdraw from the College must see one of the academic deans and must notify the dean of the College in writing of an intention to withdraw. Any refund for the semester's tuition and board charges will be based on the date when the withdrawal has been approved by the dean's office. If still on campus, the student should file the withdrawal form with the dean's office; this form must be signed by representatives of the library and the comptroller's office and then must be returned

to the dean's office. (For information on refunds, see the Tuition and Fees chapter.)

Readmission

A student who has withdrawn from the College and wishes to return should send a letter of application to the dean of the College. The deadlines are March 15 for September admission and December 1 for February admission. A nonrefundable \$75 application fee is required.

Frances Perkins applicants who wish to reapply must follow Frances Perkins application procedures and meet the March 1 deadline. Inquiries should be made directly to the Frances Perkins Program with a \$75 nonrefundable application fee.

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 officials within the College who have legitimate educational interests; to officials of other institutions in which the student intends to enroll; and to certain authorized state and federal officials, in connection with a student applying for or receiving financial aid, or in connection with the student applying for government employment.

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. It is the policy of the College to notify both the student and her parents in writing of academic probation, dismissal, 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 the Health Center 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 address, and telephone number; College address and telephone number; major; dates of attendance at Mount Holyoke College; degrees, honors, and awards received; participation in officially recognized sports and activities; 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.

Special Programs and Resources

The Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts

The Weissman Center for Leadership and the Liberal Arts is grounded in the conviction that ideas passionately pursued and eloquently expressed contribute significantly to leadership. The center creates and sponsors programs and activities that enhance students' abilities to think independently and analytically, to become effective speakers and writers, and to connect their academic work purposefully with the world. For more information, call 413-538-3071 or visit www.mtholyoke.edu/go/wcl.

Annual Series of Lectures, Seminars, and Exhibits

The Weissman Center strives to offer multifaceted programs that relate to contemporary and historical events, focus on significant intellectual issues, and provide meaningful opportunities for the College community to think and to work together. Public lectures, discussions, symposia, and workshops feature distinguished and engaged speakers whose scholarship, activism, and ideas are making a difference in the world. Serving as impressive models, these known and emerging leaders offer valuable examples of how students might develop their own approaches to effective, creative leadership. Seminars for faculty and students often generate intensive exchanges and discussion that impact directly courses and classroom interactions. Exhibitions, often presented in conjunction with the Mount Holyoke College Art Museum and other campus organizations, showcase the work of gifted artists and provide inspiring perspectives on center themes and programs.

Speaking, Arguing, and Writing Program (SAW)

SAW is known nationally for the innovative ways in which it combines writing and speaking into comprehensive modes of critical thinking and argumentation. SAW student staff are trained in both written and oral communication. Student mentors work with faculty in designated courses to develop the quality of student speaking, arguing, and writing in the context of specific course material. While mentors work in specific courses, SAW assistants are available to students for individual sessions that develop further the quality of the student's oral and written communication within multiple disciplines at the SAW Center. SAW supports speaking- and writing-intensive courses throughout the curriculum and sponsors workshops. Approximately 140 speaking- and writing-intensive courses are offered each year, and the College strongly encourages all students to include several of these classes in their academic plans. The SAW Program has administrative offices, a mediated classroom studio, a library, and a meeting space in the Weissman Center for Leadership and the Liberal Arts in Porter Hall. SAW session rooms are located in the Williston Library. Students can request support for any type of writing and/or speaking project. For more information, call 413-538-3028 or visit www.mtholyoke.edu/go/saw.

Community-Based Learning

Community-based learning is an educational initiative that links Mount Holyoke students with local communities in courses that combine analysis and action. This program enhances understanding of public concerns and fosters leadership, citizenship, and advocacy skills. CBL courses and independent studies bring together students, faculty, and community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits for the community. Working with area organizations, students grapple with applying theoretical knowledge to concrete problems and offering solutions. CBL mentors, like SAW mentors, are paired with faculty in specific courses. They help to monitor CBL field sites and provide in-class support to students. The CBL program also has community fellows who work closely with community-based organizations. For more information, call 413-538-3072 or visit www.mtholyoke.edu/cbl.

Student Leadership Opportunities

Students can participate in a range of leadership activities sponsored by the Weissman Center. These include participating on the WCL Student Board; becoming WCL leadership fellows; working as assistants, mentors, or fellows with the SAW and CBL programs; and mentoring high school students in Take the Lead, an acclaimed leadership program for young women from across the country.

The 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 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.

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 interrogate 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 Studies Fellows

Each year, the center invites a Global Studies Fellow-in-Residence to engage the community with important global issues in a variety of settings and from a non-U.S. mainstream perspective. The Global Studies Fellow for 2006–2007 is Guy Standing, who will be on campus in mid-October. He is the director of the Socio-Economic Security Program at the International Labor Organization in Geneva.

Biannual Conference Series on Global Challenges

Each conference focuses on a specific global challenge, bringing together scholars and practitioners from around the world to analyze and discuss the most pertinent questions and policy proposals from different perspectives. The CGI also offers a team-taught 2-credit interdisciplinary course on the topic, leading up to the conference. In March 2006, the center hosted *New Global Realities: Winners and Losers from Offshore Outsourcing*. Seven faculty members from four departments and 140 students explored the conference topic in the accompanying course.

Learning Experiences Abroad

Mount Holyoke College's ultimate goal is for each student to have had a learning experience abroad by the time she graduates. Immersion in another country and culture for an extended period of time provides unique opportunities for a student to learn about and appreciate cultures and perspectives different from her own, to confront and explore her own assumptions, and to grapple with the unease of living in an unfamiliar context. The center promotes all types of learning abroad: semester or yearlong study programs, internships, research projects, and short study trips.

Study Abroad

Each year more than 200 Mount Holyoke students, representing approximately 40 percent of the junior class, study abroad 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. We currently offer programs and exchanges for full year or semester study in France, Russia, Hong Kong, Japan, Korea, Germany, and the UK, along with summer programs in China and France and January Term programs in the Republic of Georgia, Senegal, and South Africa.

We expect each student to work closely with her faculty adviser in choosing the country and program that best fit into her plan of study. The 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.

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 \$750 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, which are awarded on a competitive basis. For 2006–2007, Mount Holyoke awarded Laurel Fellowships to 82 percent of qualified applicants.

While Laurel Fellowships are guaranteed for designated Mount Holyoke programs and exchanges (though spaces may be limited), they are also awarded on a competitive basis for study abroad with any approved program.

International Internships

CGI promotes opportunities for students to participate in international internships. The center maintains resources and advises students about internship around the world that are available to college students. Additionally, the center sponsors the CGI International Internship Program. Through this innovative program, internship opportunities—primarily outside the United States—are established exclusively for Mount Holyoke College students. Arranged through contacts of the Mount Holyoke community (alumnae, faculty, parents and friends of the College) these competitive internships provide students with unique connections and experiences. In the summer of 2006, 26 students profited from these network opportunities.

Student Research Abroad

The center encourages students to pursue research projects abroad. Through the competitive Global Studies Summer Fellowship, the Center provides financial support for collaborative student-mentor research projects abroad during the summer.

International Diversity on Campus

Mount Holyoke College boasts a uniquely diverse international student and faculty 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 150 years, Mount Holyoke College has attracted students from many backgrounds and cultures. Today more than 350 international students from more than 70 countries attend Mount Holyoke. Most are studying towards a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students and administers a special program for students who are selected to spend a year at the College as Foreign Fellows.

Foreign Fellowship Program

The Foreign Fellowship Program awards 13 fellowships annually to support international students who assist in the modern language departments (Chinese, French, German, Italian, and Spanish) while studying for the Certificate for International Students. The awards are open to students who are native speakers of one of the languages concerned, who have completed at least one year of university study in their home country, and who expect to return home after one year.

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 a language other than English is an essential part of the College's goal of becoming a more diverse and global community. 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." Moreover, while it is possible to *learn about* other cultures in many courses across the curriculum, only in language courses do students *perform* other cultures.

Mount Holyoke's strong commitment to the study of languages is reflected in the variety of opportunities we offer for study abroad (see below), our long-standing language requirement, and the foreign fellow exchange, which brings to the College international students who, through informal conversation sessions and cocurricular events, open a window onto other cultures. Expanding this window is a broad range of departmental offerings (some taught in English) that emphasize 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 (FCSILP) 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).

The Center for the Environment

The 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 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 di-

verse 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 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 Winona LaDuke, indigenous activist and two-time Green Party vice presidential candidate; Michael Singer, renowned sculptor and landscape designer; and Terry Tempest Williams, 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 Center for the Environment is located in the Talcott Greenhouse. For more information, call 413-538-3091, email center-environment@mtholyoke.edu, or visit www.mtholyoke.edu/go/ce.

Library, Information, and Technology Services (LITS)

For anyone who lives, studies, or works on campus, it is impossible not to be affected by the work of Library, Information, and Technology Services, also known as LITS.

Technology is an integral part of life at Mount Holyoke. Faculty are integrating multimedia technology into their teaching and research. An international relations class requires a Web site as a final project. A biology class requires students to make time-lapse movies. Language courses use computer-assisted language-learning materials. All the residence halls have computer labs, and every student room has direct Internet network connections.

LITS was created to support the multiple information and technology opportunities on campus. Housed in the Williston-Miles-Smith-Dwight complex, LITS extends across campus to labs in academic buildings and residence halls, mediated classrooms, and the Language Resource Center in the Ciruti Center.

There are more than 65 LITS staff members dedicated to helping students to acquire skills that will serve them in their academic careers and beyond.

LITS services include:

- Supporting the curriculum by instructing students in the use of both print and electronic resources, in using the Five College Library catalog, and in locating information on the Internet.
- Offering noncredit workshops on Web design, Adobe Photoshop, Dreamweaver, Acrobat, PowerPoint presentations, and thesis production.
- Providing course-related instruction and individual appointments for students involved in honors and independent study work.
- Maintaining “state of the art” public labs for student use in a number of locations on campus.
- The LITS Contact Center is the initial point of service for technology support. The Contact Center, located in the Information Commons, is staffed Monday–Friday, 8:30 AM–5:00 PM, and can be reached at 413-538-2600. The Information Commons is open 8:00 AM–2:00 PM during the academic year and is staffed by a team of well-trained students to answer technology questions and to diagnose hardware and software problems.
- Media resources has a circulating collection that includes video, audio, and digital equipment that can be used by students and faculty. Video playback and data projection facilities are built into several classrooms throughout the campus.
- Equipped with a wide array of instructional technologies, including audio and video equipment, computers, and interactive videodisks, the Ciruti Language Resource Center supports instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish, and other languages. A special cable connection allows students and faculty to view live and taped news programs from such countries as Brazil, Canada, Chile, China, France, Germany, Greece, Hungary, Iran, Israel, Italy, Japan, Korea, Mexico, Poland, Romania, Russia, Saudi Arabia, Sweden, and Turkey.

For more information about Library, Information, and Technology Services, visit www.mtholyoke.edu/lits/.

Internships—Summer and January Programs

The Career Development Center assists students in developing both summer and January internships. Mount Holyoke's highly developed internship programs link students to literally thousands of opportunities to explore careers to clarify their academic and professional interests. Summer internships usually involve full-time work for six to twelve weeks, totaling a minimum of 240 hours. January internships are for three weeks.

Summer internships connect students to a wide range of organizations and fields such as not-for-profits, media outlets, financial institutions, social service agencies, museums, education, and scientific and medical research to name a few. Students who engage in summer internships can receive transcript notation categorized in one of the following five areas: Complex Organizations, International Internships, Science Internships, Washington Internships, or Special Internships. These areas serve students' academic and career interests by offering relevant off-campus experience in career fields related to their major, minor, areas of concentration, or the liberal arts experience.

In order to receive transcript notation for a summer internship, a full-time commitment for a minimum of six weeks, totaling at least 240 hours, is required. Students can also participate in semester-long internships by making prior arrangements with the assistant director of internships. A limited amount of financial assistance is available for qualified students participating in eligible internships.

Students can also participate in January internships, which provide students the unique opportunity to learn firsthand about a particular career or field of interest within a short period of time. To be eligible for transcript notation, a minimum of 13 working days, with no less than five hours per day, must be successfully completed.

To receive transcript notation for summer, January, and semester-long internships, students must fulfill the requirements established by their internship sponsor, as well as submit the necessary documentation required by the Career Development Center.

Informational meetings are offered by the Career Development Center throughout the fall and spring semesters, such as the Developing Your Internship series and Making the Most of Your Internship workshops. For additional assistance, students are encouraged to visit our Web site at www.mtholyoke.edu/go/cdc, stop by in person, or call the Career Development Center at 413-538-2080 to schedule an individual counseling appointment.

Exchanges and Semester Programs

Twelve College Exchange

Mount Holyoke College maintains a residential exchange program with Amherst, Bowdoin, Connecticut, Dartmouth, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University. The exchange also includes the Williams/Mystic Seaport Program in American Maritime Studies and the O'Neill National Theater Institute Program (NTI). To be considered for the limited number of

available spaces, an applicant must have a minimum cumulative grade point average of 2.70 and approval of the proposed program by her academic adviser or major department.

For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

Mills-Mount Holyoke College Exchange

The College has an exchange program with Mills College, a distinguished women's college in Oakland, California. Because this is a one-to-one exchange, the number of outgoing spaces is limited to the number of incoming applications. For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

Spelman-Mount Holyoke College Exchange Program

Mount Holyoke has an exchange program with Spelman College, the premiere historically black women's college in Atlanta, Georgia. Because this is a one-to-one exchange, the number of outgoing spaces is limited to the number of incoming applications. For more information contact Joanne Picard, dean of international studies, at 413-538-2072.

American University Washington Semester Program

American University's Washington Semester Program offers 12 distinct, dynamic programs that cover such topics as American politics, justice, journalism, public law, and peace and international business and trade. Approximately 400 students from across the nation and more than 50 countries participate in the program each semester. Most are juniors, some are seniors, and a few are second-semester sophomores. Students study and live in Washington, D.C. For more information, contact Joanne Picard at 413-538-2072.

Semester in Environmental Science at the Marine Biological Laboratory (MBL)

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. Since the founding of the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts, in 1888, 37 Nobel laureates have conducted research there. Through the Semester in Environmental Science, students interact with internationally distinguished environmental scientists and science writers.

SES is primarily for juniors. Participation is limited to students from schools that are members of the SES consortium with MBL. Applications must be received at MBL by March 15. For more information, visit www.mbl.edu/SES or contact Thomas Millette, associate professor of geography, at 413-538-2813.

January Term

January Term, known on campus as J-Term, is an optional 20-day program offering both academic and nonacademic courses and workshops. While some students use J-Term to pursue an independent study or to take another academic-credit course, many use it to explore new interests, engage in volunteer work, or pursue an internship.

A limited selection of academic credit courses are offered during J-Term. Noncredit workshops, which change from year-to-year, can focus on topics ranging from leadership to wellness to silversmithing. Some noncredit workshops are taught by students who share their expertise with peers.

Many students use J-Term to complete a three-week internship (see “Internships” in this chapter to learn more about the January Internship Program).

Students may remain on campus during January Term. While there may be nominal fees for supplies in noncredit programs, there are no tuition, room, or board charges for any January Term students who are degree candidates and are enrolled at Mount Holyoke for the semester immediately before or after January Term.

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 such areas as common markets, women’s suffrage, or pollution 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 instructor and adviser.

Sophomores and juniors may elect as many as 8 credits of independent study either in their major department or other field. A maximum of 16 credits of independent study and honors work may be used toward the 128 credits required for graduation.

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 295 Practicum or 395 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 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 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.

Key to Course Descriptions/Special Courses

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. Prerequisites, corequisites, the weekly number of lecture or discussion meetings or studio hours (length of individual meetings given in parentheses), and number of credits earned upon completion of the course are listed after each course description.

Key to Abbreviations and Symbols

f	=	offered in the FIRST semester
s	=	offered in the SECOND semester
fs	=	same one-semester course offered BOTH FIRST
and		SECOND semesters
*	=	course not offered for the current year
j	=	offered in the January Term
fy	=	first-year student
soph	=	sophomore
jr	=	junior
sr	=	senior
FP	=	Frances Perkins student
Prereq.	=	prerequisite(s)

Courses requiring the department's or instructor's permission may require special application procedures; consult the department.

Prerequisites

A student who does not have the prerequisites but who has related work or who wishes to enter a course without the stated prerequisites may do so with the written approval of the instructor.

Course Requirements

Special notes on courses that do (or do not) satisfy distribution requirements, language requirements, or multicultural requirements appear at the end of course descriptions. See the sections on "Distribution Requirements," "Foreign Language, Ancient or Modern," and "Multicultural Perspectives Course" in the Bachelor of Arts Degree and College Requirements chapter for a description of these requirements.

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

First-Year Seminars

First-year seminars introduce new students to the excitement of college-level intellectual inquiry while helping them develop essential skills. All are small and foster active student engagement with the professor and with other students; most are either writing intensive or speaking intensive. Professors create these seminars on topics of particular interest to them, sometimes in areas related to their own research. Students contribute actively to class discussion and debates. Some seminars involve participation in cultural offerings on campus or at one of the other Five Colleges, or include trips to museums or events in Boston or New York.

Most students choose a first-year seminar that is either writing intensive or speaking intensive. If your first-year seminar is not writing intensive, you should try to enroll in another writing-intensive course during your first year.

Enrollment is limited to keep the seminars small.

Writing-Intensive: Fall

Chemistry

- 105f(01) Chemistry: Applications, Innovations, and Social Justice

Classics

- 106f(01) Socratic Questions

Economics

- 100f(02) Introductory Economics Topics: Economics of Education

Education

- 109f(01) Whiteness: The Other Side of Racism

English

- 101f(01) Into Africa
101f(02) Metaphor, Allegory, Symbol, Myth
101f(03) Coming-of-Age
101f(04) Reading Nonfiction
101f(05) Multicultural Families
101f(06) Dramatic Revisions
101f(07) Varieties of English Comedy
101f(08) Some Cultural Representations of

Women

- 101f(09) A Little Learning
101f(10) Contemporary American Autobiography: Race, Sexuality, Style

Film Studies

- 101f(01) Film and History: The Remake

Geology

- 115f(01) Convergence in Geologic Time

Gender Studies

- 119f(01) Women's Public Voices

History

- 150f(01) Europe and the Atlantic World, 1300–1700

Medieval Studies

- 101f(01) Medieval Culture and Society: Picturing the Middle Ages
101f(02) Medieval Culture and Society: Europe and the Atlantic World, 1300–1700

Philosophy

- 102f(01) Ethical Issues in Public Education

Psychology

- 110f(01) Introductory Seminars in Psychology: Brain/Mind
110f(03) First Love: Attachment Theory and Research

Russian and Eurasian Studies

- 151f(01) *Anna Karenina*: Loving to Death

Sociology

- 103f(01) Intellectuals, the Media, and the Public Sphere

Spanish

- 105f(01) Modern Latin American Women Writers

Theatre Arts

- 150f(01) What Is Performance?

Speaking-Intensive: Fall

Chemistry

- 105f(01) Chemistry: Applications, Innovations, and Social Justice

English

101f(04) Reading Nonfiction		<i>African American and African Studies</i>
101f(08) Some Cultural Representations of Women	101f	Introduction to African American and African Studies: Identity, Community, and Progress
101f(09) A Little Learning		
101f(10) Contemporary American Autobiography: Race, Sexuality, Style	208s	Introduction to Twentieth-Century Critical Race Theory
<i>History</i>	*210	African American Culture and Society
150f(01) Europe and the Atlantic World, 1300–1700	*308	Luminous Darkness: African American Social Thought
<i>Medieval Studies</i>	320f	Gender, Terror, and Trauma in African American Culture
101f(02) Medieval Culture and Society: Europe and the Atlantic World, 1300–1700		<i>American Studies</i>
<i>Philosophy</i>	290s	Topics in American Studies: Slavery in the Americas
102f(02) Forbidden Knowledge	290s	Introduction to Asian American Literature
<i>Russian and Eurasian Studies</i>	301f	Senior Seminar: Studies in American Literature: The Career and Legacy of Richard Wright
151f(02) Crown Jewels of Russian Culture	301s	Senior Seminar: The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture
Other Seminars: Fall		Senior Seminar: The Caribbean in American Culture
<i>Biological Sciences</i>	*301	
145f(02) Introductory Biology		<i>Anthropology</i>
<i>Economics</i>	105fs	Introduction to Cultural Anthropology
100f(01) Introductory Economics Topics: Introduction to the Chinese Economy	*202	Latin American Society and Culture
Writing-Intensive: Spring	*203	Exploring Asian Americas
<i>Art History</i>	*204	Anthropology of Modern Japan
110s(01) Introductory Seminar in Art History: Writing about Art	207s	Peoples of the South Pacific
<i>Biological Sciences</i>	*208	Topics in Ethnology
145s(01) Introductory Biology: Biology in the Age of the Human Genome Project	212f	Shopping and Swapping: Cultures of Consumption and Exchange
<i>English</i>	*226	The Anthropology of International Development
101s(01) Extinction	230s	Language in Culture and Society
101s(02) Gender and War	232fs	Spirituality: Anthropological Perspectives
Courses for Multicultural Perspectives	240f	Medical Anthropology
To meet the requirement of a 4-credit course that offers a multicultural perspective, the following courses have been approved by the Academic Policy Committee. For descriptions, see appropriate department listings.	*306	Anthropology of Reproduction
	310f	Visualizing Culture
	316s	Special Topics in Anthropology: Health in the Andes
	316s	Special Topics in Anthropology: Globalization and Transnationalism
	*331	Anthropology and Sexualities

334s	Memory, History, and Forgetting	*325	Asian Religions
*346	Identities/Differences:	*331	Asian History: Greater China: Development and Transformation in the Twentieth Century
350f	Anthropological Perspectives		
	Issues in Contemporary Anthropological Theory	*331	Colloquium: Nationalism and Nation Building in East Asia
	<i>Art History</i>	*331	Asian History: Imperial Japan
105f	Arts of Asia	*333	Just War and Jihad: Comparative Ethics of War and Peace
*261	Arts of China	*334	Topics in Ethics: Comparative Ethics, East and West
*262	Arts of Japan		
263s	Arts of India	340s	Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone
271f	Arts of Islam: Book, Mosque, and Palace		
	<i>Asian Studies</i>	350s	Love and the Erotic in Indian Poetry
*101	Introduction to Chinese Civilization: Traditional China	*373	Colonialism and Culture in British India
102	East Asian Civilization: Modern China		
*103	Introduction to Indian Civilization		<i>Critical Social Thought</i>
*135	Modern Korea	253s	Critical Race Theory
*207	Women and Gender in Islam		
*208	Topics in Ethnology: Anthropology of the Himalayas	*272	<i>Dance</i>
*210	Literature and Literary Culture in Classical India		Dance and Culture
211fs	Modern Indian Fiction		<i>Economics</i>
*214	Philosophical Foundations of Chinese Thought: The Ancient Period	213fs	Economic Development: A Survey
*220	Indian Women: Literary and Cultural Perspectives	*306	Political Economy of "Race" in the U.S.
*224	The United States, Israel, and the Arabs	314s	Economic Development in the Age of Globalization
*240	Women in Chinese Literature	205fs	Whiteness, Racism, and Inequality in Schools and Society
*248	Contemporary Chinese Fiction: 1949 to the Present	*220	Foundations of Multicultural Education
*254	The Great Epics of India: Representations and Interpretations		<i>Education</i>
261f	Hinduism	109f	Whiteness: The Other Side of Racism
*262	Confucianism and Taoism	240s	Researching the Enterprise of Education: Researching Race and Racism in Education
*264	Arts of China		
*265	Introduction to Chinese Philosophy	301s	Education in South Africa
*270	Arts of Japan		
*271	Arts of Islam: Book, Mosque, and Palace		<i>English</i>
272fs	Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World	101f	Seminar in Reading, Writing, and Reasoning: Into Africa
		101f	Seminar in Reading, Writing, and Reasoning: Multicultural Families
*320	Women's Issues in Arab Women Novelists' Works	101f	Seminar in Reading, Writing, and Reasoning: Contemporary Ameri-
*323	Comparative Politics of the Middle East		

	can Autobiography: Race, Sexuality, Style		Latin American Cinemas
*208	African American Poetry		<i>Gender Studies</i>
250f	Twentieth-Century and Contemporary African American Literature: Innovation, Strategy, Form	210f	Women and Gender in Religion and Philosophy: Women and Gender in Islam
*251	African American Diasporas: Literature and Culture	333f	Interdisciplinary Seminar: Latin American Thought: Queer Theory in Latin America?
253s	Twentieth-Century Literatures of Africa	333s	Interdisciplinary Seminar: Love, Gender-crossing, and Women's Supremacy: A Reading of the Story of Stone
*270	Women Writers: Nineteenth-Century American Women Writers		Interdisciplinary Seminar: Love and the Erotic in Indian Poetry
274s	Introduction to Asian American Literature	333s	
*339	Race, Romance, and Reform: Nineteenth-Century African American Women's Literature		<i>Geography</i>
345f	Studies in American Literature: The Career and Legacy of Richard Wright	105f	World Regional Geography
*350	Studies in African American Literature: Slavery and the Literary Imagination	*204	Human Dimensions of Environmental Change
*368	Black Feminist Thought	217s	The African Environments
*369	Women Writing Diaspora: A Cross-Cultural Comparison	311f	Seminars: Third World Development
*370	The Caribbean in American Culture	*319	Africa: Problems and Prospects
*372	The Literature of Exile		<i>Geology</i>
375s	The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture	*204	Human Dimensions of Environmental Change
	<i>Environmental Studies</i>		<i>German Studies</i>
*301	Colloquium: Food and Famine in African History	*100	The New Face/s of Germany: Contemporary German Society in Film and Text
	<i>Film Studies</i>		<i>History</i>
203f	Introduction to Spanish and Latin American Film	*125	Native American History to 1783
370s	Topics in National/Transnational Cinemas: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American Cinemas	*130	Introduction to Chinese Civilization: Traditional China
		131s	East Asian Civilization: Modern China
		133f	Japan Since 1600
		*135	Modern Korea
		*140	Identity and Community in Early Africa
		141s	Violence and Social Change in Modern Africa
219s	Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World	150f	Europe and the Atlantic World, 1300–1700
321s	Topics in National/Transnational Cinemas: From Bicycle Thieves to Guerrilleros: Italian, French, and	161s	British Empire and Commonwealth
		180f	Introduction to Latin American Cultures

214f	History of Global Inequality	390s	South Asian Nationalisms
223f	Religion and Politics in Modern India		<i>International Relations</i>
241s	African Popular Culture	*211	Middle East Politics
259f	Empire, Race, and the Philippines	*222	The United States, Israel, and the Arabs
*280	Race and Gender in North American History: African American Women and U.S. History	*323	Comparative Politics of the Middle East
281f	African American History to 1865	*333	Just War and Jihad: Comparative Ethics of War and Peace
282s	African American History: 1865 to the Present	*341	Political Islam
*287	Afro-Latin America: From Slavery to Invisibility	*342	Comparative Politics of North Africa
288f	Modern Mexico		<i>Latin American Studies</i>
289s	Slavery in the Americas		Readings in Caribbean Literature
*296	Women in History: African Women's Work, 1880–1980	170f	Historical Emergence of the Caribbean
301f	Colloquium: Nationalism and Nation Building in East Asia	175s	
*301	Colloquium: Religion, Modernity and Colonialism in South Asia	180f	Introduction to Latin American Cultures
*301	Colloquium: Food and Famine in African History	*260	Afro-Latin America: From Slavery to Invisibility
*301	Colloquium: The Abolition Movement	*274	Puerto Rican Literature and Society: Borinquen to El Barrio
*301	Colloquium: Segregation: Origins and Legacies	275s	Paradigms of New World Thought
*331	Asian History: China's Tumultuous Twentieth Century.	*277	Caribbean Women Writers
*331	Asian History: The Meiji Revolution	278f	The Fiction of History: Historical Truth and Imaginative Invention in the Latin American Novel
*331	Asian History: The Japanese Empire, 1868–1945	*287	Topics in Latin American Studies
341f	Topics in African History: Power and Exchange in the African Past	288f	Modern Mexico
*341	Topics in African History: The Meaning of Colonial Rule	289s	Slavery in the Americas
*341	Topics in African History: When Worlds Collide: The Colonial Moment in Africa	*373	Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
*355	Early Modern Europe: The Nature of Things: Amerindians and Europeans in North America 1500–1800	*386	Central America: Reform, Reaction, Revolution
*375f	American History: The Middle Period: Age of Emancipation	*387	Special Topics in Latin American Studies
*381	Recent American History: The Civil Rights Movement	388s	Postmodernism and Latin America
*386	Central America: Reform, Reaction, Revolution		<i>Medieval Studies</i>
*387	Special Topics in Latin American Studies	101f	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Europe and the Atlantic World, 1300–1700
388s	Postmodernism and Latin America		<i>Music</i>
		166f	Introduction to the Music of Africa
			<i>Philosophy</i>
		*103	Comparative Introduction to Philosophy

*212	Philosophical Foundations of Chinese Thought: The Ancient Period	131s	<i>Russian and Eurasian Studies</i> Introduction to Peoples and Cultures of Eurasia
*213	Philosophical Foundations of Chinese Thought: The Post-Classical Period		<i>Sociology</i> Social Change in Southern Africa
*248	Philosophical Issues in Race and Racism	*329	
*250	Topics in Philosophy: Chinese Philosophy	105f	<i>Spanish</i> Modern Latin American Women Writers
	<i>Politics</i>	221f	Introduction to Spanish and Latin American Film
*210	Minorities and the Law	235f	Introduction to Latin American Literature I
213f	African Political Systems	237s	Introduction to Latin American Literature II
*250	Black Urban Reform	*261	Afro-Hispanic Literature
*251	Black and Latino Politics	*331	Colonial and Nineteenth-Century Latin American Literature
*274	South Asian Politics	341s	Contemporary Latin American Literature: Literature of the Revolution or Revolution of Literature in Latin America
347f	Race and Urban Political Economy		Queer Theory in Latin America?
380s	The Politics of Ethnic Conflict	*361f	Seminar on Latin American Literature: Sor Juana Ines de la Cruz and Her Influence
381f	South Asian Politics		
	<i>Religion</i>		
*201	Introduction to the Qur'an		
202f	Introduction to Islam		
*205	Issues in Islamic History: Classical Islamic Civilization	351f	
207f	Women and Gender in Islam		
*209	East Meets West: From Dante to Disney		
*228	On Human Freedom: Lordship and Bondage in Religion and Culture		
230s	Spirituals and the Blues		
*241	Women and Buddhism		
*250	Zen and Japanese Culture		
261f	Hinduism		
*262	Confucianism and Taoism		
263f	Buddhism		
*268	Buddhist Literature from Ginsberg to Gautama	211f	<i>Asian Studies</i> Modern Indian Fiction
*311	Sufism: The Mystic Path in Islam	*240	Women in Chinese Literature
*325	Asian Religions: Hindu Sacred Narratives	*248	Contemporary Chinese Fiction: 1949 to the Present
345s	Topics in the Study of Islam: Islam in South Asia	*254	The Great Epics of India: Representations and Interpretations
*345	Topics in the Study of Islam: Sufism: The Muslim Mystical Experience	*320	Women's Issues in Arab Women Novelists' Works
	<i>Romance Language and Literatures</i>	340s	Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone
375s	Seminar in Romance Languages and Literatures: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New Cinemas	*220	<i>French</i> French Studies in English Translation
		321s	Seminar in Romance Languages and Literatures: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New

Foreign Literature Courses in Translation

Some departments offer courses in foreign literature, taught and read in English.

Asian Studies

211f Modern Indian Fiction

*240 Women in Chinese Literature

*248 Contemporary Chinese Fiction: 1949 to the Present

*254 The Great Epics of India: Representations and Interpretations

*320 Women's Issues in Arab Women Novelists' Works

340s Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone

French

*220 French Studies in English Translation

321s Seminar in Romance Languages and Literatures: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New

	Cinemas
333s	<i>Gender Studies</i> Interdisciplinary Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone
*100	<i>German Studies</i> The New Face/s of Germany: Contemporary German Society in Film and Text
*100	Memories of War and Exile: The Second World War in Photographs, Memoirs, and Fiction
*210	<i>Italian</i> Dante and the Middle Ages
*212	Mirrors for Reality: Renaissance Italian Theatre
*200	<i>Medieval Studies</i> Special Topics in Medieval Studies: A Medieval Room of One's Own: Christine de Pizan and Her World
131s	<i>Russian and Eurasian Studies</i> Introduction to Peoples and Cultures of Eurasia
151f	<i>Anna Karenina: Loving to Death</i>
*206	Women, Life and Politics in Modern Russia (1860–2000)
*208	From Page to Screen: Russian Literature on Film
210f	Great Books: The Literature of Nineteenth-Century Russia
211s	Topics in Twentieth-Century Russian Literature: Diabolic Carnival: Bulgakov's <i>Master and Margarita</i> and Its Contexts
213s	Tolstoy's <i>War and Peace</i>
*215	Dostoevsky and the Problem of Evil: <i>The Brothers Karamazov</i>
*240	Russia: From Communism to Capitalism
241f	Russia and the West
241s	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
*313	The New Democracies
*315	Utopia and Anti-Utopia
*343	Terrorism: Russia as Its Cradle
350f	Revolutions

	<i>Spanish</i>
150f	Modern Latin American Women Writers
219s	U.S. Latino/a Literature
*261	Afro-Hispanic Literature

English for Speakers of Other Languages

International students and others for whom English is not a first language should consider enrolling in English 102: Writing across Cultures. This course is designed specifically for these students to work on writing in English.

Speaking, Arguing, and Writing Program (SAW)

The abilities to organize complex bodies of information and theory, develop a view and present it cogently and persuasively, and express ideas with clarity and grace are at the heart of the work a student will undertake throughout college and thereafter. To help students foster these abilities, the Speaking, Arguing, and Writing Program sponsors workshops, trains and supervises student mentors, and provides facilities and assistance in the preparation of writing and speaking assignments. Students visiting the SAW Program offices, in the Weissman Center for Leadership and the Liberal Arts (Porter Hall), can explore the resource library, get feedback on their writing or speaking projects at any stage, or plan and practice a presentation in the mediated classroom studio.

No matter how accomplished a student is when she enters college, as she matures intellectually she will need to gain more control over her speaking and writing voices. For that reason, every student should include in her college program some writing-intensive and speaking-intensive courses. Following are lists of these courses for the 2006–2007 academic year.

For updated information on speaking-intensive and writing-intensive courses, as well as information on the SAW Program, visit www.mtholyoke.edu/go/saw.

Writing-Intensive Courses

<i>American Studies</i>		<i>Economics</i>	
290s	Introduction to Asian American Literature	*100	Introductory Economics Topics: Global Economy
301s	Senior Seminar: Prison Literature and Creative Writing	*100	Introductory Economics Topics: Economics in Popular Film
		*340	Comparative Economic Performance of the G-7
<i>Anthropology</i>		<i>Education</i>	
212f	Shopping and Swapping: Cultures of Consumption and Exchange		
*235	Development of Anthropological Thought	205fs	Whiteness, Racism, and Inequality in Schools and Society
*320	Manufacturing Knowledge		
334s	Memory, History, and Forgetting		
350f	Issues in Contemporary Anthropological Theory	109f	<i>Educational Studies</i> Whiteness: The Other Side of Racism
390f	Research Seminar in Anthropology		
<i>Art (History)</i>		<i>English</i>	
110s	Introductory Seminar in Art History: Writing About Art	101f	Seminar in Reading, Writing, and Reasoning: Into Africa
		101f	Seminar in Reading, Writing, and Reasoning: Metaphor, Allegory, Symbol, Myth
<i>Asian Studies</i>		101f	Seminar in Reading, Writing, and Reasoning: Coming-of-Age
312fs	Fourth-Year Chinese	101f	Seminar in Reading, Writing, and Reasoning: Reading Nonfiction
*320	Women's Issues in Arab Women Novelists' Works	101f	Seminar in Reading, Writing, and Reasoning: Multicultural Families
<i>Astronomy</i>		101f	Seminar in Reading, Writing, and Reasoning: Dramatic Revisions
*243s	Stars: Time and Transformation in the Universe	101f	Seminar in Reading, Writing, and Reasoning: Varieties of English Comedy
<i>Biological Sciences</i>		101f	Seminar in Reading, Writing, and Reasoning: Some Cultural Representations of Women
145s	Introductory Biology: Biology in the Age of the Human Genome Project	101f	Seminar in Reading, Writing, and Reasoning: A Little Learning
*145	Introductory Biology: A Green World	101f	Seminar in Reading, Writing, and Reasoning: Contemporary American Autobiography: Race, Sexuality, Style
*145	Introductory Biology: Patterns and Principles of Life	101f	Seminar in Reading, Writing, and Reasoning: Extinction
*145	Introductory Biology: Animal Bodies, Animal Functions	101f	Seminar in Reading, Writing, and Reasoning: Gender and War
308s	Darwin	103f	English for Multilingual Speakers I
344s	Biogeochemistry of Northern Ecosystems	104s	English for Multilingual Speakers II
<i>Chemistry</i>		105fs	Writing across Cultures
250fs	Introduction to the History of Chemistry	200fs	An Introduction to the Study of Literature
<i>Classics</i>		201fs	Introduction to Creative Writing
106f	Socratic Questions	202fs	Introduction to Journalism
<i>Critical Social Thought</i>			
350f	Seminar in Critical Social Thought		

203s	Short Story Writing I		and Poetry: Anthropology, Linguistics, and the Modern Imagination
204f	Verse Writing I		
*251	African American Diasporas: Literature and Culture		<i>Film Studies</i>
*260	Modern Alternatives to Realism: Surreal, Supernatural, and Science Fiction	101f 203f	Film and History: The Remake Introduction to Spanish and Latin American Film
*265	Literature for Children	270s	National and Transnational Cinema: Specters, Monsters, and the Mind
*267	Reading and Writing in the World		
274s	Introduction to Asian American Literature	280f	Film Authorship: Films of Margarethe von Trotta
280s	Literary Criticism and Theory		
*282	Reading and Writing About Poetry	*290	Philosophy and Film Theory
*300	Writing about the Arts	*330	Topics in Documentary Film
302s	Nonfiction Writing: Writing Journalistic Narratives for Magazines and Books	*340 *360	Topics in Experimental Film Topics in Film Genres: Film, Melodrama, and Horror
303s	Short Story Writing II	380f	Topics in Film Authorship: The Eighteenth Century: Jane Austen: Readings in Fiction and Film
304s	Verse Writing II		
*305	Writing Literature for Children		
*308	Methods of Discovery: Nonfiction and Fiction	*380	Topics in Film Authorship: Shakespeare on Film
309f	Writing the Novella	*380	Topics in Film Authorship: Henry James into Film
316f	The Matter of Britain: Stories of Arthur and the Grail	*390	Topics in Film Theory: Philosophy and Film Theory
*316	Topics in Medieval Literature: Forging the Ring	*390	Topics in Film Theory: Feminist Theory and Film
*321	Studies in Nineteenth-Century British Literature: Nineteenth-Century Poetry: Wordsworth and Keats		
*321	Studies in Nineteenth-Century British Literature: Gender and Colonialism in Victorian Culture	215fs	<i>French</i> Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
331s	Modern Poetry		
*345	Studies in American Literature: Faulkner and Modern Southern Writing		<i>Gender Studies</i>
348s	Prison Literature and Creative Writing	119f	Women's Public Voices
*350	Studies in African American Literature: Slavery and the Literary Imagination	115f *202 *250	<i>Geology</i> Convergence in Geologic Time History of Earth The Biosphere
*361	Post-World War II Poetry		
*369	Women Writing Diaspora: A Cross-Cultural Comparison	*100	<i>German Studies</i> The New Face/s of Germany: Contemporary German Society in Film and Text
*385	Feminist Theory and Film		
	<i>Environmental Studies</i>	*100	Memories of War and Exile: The Second World War in Photographs, Memoirs, and Fiction
344s	Biogeochemistry of Northern Ecosystems	104f	Accelerated Elementary German
	<i>European Studies</i>	201fs	Intermediate German
*316	European Studies Seminar: Reality	204s	Advanced Elementary/Intermedi-

	ate German	*301	Colloquium: The Other Europe since 1945
*212	Studies in German Language and Composition	*301	Colloquium: Religion, Modernity, and Colonialism in South Asia
221fs	Foundations of Contemporary Germany: German Cultural Studies from the Enlightenment to the Present	*301	Colloquium: The Long Nineteenth Century
222s	German Culture Today	*355	Early Modern Europe: The Nature of Things: Amerindians and Europeans in North America 1500–1800
223f	Topics in German Studies: Controversial World Film: The Films of Gena von Trotta	390s	South Asian Nationalisms
*223	Topics in German Studies		<i>Interdepartmental Courses</i>
231s	German Studies in a European Context: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Literature	*112	The Rhetoric of Grammar
	Advanced Studies in German Language and Culture	*145	Western Civilization: An Introduction through the Great Books
*301	Enlightenment and Classicism	*146	Western Civilization: An Introduction through the Great Books
*307	The Romantic Era	212fs	Peer Mentoring: Theory and Practice
310f	Constructing German(y) 1800 to 1848: A Blueprint for the Twenty-first Century		<i>Mathematics</i>
*311	Realism and Reality: German Culture in the Age of the First German Unification (1871)	251fs	Laboratory in Mathematical Experimentation
*312	Topics in German Literature and Culture		<i>Medieval Studies</i>
*315	<i>BunTesdeutschland?: Immigration and Representations of Im/migrants in Film and Text</i>	101f	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Picturing the Middle Ages
*315	Consequences of Modernity: German Culture 1900–1945	101f	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Europe and the Atlantic World, 1300–1700
*319	Culture after Auschwitz: Remembering, Mourning, and Forgetting in Contemporary German and Austrian Literature and Film	300f	Seminar in Medieval Studies: The Matter of Britain: Stories of Arthur and the Grail
*320	Topic: From the Kaiser to Hitler: Berlin 1871–1933 in Text and Film	*300	Seminar in Medieval Studies: Forging the Ring
325s			<i>Music</i>
	<i>History</i>	*110	The Nine Symphonies of Beethoven: A Listening Survey
*140	Identity and Community in Early Africa	281f	History of Western Music I
150f	Europe and the Atlantic World, 1300–1700	282s	History of Western Music II
223f	Religion and Politics in Modern India	371f	Topics in Music: Music of Heroism, Protest, and Lament during the Second World War
259f	Empire, Race, and the Philippines		<i>Philosophy</i>
*296	Women in History: Women, Spirituality, and Power: A Cross-Cultural Comparison	102f	First-Year Seminar: Ethical Issues

201f	in Public Education Philosophical Foundations of Western Thought: The Greek Period	320s	American Film Seminar on Spanish/Latin Ameri- can Cinema: Feeling the Fake: Pedro Almodovar
*290	Philosophy in Dialogue		
	<i>Politics</i>	150f	<i>Theatre Arts</i> What Is Performance?
*101	Fundamentals of Politics: Concepts and Controversies	*234	Topics in Theatre Studies: Intro- duction to Performance Studies
*106	Comparative Politics	*243	Screenwriting
*111	Confessions, Novels, and Notebooks: The Self and Political Thought	*283	Playwriting I
*117	Globalization and Its Discontents		
211f	Ancient and Medieval Political Thought		
212s	Modern Political Thought		
*237	European Politics		
*379	Topics in European Politics: Europe and the European Union		
	<i>Psychology</i>		
110f	Introductory Seminars in Psychology: Brain/Mind	212f	<i>Anthropology</i> Shopping and Swapping: Cultures of Consumption and Exchange
110f	Introductory Seminars in Psychology: First Love: Attachment Theory and Research	*235	Development of Anthropological Thought
251f	Animal Behavior	316s	Special Topics in Anthropology: Globalization and Transnational- ism
*300	Seminar in History and Systems of Psychology: Controversies in Psychology	*320	Manufacturing Knowledge
329f	Seminar in Personality and Abnor- mal Psychology: First-Person Narratives of Madness	334s	Memory, History, and Forgetting
411fs	Seminar in Psychological Research	350f	Issues in Contemporary Anthropological Theory
	<i>Religion</i>	390f	Research Seminar in Anthropology
*226	Introduction to the Philosophy of Religion		
230s	Spirituals and the Blues		
*323	Topics in Contemporary Theology: Theology Meets the Matrix	*110	<i>Art History</i> Introductory Seminar in Art His- tory: The Classical Ideal
	<i>Russian and Eurasian Studies</i>		
151f	<i>Anna Karenina</i> : Loving to Death	312fs	<i>Asian Studies</i> Fourth-Year Chinese
213s	Tolstoy's <i>War and Peace</i>	*320	Women's Issues in Arab Women Novelists' Works
	<i>Spanish</i>		
105f	Modern Latin American Women Writers		
202s	Spanish for Heritage Speakers		
209fs	Composition and Culture		
221f	Introduction to Spanish and Latin		
			<i>Biological Sciences</i> Animal Cloning and Stem Cells: Past, Present, and Future
		301s	Cellular and Molecular Aspects of Development
		305f	Conference Course: Chemical Communication in Vertebrates
		*321	Conference Course: Emerging Infectious Diseases
		*321	Biogeochemistry of Northern Ecosystems
		344s	
			<i>Complex Organizations</i> Winners and Losers: Taxation, So- cial Justice, and Economic Choices
		*220	

Speaking-Intensive Courses

299s	Leadership and the Liberal Arts		Literature: Slavery and the Literary Imagination
311f	Organizational Governance	*369	Women Writing Diaspora: A Cross-Cultural Comparison
	<i>Critical Social Thought</i>	*372	The Literature of Exile
*251	Twentieth-Century Theory and Its Discontents	*385	Feminist Theory and Film
350f	Seminar in Critical Social Thought		<i>Environmental Studies</i>
	<i>Economics</i>	344s	Biogeochemistry of Northern Ecosystems
*100	Introductory Economics Topics: Global Economy		<i>Film Studies</i>
*306	Political Economy of "Race" in the U.S.	203f	Introduction to Spanish and Latin American Film
314s	Economic Development in the Age of Globalization		<i>French</i>
*340	Comparative Economic Performance of the G-7	225f	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World
	<i>English</i>	230s	Intermediate Courses in Culture and Literature: Introduction to the Civilization of France
101f	Seminar in Reading, Writing, and Reasoning: A Little Learning		<i>Gender Studies</i>
101f	Seminar in Reading, Writing, and Reasoning: Contemporary American Autobiography: Race, Sexuality, Style	101fs	Introduction to Gender Studies
101f	Seminar in Reading, Writing, and Reasoning: Reading Nonfiction	212f	Women and Gender in Social Science: Psychology of Women: The Classic Texts
105fs	Writing across Cultures	390s	Internship or Field Project
202fs	Introduction to Journalism		<i>Geography</i>
211fs	Shakespeare	*319	Africa: Problems and Prospects
250f	Twentieth-Century and Contemporary African American Literature: Innovation, Strategy, Form		<i>Geology</i>
*251	African American Diasporas: Literature and Culture	*202	History of Earth
302s	Nonfiction Writing: Writing Journalistic Narratives for Magazines and Books	*250	The Biosphere
*305	Writing Literature for Children		<i>German Studies</i>
316f	The Matter of Britain: Stories of Arthur and the Grail	101fs	Elementary German
*316	Topics in Medieval Literature: Forging the Ring	102s	Elementary German
*321	Studies in Nineteenth-Century British Literature: Gender and Colonialism in Victorian Culture	103fs	Intensive Elementary German
*321	Studies in Nineteenth-Century British Literature: Nineteenth-Century Poetry: Wordsworth and Keats	104f	Accelerated Elementary German
*345	Studies in American Literature: Faulkner and Modern Southern Writing	201fs	Intermediate German
*350	Studies in African American	204s	Advanced Elementary/Intermediate German
		*209	<i>Die Grenzen meiner Sprache sind die Grenzen meiner Welt: Reading and Speaking German I</i>
		*210	<i>Die Grenzen meiner Sprache sind die Grenzen meiner Welt: Reading and Speaking German II</i>

211s	Creation and Production of a German Play	223f	Religion and Politics in Modern India
*212	Studies in German Language and Composition	256f	Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present
221fs	German Cultural Studies I: The Search for Identities	*257	Computing Applications in History and the Humanities: Frankenstein Meets Multimedia
221fs	Foundations of Contemporary Germany: German Cultural Studies from the Enlightenment to the Present	*257	Computing Applications in History and the Humanities: War of the Worlds: Witchcraft and Witch Hunting in the Early Modern Era (1500–1800)
222s	German Culture Today	259f	Empire, Race, and the Philippines
223fs	Topics in German Studies: Controversial Women: The Films of Contemporary Filmmaker Margarethe von Trotta	*283	Topics in the Recent History of the United States : A Cultural and Environmental History of the Mount Holyoke College Campus
231s	German Studies in a European Context: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Literature	*301	Colloquium: The Long Nineteenth Century
*232	German Tutorial: Literature and Culture in a European Context	*301	Colloquium: Religion, Modernity, and Colonialism in South Asia
*301	Advanced Studies in German Language and Culture	*355	Early Modern Europe: The Nature of Things: Amerindians and Europeans in North America 1500–1800
*307	Enlightenment and Classicism	*361	Modern Europe: The Nineteenth Century History and Multimedia: France 1780–1850
310f	The Romantic Era	390s	South Asian Nationalisms
*311	Constructing German(y), 1800 to 1848: A Blueprint for the Twenty-first Century	*209	<i>Interdepartmental Courses</i>
311f	Nostalgia and Utopia: Nineteenth-Century German Literature and Culture I	*212fs	Diseases, Debates, and Dilemmas: A Case-Based Exploration of Contemporary Health Issues
*312	Realism and Reality: German Culture in the Age of the First German Unification (1871)		Peer Mentoring: Theory and Practice
*315	Topics in German Literature and Culture		
*319	Consequences of Modernity: German Culture, 1900–1945		<i>Jewish Studies</i>
*320	Culture after Auschwitz: Remembering, Mourning, and Forgetting in Contemporary German and Austrian Literature and Film	*222	Engendering Judaism: Women and Jewish Tradition
325s	Topic: From the Kaiser to Hitler: Berlin 1871–1933 in Text and Film	101f	<i>Medieval Studies</i>
	<i>History</i>		Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Europe and the Atlantic World, 1300–1700
*102	Foundation: Justice: Ideals and Practices in History	200s	Special Topics in Medieval Studies: Introduction to Medieval Monasticism
*140	Identity and Community in Early Africa	300f	Seminar in Medieval Studies: The Matter of Britain: Stories of Arthur and the Grail
150f	Europe and the Atlantic World, 1300–1700	*300	Seminar in Medieval Studies: Forg-
*201	Great Debates in American History		

	ing the Ring
	<i>Philosophy</i>
102f	First-Year Seminar: Forbidden Knowledge
280s	Philosophy for Children
*290	Philosophy in Dialogue
	<i>Politics</i>
*112	Speaking and Arguing: The Rhetoric of Peace and War
	<i>Psychology</i>
211f	Psychology of Women: The Classic Texts
*300	Seminar in History and Systems of Psychology: Controversies in Psychology
*337	Seminar in Educational Psychology Motivation
*349	Seminar in Perception and Cognition
411fs	Seminar in Psychological Research <i>Religion</i>
*226	Introduction to the Philosophy of Religion
230s	Spirituals and the Blues
*323	Topics in Contemporary Theology: Theology Meets the Matrix
	<i>Russian and Eurasian Studies</i>
151f	Crown Jewels of Russian Culture
*206	Women, Life, and Politics in Modern Russia (1860–2000)
213s	Tolstoy's <i>War and Peace</i>
	<i>Spanish</i>
210fs	Conversation and Culture: Speaking Spanish in the Real World
221f	Introduction to Spanish and Latin American Film
320s	Seminar on Spanish/Latin American Cinema: Feeling the Fake: Pedro Almodvar
	<i>Theatre Arts</i>
*150	First-Year Seminar
281f	Shakespeare

See the appropriate departmental listings for course descriptions. A student may enroll in more than one speaking-intensive or writing-

intensive course in a semester if there is space available. Course elections will be reviewed to balance the size of classes. General questions should be directed to the appropriate department chair or to the instructor.

Community-Based Learning (CBL)

Community-based learning is an educational initiative that links Mount Holyoke students with local communities in courses that combine analysis and action. This program enhances understanding of public concerns and fosters leadership, citizenship, and advocacy skills. CBL courses and independent studies bring together students, faculty, and community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits to the community. Working with area organizations, students grapple with applying theoretical knowledge to concrete problems and offering solutions. For more information, visit www.mtholyoke.edu/go/cbl.

Community-Based Learning Courses

	<i>Anthropology</i>
*346	Identities/Differences: Anthropological Perspectives
	<i>Education</i>
205fs	Whiteness, Racism, and Inequality in Schools and Society
*220	Foundations of Multicultural Education
	<i>Educational Studies</i>
301s	Education in South Africa
	<i>Environmental Studies</i>
200f	Environmental Science
321s	Conference Courses in Environmental Studies: Urban Ecology
390f	Senior Seminar in Environmental Studies
	<i>Gender Studies</i>
333f	Interdisciplinary Seminar: Emily Dickinson in Her Times

	<i>Geology</i>
*321	Paleontology
	<i>History</i>
*102	Justice: Ideals and Practices in History
214f	History of Global Inequality
	<i>Philosophy</i>
280s	Philosophy for Children
	<i>Physical Education and Athletics</i>
*210	Outdoor Leadership Skills
*261	Women in Sport
307s	Red Cross Water Safety Instructor
	<i>Politics</i>
*251	Black and Latino Politics
348s	Colloquium in Politics: Community Development
	<i>Psychology</i>
233fs	Educational Psychology
*337	Seminar in Educational Psychology: Motivation
	<i>Sociology</i>
224s	Practicing Sociology

Departmental and Interdisciplinary Majors

Mount Holyoke offers the following departmental and interdisciplinary majors. For more information on majors and minors, see the Bachelor of Arts Degree and College Requirements chapter.

African American and African Studies

American Studies

Ancient Studies

Anthropology

Architectural Studies

Art (history and studio)

Asian Studies

Astronomy

Biochemistry

Biological Sciences

Chemistry

Classics

Computer Science

Critical Social Thought

Dance

Economics

English

Environmental Studies

European Studies

Film Studies

French

Gender Studies

Geography

Geology

German Studies

Greek

History

International Relations

Italian

Latin

Latin American Studies

Mathematics

Medieval Studies

Music

Neuroscience and Behavior

Philosophy

Physics

Politics

Psychology

Psychology and Educational Studies

Religion

Romance Languages and Literatures

Russian and Eurasian Studies

Self-designed Studies

Sociology

Spanish

Statistics

Theatre Arts

African American and African Studies

The major and minor in African American and African Studies is administered by the African American and African Studies Committee: Professors Crosthwaite (religion), Gadjigo (French), Grayson (religion), Lemly (English); Associate Professors Brown (English), Hanson (history), Morgan (history), Smith (politics), Stephens (English), Wilson (economics and African American and African studies); Lecturer Bass-Green (psychology and education); Visiting Assistant Professor Elliott (African American and African studies).

Contact Persons

Holly Sharac, *senior administrative assistant*
Holly Hanson, *chair*

As field of inquiry, African American and African studies describes and analyzes the origins and experiences of people of African descent wherever they live or have lived. These fields are 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.

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

Students can choose one of two concentrations or take a combination of courses from each concentration in the major and minor. Each concentration has its own set of requirements that majors and minors have to fulfill. Students can also select a combination of courses from each concentration.

The Concentration in African American Studies

The intent of African American studies is to provide a systematic investigation and analysis of the thoughts, experiences, and conditions under which people of African descent live in the United States. Courses making up the concentration will draw upon different disciplines to explore how African Americans relate to each other, to other Americans, and to other people of African descent living in the Americas, Europe, and Africa. Students majoring in the field should understand how blacks shape their lives in particular historical, social, political-economic, and cultural contexts.

Independent study or fieldwork is highly recommended to allow the student to study a particular topic in depth or to apply what she has learned in the classroom to issues affecting African Americans in the larger world. Students are also encouraged to take advantage of opportunities for internships, study abroad, and exchange at other institutions.

Requirements for the Concentration

Credits

- A minimum of 40 credits
- 20 of these credits must be at the 300 level in at least two different disciplines.

Courses

- African American and African Studies 101, Introduction to African American Studies
- One class on people of African descent in either Africa, the Caribbean, or the African diaspora at the 200 or 300 level

Other

- Independent Study 395 is strongly recommended.

Other courses to be counted for the concentration 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.

African American and African studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

The Minor Concentration in African American Studies

The program should be planned carefully for coherence and integrity.

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. 395 may not be counted toward the minimum 4 credits at the 300 level.

Courses

- African American and African Studies 101, Introduction to African American Studies

Other

- Signature of the program chair

Course Offerings

101f Introduction to African American and African Studies

Fall 2006: Identity, Community, and Progress
In this introduction to the African American experience in twentieth-century America, historical, cultural, economic, political, and aesthetic elements of the urban African American experience are examined. Because of the interdisciplinary nature of African American studies, we consider methodological issues as they bear on the constitution of the African American subject, the descriptive edifices of the contemporary African American community, and programs for

liberation.

Meets multicultural requirement; meets Social Sciences III-A requirement.

Z. Elliott

2 meetings (75 minutes); 4 credits; enrollment limited to 25

206s Black Women Writers: Feminist Visions from the African Diaspora

(Writing-intensive course) This course will explore the influence of feminist politics on the writing of women throughout the African Diaspora. By exploring the different cultural, political, and historical contexts in which these writers work, we will attempt to define the continuities and conflicts that exist within the vast field of black women's writing. Why, when, and how did a black feminist consciousness emerge? How did racial tensions within the predominantly white feminist movement lead to the development of a separate black "womanist"/Third World agenda? How does feminist literature of the African Diaspora challenge negative stereotypes and misrepresentations of black women's realities?

Meets multicultural requirement; meets Humanities I-A requirement.

Z. Elliott

Prereq. African American and African Studies 101, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

208s Introduction to Twentieth-Century Critical Race Theory

(See Critical Social Thought 253s)

*210 African American Culture and Society

A theoretical examination of the cultural economy of race. Investigations center on the ways African Americans practically develop and contest "meaning" through their own readings of and uses for cultural products. Three problematics will be emphasized: representation, subjectivity, social inequality. What is at stake in various representations of blackness? What are the material effects of those representations? What are the social inequalities produced by race, gender, class, etc. processes? How are inequalities regulated/resisted in and through culture? What are the changing historical conditions under which agents produce (are produced by) race

knowledge and black cultural politics?

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Wilson

Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

306s Black Masculinities: The Performance of Gender in African American Culture

(Writing-intensive course) This course will explore the construction and performance of black masculine identities within the U.S. By exploring the different political and historical contexts in which gender identities are formed, students will seek to understand the various agendas which are served by particular performances of black masculinity. In U.S. society, what does it mean to be a man? What does it take to defy “the Man”? How do exaggerations of particular masculine attributes enhance or diminish male power? Has a history of racial oppression impacted the ability of black men to perform “authentic” masculine roles? Why do some black male identities seem to replicate the oppression of the dominant society?

Meets multicultural requirement; meets Humanities I-B requirement.

Z. Elliott

Prereq. 8 credits in department, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***308 Luminous Darkness:**

African American Social Thought

Examines the causes of and proposed solutions to “the Negro problem” in post-Civil War American social 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?” Review of theories and policies targeting blacks and their environment allows us to critique black modernity (as “exceptional” and/or “damaged”), 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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Wilson

Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits

320f Gender, Terror, and Trauma in African American Culture

This course will explore representations of violence in African American culture, with special consideration given to literary depictions of rape and lynching. After examining the historical function of violence within the United States, students will perform a comparative analysis of texts authored by black women and men. We will also explore cultural, social, and political movements (abolition, civil rights, black power, black feminism, hip-hop) that have emerged in response to the violent policing of black bodies. How has violence been used to terrorize blacks? What role has violence played in the African American struggle for liberation and equality?

Meets multicultural requirement; meets Humanities I-A requirement.

Z. Elliott

Prereq. 8 credits in the department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Courses Counting toward the Major and Minor

See department listings for descriptions and course offerings.

Core

	<i>African American Studies</i>
210	<i>African American Culture and Society</i>
	<i>American Studies</i>
301	<i>Senior Seminar on Richard Wright</i>
	<i>English</i>

250	African American Literature	373	Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
	<i>History</i>		
281	African American History to 1865		
282	African American History since 1865		
	Electives		
	<i>Dance</i>		
142B	Comparative Caribbean Dance		
	<i>Economics</i>		
306	Political Economy of "Race" in the U.S.		
	<i>English</i>		
101(06)	Memories of Home		
101(10)	The Poetics of Race and Identity		
208	African American Poetry		
251	African American Diasporas: Literature and Culture		
271	Women Writers: Black and White		
	Southern Women Writers		
339	Race, Romance, and Reform: Nineteenth-Century African American Women's Literature		
350	Studies in African American Literature: Slavery and the American Literary Imagination		
351	Toni Morrison		
370	The Caribbean in American Culture		
372	Contesting Borders: The Literature of Exile		
	<i>History</i>		
101	African American Autobiographies and Biographies		
280	Race and Gender in North American History: African American Women and U.S. History		
301	Colloquium: Slaves and Their Allies		
301	Colloquium: Segregation: Origins and Legacies		
375	American History: The Middle Period: The Age of Emancipation		
381	Recent American History: The Civil Rights Movement		
	<i>Latin American Studies</i>		
170	Readings in Caribbean Literature		
276	Contemporary Caribbean Societies		
289	Slavery in the Americas		
			<i>Philosophy</i>
		248	Philosophical Issues in Race and Racism
			<i>Politics</i>
		210	Minorities and the Law
		244	Urban Politics and Policies
		250	Politics of Black Urban Reform
		251	Black and Latino Politics
		252	Topics in Urban Studies
		313	The Politics of Poverty
		347	Race and Urban Political Economy
		348	Colloquium in Politics: Community Development
			<i>Psychology</i>
		213	Psychology of Racism
			<i>Religion</i>
		107	The Women Who Shaped the Mind of Frederick Douglass
		218	Women in American Religious History
		228	On Human Freedom: Lordship and Bondage in Religion and Culture
		230	Spirituals and the Blues
			The Concentration in African Studies
			The intent of African studies is to provide a systematic investigation and analysis of the thoughts, experiences, and conditions under which people of African descent live on the continent of Africa. Courses making up the concentration will draw upon different disciplines to explore how Africans relate to each other within and across regions and nation-states and to people of African descent in the Diaspora. Students majoring in the field should understand how Africans shape their lives in particular historical, social, political-economic, and cultural contexts.
			Independent study or fieldwork is highly recommended to allow the student to study a particular topic in depth or to apply what she has learned in the classroom to issues affecting Africans in the larger world. Students

are also encouraged to take advantage of opportunities for internships, study abroad, and exchange at other institutions.

**Requirements for the
Concentration
Credits**

- A minimum of 40 credits
- 20 of these credits must be at the 300 level in at least two different disciplines.

Courses

- History 141, Violence and Social Change in Modern Africa
- One class on people of African descent in either the Americas, the Caribbean, or the African Diaspora at the 200 or 300 level

Other

- Independent Study 395 is strongly recommended.

Other courses to be counted for the concentration 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.

The Minor Concentration in African Studies

The program should be planned carefully for coherence and integrity.

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. *395 may not be counted toward the minimum 4 credits at the 300 level.*

Courses

- History 141, Violence and Social Change in Modern Africa

Other

- Signature of the program chair

Courses Counting toward the Major and Minor

See department listings for descriptions and course offerings.

Core

	<i>English</i>
253	African Literature
	<i>Geography</i>
217	The African Environments
	<i>History</i>
140	Identity and Community in Early Africa
141	Violence and Social Change in Modern Africa

Electives

	<i>Dance</i>
142A	West African Dance
243A	Cultural Dance Forms: West African
	<i>Earth and Environment</i>
304	Selected Problems in Regional Geography: Africa—Problems and Prospects
311	Third World Development
	<i>English</i>
101	Seminars in Reading, Writing, Reasoning: Into Africa
251	Literature of the Black Empire
	<i>French</i>
219	The French-Speaking World
370	<i>Contes et Legendes d'Afrique Francophone</i>
	<i>German Studies</i>
241	Special Topics in German Studies: <i>Bundesrepublik Deutschland: Afro-Germans and Turkish Im/Migrants in Film and Text</i>

	<i>History</i>
241	African Popular Culture
296	Women in History: African Women's Work, 1880–1980
301	Colloquium: Food and Famine in African History
301	Colloquium: Money in History
341	Topics in African History: When Worlds Collide: The Colonial Moment in Africa
341	Topics in African History: Power and Exchange in the African Past
	<i>Latin American Studies</i>
170	Readings in Caribbean Literature
276	Contemporary Caribbean Societies
373	Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
	<i>Politics</i>
213	African Political Systems
	<i>Sociology</i>
316	Social Change in Southern Africa
	<i>Spanish</i>
261	Afro-Spanish Literature

American Studies

Steering committee: Professors Staiti (art history), Weber (English); Associate Professors Brown (English), Lee (art history), Renda (gender studies and history), Stephens (English, on leave 2006–2007). Faculty on the Program: Professors Benfey (English, on leave spring 2007), Crosthwaite (religion), Czitrom (history), Gudmundson (history and Latin American studies), Marquez (Latin American studies), Moseley (economics), Savoy (environmental studies, geography, geology); Associate Professors Morgan (history, on leave 2006–2007), Roth (sociology and anthropology), Smith (politics), Young (English); Visiting Associate Professor Fox (complex organizations, fall only); Director of Art Museum Doezeema. Visiting faculty: Visiting Assistant Professor Tiongson.

Contact Persons

Cynthia Meehan, *senior administrative assistant*
TBD, *chair*

American studies is an interdisciplinary major that does not take its subject matter for granted. Instead, it provides opportunities for students to explore questions about the multiple meanings of America and the rich diversity of American identities from a variety of perspectives across the curriculum. How is America defined within different historical, cultural, social, and political contexts? How do these definitions change over time and space and in different communities? By working across the disciplines, students can address critical issues about the culture and society of the U.S. in the past and the present. By working across geographical borders, they can understand the U.S. within comparative and international frameworks.

Requirements for the Major

Credits

- A minimum of 40 credits dealing with the United States, chosen from the various departments represented by faculty on the program committee and by the suggested

courses

Courses

- First-year students are encouraged to take one of the 100-level courses listed below.
- American Studies 201, Perspectives in American Studies
- American Studies 301, Senior Seminar
- 8 credits from these surveys:
 - Art 250, American Painting, 1880–1980
 - Art 255, American Art and Architecture, 1620–1880
 - English 240–241, American Literature I and II
 - History 170–171, The American People, 1500–1865 and The American People since 1865 *or* History 281–282, African American History to 1865 and African American History: 1865 to the Present

Majors should aim for chronological scope in the surveys.

- 8 credits at the 100 or 200 level from the surveys above or the courses suggested below
- 20 credits in 300-level courses (including American Studies 301)

Other

Within the above requirements, majors must study each of the following areas in at least one course at any level.

- 4 credits in the social sciences
- 4 credits in African American culture or society
- 4 credits in a course that critically assesses those experiences and peoples of the Americas not traditionally included in American studies. Examples include courses on the cultures of Latin America; American Indians; and Latino, Asian American, or other immigrant communities in the United States.

American studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

The committee chair advises all majors until they select appropriate faculty advisers from the committee. In designing individual programs, students should consider electing courses in the theory and methodology of specific disciplines, as well as in non-U.S. courses that allow her to view the American experience from a comparative perspective. Students are encouraged, in consultation with their advisers, to develop their own concentration within the major to give their studies focus. Concentrations may range widely according to individual interests, such as environmental and urban issues, media and popular culture, literature and the arts, immigration and ethnicity. Asian American studies may be selected as a concentration in conjunction with the Five College Certificate in Asian/Pacific/American Studies (see the Five College Consortium chapter).

A regular exchange program with Sussex University in England allows a limited number of juniors to study abroad each year in one of the premier American studies programs outside the United States. There are also opportunities for study and internships at other institutions, such as the Smithsonian and the Mystic Seaport Maritime Studies Program.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- American Studies 201, Perspectives in American Studies
- American Studies 301, Senior Seminar
- At least two other courses above the 100 level from the courses listed below

Course Offerings

201s Introduction to the Study of American Culture

Comparative Migrations: Borders, Narratives, and Myths

This course is a comparative study of multiple forms of migration that have shaped and continue to shape our understanding of America. Relying on political documents, visual images, films, music, and literature, it focuses on specific forms of migration—westward expansion, nineteenth-century European immigration, the Great Migration, postwar suburbanization, post-'65 immigration, and contemporary border crossings—and their role in the formation of American identity and society. The aim of the course is to familiarize students with American studies' expanding methods of inquiry as well as emerging themes, debates, and developments. *Meets Humanities I-B requirement.*

A. Tjongson

2 meetings (75 minutes); 4 credits; enrollment limited to 25

290fs Topics in American Studies

Fall 2006

(01) American Literature III: Between the Wars

(Same as English 341f) This course explores the range and variety of American literary expression from the 1920s through the early 1940s. We will locate the works in social history and in literary history, as modernity and modernism cocreated new language and projects for American writers. Let's ask as we go: what historical moment was the author participating in and is the text some kind of intervention or comment upon that moment? We will consider the "lost generation" Modernists, the Harlem Renaissance, immigrant authorship, the literary Left, the popular "middlebrow" writers, and the pulp writers.

Meets Humanities I-A requirement.

S. Davis

Prereq. 8 credits in department beyond English 101 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

(02) Comparative Racializations: Latinos, African Americans, and Asian Americans

This course is a comparative study of the racialization of Latinos, African Americans, and Asian Americans in a number of areas including labor, court cases, popular culture, 107

electoral politics, and urban race relations. It illuminates how these groups position themselves and are positioned as racial subjects in distinct and historically specific ways but also in relational and mutually constitutive ways. The aim is to provide a nuanced understanding of the trajectory of contemporary U.S. racial formations without losing sight of existing relations of power and privilege.
Meets Humanities I-B requirement.

A. Tiongson

4 credits; enrollment limited to 25

(03) Sexuality and Women's Writing

(Same as English 286f and Gender Studies 204f) An examination of how U.S. women writers in the twentieth century represented lesbian, queer, and homoerotic possibilities in prose. Topics to include: literary strategies for encoding sexuality; thematic interdependencies between sexuality and race; historical contexts such as the "inversion" model of homosexuality and the Stonewall rebellion; theoretical issues such as the "heterosexual matrix," the "epistemology of the closet," and tensions between lesbian and queer models of sexuality. Authors studied may include Allison, Brown, Cather, Gomez, Larsen, McCullers, Moraga, Nestle, Pratt, Stein, and Woolson; theorists may include Butler, Lorde, Rich, and Sedgwick.

Meets Humanities I-A requirement.

E. Young

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

(04) Poverty in the United States

(Same as Complex Organizations 204f) Why do so many people live in poverty in the most affluent of nations? This course will attempt to sort myths from realities in debates over the morality and feasibility of measures which might narrow the gap between rich and poor and expand opportunities, especially for the 20 million children in poverty. Students will explore how poverty is related to class, race, sex, family structure, and economics, and how it is affected, for better and worse, by governmental programs involving housing, education, crime, welfare, and taxation.

Meets Social Sciences III-A requirement.

J. Fox, C. Pyle

2 meetings (75 minutes); 4 credits

Spring 2007

(01) Imperial Legacies and Colonized Subjectivities

This course is a comparative study of the shared experiences of colonization, conquest, and displacement among Filipinos, Puerto Ricans, and Native Hawaiians. It operates from the assumption that a critical consideration of their collective experiences not only deepens our comprehension of their social and historical formations but also points to intriguing analytic possibilities that extend beyond the specificities of their histories. In particular, the course asks what an examination of these experiences reveals about America and what it means to be American.
Meets Humanities I-B requirement.

A. Tiongson

2 meetings (75 minutes); 4 credits

(02) Slavery in the Americas

(Same as History 289s and Latin American Studies 289s) A course, organized topically rather than geographically or nationally, that offers a comparative analysis of African American slavery as a dominant social system in Brazil, the Caribbean, and the U.S. South. Topics include: why slavery?, sugar and slavery, historical demography, culture and the law, kinship and family, long-run economic development, patterns of race relations, master class and racist ideologies, resistance to slavery, and abolition and its aftermath. Readings include historical and anthropological studies, as well as a major documentary collection on slavery in Brazil.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Gudmundson

Prereq. soph, jr, sr, 4 credits in Latin American studies, or permission of instructor; 2 meetings (75 minutes); 4 credits

(03) Introduction to Asian American Literature

(Writing-intensive course; same as English 274s) This course will consider the development of Asian American literature from the 1930s to the present day. We will discuss Asian immigration to the United States after

the Chinese Exclusion Act of 1885, Asian American identity and World War II, as well as race/gender debates concerning cultural “authenticity.” Readings will include works by Younghill Kang, Bienvenido Santos, Hisaye Yamamoto, Maxine Hong Kingston, David Henry Hwang, Jhumpa Lahiri, and others. *Meets multicultural requirement; meets Humanities I-A requirement.*

G. Park

2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

301fs Senior Seminar

Fall 2006

(01) *Studies in American Literature:*

The Career and Legacy of Richard Wright

(Same as English 345f) 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 and

political legacy to a range of modern and

contemporary authors, including Zora Neale

Hurston, Chester Himes, Ousmane Sembene,

James Baldwin, and Toni Morrison.

Meets multicultural requirement; meets Humanities I-A requirement.

D. Weber

Prereq. jr, sr, 8 credits in department beyond

English 101 or permission of instructor;

1 meeting (3 hours); *meets English department*

seminar requirement; 4 credits; enrollment

limited to 18

(02) *Youth Culture, Race, Gender, and Sexuality*

(Same as Gender Studies 333f) This course

provides a rigorous theoretical and historical

understanding of youth culture incor-

porating insights from the fields of cultural

studies, feminist theory, queer theory, ethnic

studies, and diaspora studies. We will study a

variety of youth expressive forms including

teen magazines, high school proms, riot grrrl

culture, Chicano/a punk, and Bollywood

film. The aim of the course is to provide

a more nuanced understanding of youth

culture, a sense of how youth culture both reflects and shapes existing social relations.

Meets Humanities I-B requirement.

A. Tiongsong

1 meeting (2 hours, 50 minutes); 4 credits;

enrollment limited to 18

(03) *Bootleggers, Glamour Girls, and Hobos:*

American Culture between the Wars

(Same as History 381f) This seminar explores

a number of themes between 1914 and 1945

that capture the tensions, contradictions,

and transformation of U.S. culture between

World War I and World War II. Weekly topics

include manliness and race, revolution in

morals and manners, Harlem in the 1920s,

the culture of consumption, the barrios of

Los Angeles, New Deal politics, Depression-

era culture, the growth of sexual subcultures,

health and athletics, and the politics of war.

The seminar is designed to help students

with the tasks of researching and writing

a 20-page paper, including how to select a

topic, strategies for research, and feedback

on drafts.

Meets Humanities I-B requirement.

J. Gerhard

Prereq. permission of instructor, written ap-

plication prior to academic advising period

(<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting

(3 hours); 4 credits; *enrollment limited to 15*

(04) *Reading the New York Times: Journalism,*

Power, History

(Same as History 301f) This course will

examine the political and cultural power of

the New York Times in the American past

and present. Students will analyze the Times

today through careful, daily readings. They

will also study its evolution as an institution,

as well as its coverage of and involvement

in several of the critical historical events of

this century. By focusing on the Times as the

most influential “agenda setter” in American

journalism, we will also address the larger

issues of objectivity, bias, and influence in the

mass media.

Meets Humanities I-B requirement.

D. Czitrom

Prereq. permission of instructor, 8 credits in

history, written application prior to academic

advising period (<http://www.mtholyoke.edu/>

acad/hist/application.shtml) required;
1 meeting (3 hours); 4 credits; enrollment
limited to 15

**Studies in American Literature: Henry James
into Film*

(Same as English 345 and Film Studies 380)
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 trans-
late—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.

Meets Humanities I-A requirement.

D. Weber

*Prereq. jr, sr, 8 credits in department beyond
English 101, 4 credits in film studies, or permis-
sion of instructor; 1 meeting (3 hours); satisfies
English department 1700–1900 and seminar
requirements; 4 credits; enrollment limited to
15*

**Cultural Studies: Theories and Practices*

(Same as English 364) In this course we will
read some of the central texts emerging from
the field of cultural studies. In their research
projects, students will have the opportunity
to put into practice both ethnographic and
semiotic approaches to cultural phenomena.
Assigned readings will include work by Ray-
mond Williams, Constance Penley on Star
Trek fanzines, Kathy Acker on bodybuilding,
Anna Deavere Smith, Roland Barthes, and
Stuart Hall. Can we “read” the world like a
text? Why should we? What changes when we
open up our field of inquiry in this way?

Meets Humanities I-A requirement.

S. Davis

*Prereq. jr, sr, 8 credits in department beyond
English 101; 1 meeting (3 hours); 4 credits*

Spring 2007

(01) Prison Literature and Creative Writing

(Writing-intensive course; same as English
348s) In this course we will look at media
and legal representations of prisoners and
especially at the writing of prisoners them-
selves. Authors include Barbara Harlow, Jen-
nifer Gonnerman, Mumia Abu-Jamal, George

Jackson, and Salwa Bakr. Movies may include
Dead Man Walking and Aileen Wuornos: The
Selling of a Serial Killer. Some are castigated
as rule breakers; structures are built for them,
and in these realms men and women are
cordoned off, envisioned and held separately
in their transgressions—what stories emerge
from the prisoners' mouths? Do those stories
challenge the deep architecture of the prisons
themselves?

Meets Humanities I-A requirement.

S. Davis

*Prereq. jr, sr, 8 credits in department;
2 meetings (75 minutes); 4 credits*

(02) Hitchcock and After

(Same as English 374s and Film Studies 320s)

This course will examine the films of Alfred
Hitchcock and the afterlife of Hitchcock in
contemporary U.S. culture. We will inter-
pret Hitchcock films in a variety of theo-
retical frames, including feminist and queer
theories, and in historical contexts including
the Cold War. We will also devote substan-
tial 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; addi-
tional works by Brooks, Craven, De Palma,
and Sherman. Readings in film and cultural
theory; screenings at least weekly.

Meets Humanities I-A requirement.

E. Young

*Prereq. jr, sr, at least 4 credits in film studies,
and at least 4 credits in English beyond 101,
or permission of instructor; enrollment may be
limited; 1 meeting (3 hours); 4 credits*

*(03) Representations of Animals in American
Film*

(Same as Theatre Arts 350s and Film Studies
320s) Animals have been a dramatic presence
in American filmmaking since its inception.
We will trace the figure of the animal as it ap-
pears throughout the twentieth century, pay-
ing close attention to emerging technologies
and their ideological impact. Films will range
from the early experiments of Eadweard
Muybridge to Edison's animal shorts, clas-
sical Hollywood films, National Geographic
documentaries, Disney animations, science
fiction, and experimental work. Readings will

be chosen from film studies, theatre studies, critical animal studies, anthropology, cultural studies, and visual rhetoric. This is a reading, speaking, and writing-intensive course with a performance/production element.

Meets Humanities I-A requirement.

E. Rundle

Prereq. American Studies 201, Introduction to Study of American Culture, plus 8 credits in film studies; 8 credits in the department or in related subjects or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

(04) The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture (Same as English 375s) We will explore the black body through the visual artists Ellen Gallagher, Kara Walker, William Pope, and Adrian Piper as well as pop icons Michael Jackson, Missy Elliot, and Jay Z. How does their work complicate representations of blackness through painting, video, text, music, and performance, whether through the black body's realness, abstraction, opulence, or annihilation? Using theoretical discussions by Michele Wallace, Roland Barthes, Tricia Rose, Homi Bhabha, Fred Moten, and others, students will write several very short creative and critical pieces, each one becoming part of a larger, cohesive final project.

Meets multicultural requirement; meets Humanities I-A requirement.

R. Wilson

Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 16

**The Caribbean in American Culture*

(Same as English 370s) This seminar uses the interdisciplinary methods of American studies to explore the role migrants from the English-speaking Caribbean have played in the United States. We will examine Caribbeans' images of themselves in literature and popular culture to understand the various ways they have (re)defined what it means to be "American" and "African American" in the twentieth century. A major theme will be the intersections of race, ethnicity, gender, and sexuality in Caribbean American identity. North American perceptions and constructions of the Caribbean will also be central. Readings include Lorde, Hughes, Hurston,

Marshall, and Cliff.

Meets multicultural requirement; meets Humanities I-A requirement.

M. Stephens

Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; 1 meeting (2 hours, 50 minutes), plus screenings; 4 credits

**Race, Gender, and Empire: Cultural Histories of the United States and the World* (Same as History 301 and Gender Studies 333) 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 did encounters between Native Americans and European colonizers, as lived and as remembered, call into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions? How did racialized constructions of gender and sexuality shape the "American Century?" And what can we learn from transnational approaches to "the intimacies of empire?"

Meets Humanities I-B requirement.

M. Renda

Prereq. 8 credits in history, permission of instructor, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Suggested Courses for Majors

See department listings for complete descriptions. Other courses may apply as well with permission of chair or adviser.

African and African American

Studies

101f Introduction to African American and African Studies: Identity,

	Community, and Prog-		<i>Psychology</i>
ress		213f	Psychology of Racism
320f	Gender, Terror, and Trauma in African American Culture		<i>Religion</i>
		218f	Women in American Religious History
	<i>Art History</i>	230s	Spirituals and the Blues
242f	History of Photography	219f	Religion and Revolution in the Nineteenth-Century West
245f	Art since 1945		
350f	The Gilded Age	323s	The Women Who Shaped the Mind of Frederick Douglass
	<i>English</i>	326f	Buddhism in the Pioneer Valley
101f	Contemporary American Autobiography: Race, Sexuality, Style		<i>Spanish</i>
212f	Jewish American Fiction	105f	Modern Latin American Women Writers
250f	Twentieth-Century and Contemporary African American Literature: Innovation, Strategy, Form	211f	Hispanic Cultures and Civilizations
		219s	U.S. Latino/a Literature
		221f	Introduction to Spanish and Latin American Film
	<i>Film Studies</i>	235f	Introduction to Latin American Literature I
260f	The Musical Film		
	<i>Gender Studies</i>	237s	Introduction to Latin American Literature II
333f	Emily Dickinson in Her Times	320s	Feeling the Fake: Pedro Almodovar
	<i>History</i>	341s	Literature of the Revolution or Revolution of Literature in Latin America
171s	American Peoples since 1865		
275f	American Women's History, From Settlement to Reconstruction	361s	From Bicycle Thieves to <i>Guerrilleros</i> : Italian, French, and Latin American New Cinemas
276s	U.S. Women's History since 1880		
281f	African American History to 1865		
283f	American Foreign Policy		
283f	We Didn't Start the Fire: U.S. since WW II		
371s	Early American History		
381s	The Sixties as History and Myth		
	<i>Latin American Studies</i>		
170f	Readings in Caribbean Literature		
175s	The Historical Emergence of the Caribbean		
180f	Introduction to Latin American Cultures		
275s	Paradigms of New World Thought		
278f	The Fiction of History: Truth and Imaginative Invention in the Latin American Novel		
288f	Modern Mexico		
	<i>Politics</i>		
104fs	American Politics		
246s	American Political Thought		
266f	Environmental Politics in America		
347f	Race and Urban Political Economy		

Ancient Studies

The major and minor in ancient studies are administered by the Department of Classics and Italian. Advisers in ancient studies: Professor Straw; Associate Professors Arnold, Bergmann, Debnar, McGinness, Sumi (*chair*).

Contact Persons

Susan LaBarre, *senior administrative assistant*
Geoffrey Sumi, *chair*

The major in ancient studies encourages the study of ancient civilizations from an interdisciplinary and inclusive perspective. Currently majors may choose from among five concentrations: Greek Studies, Roman Studies, Art of the Ancient Mediterranean, Ancient History, Comparative Myth and Epic: Ancient India. On consultation with her adviser, a student may select her courses from among those offered in classics, art history, history, Asian studies, philosophy, politics, and religion. Each major will be required to complete at least one course outside her area of concentration treating any area of study in the ancient world (including Judaic studies or Near Eastern studies). Through this major students will attain a deeper and more sophisticated knowledge of the ancient world.

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

The 32-credit minimum should include:

- History 120, The History of Ancient Greece and Rome
- Art History/Classics 211, Gods and Mortals: Myth in Ancient Art and Literature
- A minimum of 4 credits in Greek or Latin at the 200 level (or above) or Asian Studies 142: Elementary Sanskrit

- 4 credits in a course outside the concentration
- At least 12 credits at the 300 level within the concentration (may include advanced language courses, seminars, and independent study)
- Other courses from among those offered in classics, art history, ancient history, ancient philosophy, politics, and religion.

Other

- For the concentration in Comparative Myth and Epic: Ancient India, a student may substitute Elementary Sanskrit II (Asian Studies L142) for Greek or Latin at the 200 level (or above). In this case she will be required to take at least two courses in Indian studies (at least one of which must be at the 300 level). The remaining three courses (at least two of which must be at the 300 level) can be selected from among those offered in classics, art history, ancient history, ancient philosophy, and religion.

Ancient studies is not a 40-credit major; therefore, ancient studies majors must also fulfill the College's "outside the major" requirement by means of a minor or a Five College certificate program (see p. 7).

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

- Either History 120, Ancient Greece and Rome or Art History/Classics 211, Gods and Mortals: Myth in Ancient Art and Literature
- At least one course at the 300 level chosen from classics, art history, ancient history, Asian studies, ancient philosophy, and

religion

- The remaining 12 credits may come from classes above the 100 level in classics, art history, ancient history, Asian studies, ancient philosophy, or religion.

Course Offerings

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

Anthropology

The anthropology major and minor are administered by the Department of Sociology and Anthropology: Professors Battaglia, Lass, Morgan (*chair*); Associate Professor Roth; Visiting Assistant Professor Heller.

Contact Persons

Deborah LaBarre, *senior administrative assistant*

Lynn Morgan, *chair*

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 nonethnocentric. 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.

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 (*or* Sociology 223, Development of Social Thought)
- 275, Doing Ethnography: Research Methods in Anthropology
- 350, Issues in Contemporary Anthropological Theory
- One cultural area course from among:
 - 202, Latin American Society and Culture
 - 203, Exploring Asian Americas
 - 204, Anthropology of Modern Japan
 - 205, Cultures of Europe

- 207, Peoples of the South Pacific
- 208, Topics in Ethnology

NOTE: *Anthropology 295, 390, or 395 do not count toward the requirements of courses in the major at the 200 and 300 level, beginning with the class of 2006.*

Requirements for the Minor

Credits

- A minimum of 16 credits in anthropology beyond the 100 level
- At least 4 credits at the 300 level

NOTE: *Anthropology 295, 390, or 395 do not count toward the requirements of courses in the minor at the 200 and 300 level, beginning with the class of 2006.*

Course Offerings

105fs Introduction to Cultural Anthropology

Introduces the analysis of cultural diversity, including concepts, methods, and purposes in interpreting social, economic, political, and belief systems found in human societies. *Meets multicultural requirement; meets Social Sciences III-A requirement.*

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 40

*202s Latin American Society and Culture

This course covers major topics in the social anthropology of Latin America, including patterns of land tenure, the colonial legacy and its impact on production and social formation, race and ethnicity, lowland indigenous societies, peasant studies, religion, development and underdevelopment, and social movements, including revolutions. It focuses on anthropological themes and controversies of historical and contemporary relevance.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Morgan

Prereq. Anthropology 105 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***203s Exploring Asian Americas**

The concept of "Asian America" developed in the 1960s in conjunction with the broader civil rights movement. Since the 1960s, new migration has dramatically changed the composition of Asian America, and new theoretical perspectives challenge us to reexamine the concept itself. While a clear division between Asia and the U.S. was inherent in the original concept of Asian America, more recent theories of hybridity, diaspora, and transnationalism blur such clear-cut boundaries around national, ethnic, and racial formations. In this course, we will examine these empirical changes in migration and ethnic identification as well as the shift in theoretical paradigms for understanding them.

Meets multicultural requirement; meets Social Sciences III-A requirement.

J. Roth

2 meetings (75 minutes); 4 credits; enrollment limited to 30

***204f Anthropology of Modern Japan**

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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

J. Roth

2 meetings (75 minutes); 4 credits; enrollment limited to 30

***205s Cultures of Europe**

What happens when anthropology goes to Europe? This course examines a variety of cultural experiences from continental Europe and the British Isles. Specific problem areas (such as political, national, and religious

identity, peasant and urban environments, tourism, and witchcraft) are explored from alternative theoretical perspectives. In addition to lectures and readings, the course relies on guest lecturers and films.

Meets Social Sciences III-A requirement.

A. Lass

Prereq. Anthropology 105 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

207s Peoples of the South Pacific

This course emphasizes the social and cultural diversity of peoples in Polynesia, Micronesia, Melanesia, and Australia. Special attention is given to social relationships, political economies, ritual, and religious practices in modernity.

Meets multicultural requirement; meets Social Sciences III-A requirement.

D. Battaglia

Prereq. Anthropology 105; 1 meeting (3 hours); 4 credits; enrollment limited to 25

***208f Topics in Ethnology**

This course offers a periodic examination of culture areas not covered in other area courses, such as Amazonia, Native North America, or Central Asia. Topics vary from year to year.

Meets multicultural requirement; meets Social Sciences III-A requirement.

The department

Prereq. Anthropology 105 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

212f Shopping and Swapping: Cultures of Consumption and Exchange

(Speaking- and writing-intensive course) 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 sym-

bolic dimensions similar to the gift exchange systems of Native North America, Melanesia, and Africa.

Meets multicultural requirement; meets Social Sciences III-A requirement.

J. Roth

2 meetings (75 minutes); 4 credits; enrollment limited to 30

216s Special Topics in Anthropology

Spring 2007

(01) Anthropology of Food and Agriculture (Same as Gender Studies 212s(02)) This course examines the topics of food and agriculture by exploring food-related practices within households and communities and the interconnections between different parts of the food system—including markets, local cuisine, farming systems, international regulations, genetically modified foods, and global trade. Drawing from theoretical perspectives including feminist theory, political ecology, and science studies, we will examine food and agriculture as markers of ethnicity, nationality, and class. In addition, we will explore the gendered dimensions of food production and provisioning, examining in turn the place of women in systems of food marketing and consumption.

Meets Social Sciences III-A requirement.

C. Heller

Prereq. Anthropology 105 or permission of instructor; 2 meeting (75 minutes); 4 credits; enrollment limited to 30

***226s The Anthropology of International Development**

This course explores international economic development from an anthropological perspective. We examine theories used to explain development and underdevelopment, including modernization, globalization, and dependency theories as well as poststructural critiques of development discourse. Using case studies from Latin America, Africa, and elsewhere, we will examine intellectual and applied anthropological contributions to development issues and problems.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Morgan

Prereq. Anthropology 105 or permission of instructor; 2 meetings (75 minutes); 4 credits;

enrollment limited to 30

230s Language in Culture and Society

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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

A. Lass

Prereq. Anthropology 105; 1 meeting (3 hours); 4 credits; enrollment limited to 30

232f Spirituality: Anthropological Perspectives

An anthropological inquiry into spiritual values and practices in selected societies, this course examines the ways in which world-views influence social behavior and are themselves influenced by historical circumstances. Topics include the analysis of moral and ethical beliefs expressed in symbolic forms such as art, architecture, and ritual, as well as relations of power expressed in witchcraft and sorcery beliefs, and in sacred narratives and pilgrimages.

Meets multicultural requirement; meets Social Sciences III-A requirement.

D. Battaglia

Prereq. Anthropology 105; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***235s Development of Anthropological Thought**

(Speaking- and writing-intensive course) 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.

Meets Social Sciences III-A requirement.

A. Lass

*Prereq. jr, sr and 8 credits in department;
2 meetings (75 minutes); 4 credits*

240f Medical Anthropology

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 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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Morgan

*Prereq. Anthropology 105; 2 meetings
(75 minutes); 4 credits; enrollment limited to 40*

275s Doing Ethnography: Research Methods in Anthropology

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.

Does not meet a distribution requirement.

J. Roth

*Prereq. Anthropology 105 or 4 credits in department; 3 meetings (50 minutes);
4 credits; enrollment limited to 20*

295fs Independent Study

(Writing-intensive course)

Does not meet a distribution requirement.

The department

*Prereq. soph and permission of department;
1 to 4 credits*

***306s Anthropology of Reproduction**

(Same as Women's Studies 333s) This course covers major issues in the anthropology of reproduction, including the relationship between production and reproduction, the gendered division of labor, the state and reproductive policy, embodied metaphors of

procreation and parenthood, fertility control and abortion, cross-cultural reproductive ethics, and the social implications of new reproductive technologies. We examine the social construction of reproduction in a variety of cultural contexts.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Morgan

*Prereq. jr, sr, anthropology or gender studies major, plus 8 credits in department; 1 meeting
(3 hours); 4 credits; enrollment limited to 20*

310f Visualizing Culture

In this course we go behind the scenes and behind the screens of anthropological films, television, museum exhibitions, and publications such as National Geographic Magazine, to explore the social contexts of their production, distribution, and interpretation. We consider how popular images of cultural "others" reveal the lives and times that produce them, and how, as sites of cultural exchange and political debate, such images shape and are shaped by relations of power. Further, we consider the diversity of local responses to images of cultural identity and begin to explore the complexities of "picturing cultures" from different subject positions across the global mediascape.

Does not meet a distribution requirement.

D. Battaglia

Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

316s Special Topics in Anthropology

This course covers significant problems in the field of anthropology, with group meetings and reports.

Spring 2007

(01) Health in the Andes

This seminar uses a biocultural approach to understanding contemporary human health and disease in the Andean region of South America. Topics include high altitude adaptations, ethnomedical systems, patients and healers and the intersections of biomedicine and traditional healing, women's health and birthing practices, political ecology including the privatization of water, and disease control efforts. Using ethnographic texts, we will explore current debates in public health and

anthropology about how to assess, describe, and improve the health of Andean populations.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Morgan

Prereq. junior or senior status and 8 credits in anthropology, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

(02) Globalization and Transnationalism (Speaking-intensive course) A shift in economic, political, and cultural processes is pushing anthropology to extend the scope of its research beyond the local community and situate it within the world system. In this course, we will consider both the empirical changes in the world system as well as the paradigm shift in anthropological theory. We will search for elements in early anthropological theory on diffusion, exchange, and culture areas that foreshadowed some of the recent theory on globalization and transnationalism, and in so doing, determine more precisely what is new about new theory. We will explore issues related to migration, culture contact, creolization, indigenization, and more.

Meets multicultural requirement; meets Social Sciences III-A requirement.

J. Roth

Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***320s Manufacturing Knowledge**

(Speaking- and writing-intensive course) From the invention of the printing press to the Internet, the production and reproduction of knowledge has been mediated by information technology. But while a good deal of social change is arguably technology driven, the truths of science are also culturally relative and embedded in social practice. This seminar will explore the recent scholarly debates taking place in the social studies of science and technology. We will focus on the role played by print literacy and transportation technology in the history of science, in the formation of identity, and in the development of the postmodern imagination.

Meets Social Sciences III-A requirement.

A. Lass

Prereq. sr or jr major or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***331s Anthropology and Sexualities**

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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Morgan

Prereq. sr or jr major in department or gender studies, plus 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 20

334s Memory, History, and Forgetting

(Speaking- and writing-intensive course) 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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

A. Lass

Prereq. 8 credits in department; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***346s Identities/Differences: Anthropological Perspectives**

(Community-based learning course) 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.

*Meets multicultural requirement; meets
Social Sciences III-A requirement.*

D. Battaglia

*Prereq. 8 credits in department; 1 meeting
(3 hours); 4 credits*

350f Issues in Contemporary

Anthropological Theory

(Speaking- and writing-intensive course)

This course offers an appraisal of the development of core questions and theoretical frameworks in cultural anthropology. 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.

*Meets multicultural requirement; meets
Social Sciences III-A requirement.*

A. Lass

*Prereq. sr, 8 credits in department; 1 meeting
(3 hours); 4 credits; enrollment limited to 25*

390f Research Seminar in Anthropology

(Speaking- and writing-intensive course)

This course will provide a forum for students to share their independent work in progress and to investigate topics relevant to their disciplinary development. In addition to independent work, topics for discussion will include writing in the discipline, anthropological ethics, copyright issues, grant writing, and research organization.

Does not meet a distribution requirement.

C. Heller

*Prereq. 8 credits in department; 1 meeting
(3 hours); 4 credits; enrollment limited to 25*

395fs Independent Study

(Speaking- and writing-intensive course)

Does not meet a distribution requirement.

The department

*Prereq. jr, sr and permission of department;
1 to 8 credits*

Architectural Studies

The major in architectural studies is administered by the Department of Art and Art History. Advisers in architectural studies: Professors Davis (art history), Varriano (art history); Associate Professors Sinha (art history), Smith (studio art).

Contact Persons

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 adviser who will assist them in mapping a program of study. The program must be outlined in writing and submitted for approval to the adviser during the semester in which the student declares her major in architectural studies. The program may, of course, be revised with the adviser's approval.

Credits

- The major will consist of 44 credits in art history, studio art, and design studio

Courses

- Foundation level: 8 credits
 - ARTST 120, Visual Investigations: Drawing I
 - Any 100-level art history course with significant architectural content
 - Design studio: 8 credits (taken at Mount Holyoke, Smith College, Hampshire College, or the University of Massachusetts, Amherst); for example:
 - Mount Holyoke: ARCHSTD 205: Topics in Architecture (Design Studio)
 - Smith: Art Studio 281 (Landscape Studies 250): Landscape Studies Intro Studio; Art Studio 283, Introduction to Architecture: Site and Space
 - Hampshire: HACU 105, Architectural Design: Basic Approaches; IA 180, Design Fundamentals I; HACU 205, Topics in Architecture
 - UMass: Art 197, Design Investigations (fall), Constructed Space (spring); Art 250, Interior Design I; Landarch 297A: Intro to Landscape Architecture: Design Studio
- Note that the design studios are not substitutes for art studios—students will not be able to count 200-level architecture design courses toward the 200-level art/art history requirement.
- Intermediate concentration level: 16 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 214, Greek Art; ARTH 216, Art and Spectacle in Ancient Rome; ARTH 222, Age of Cathedrals; ARTH 230, Italian Renaissance Art; ARTH 243, Modern Architecture; ARTH 261, Arts of China; ARTH 262, Arts of Japan; ARTH 263, Arts of India; ARTH 271, Arts of Islam; ARTH 290 (when the topic is appropriate).
 - Advanced concentration level: 12 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.
- For further guidance in related areas, consult

with advisers from the Architectural Studies Committee:

- Joan Cocks (politics and critical social thought)
- Giuliana Davidoff (mathematics)
- Thomas Millette (geography; Center for the Environment)
- Karen Remmler (German studies)

Other

- A minimum grade of C- is required in any course counting for credit toward the major in architectural studies.

Architectural studies majors may not minor in art history or studio art; art history and studio art majors may not minor in architectural studies.

Students wishing to enroll in 300-level seminars or studios in architectural studies at other Five College institutions must receive permission in advance from their adviser and the department chair if credit is to be applied toward their major.

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 adviser and the department chair to determine if the courses meet departmental criteria for the major.

A minor in architectural studies may be created in consultation with a faculty adviser in the program. The minor should include Art 100 (World Architecture), Art Studio 120 (Drawing I), and 16 credits at the 200 and 300 levels that include at least one architectural design studio.

Course Offerings

205f Topics in Architecture

Design

This studio architecture course will be a design investigation of architecture and the built environment. Students will apply basic studio architecture skills (sketches, plans, elevations, and model building, etc.)—as well as other interrelated artistic and cultural forms of visual and spatial analysis—to sites,

buildings, texts, and themes of inquiry.

Does not meet a distribution requirement.

The department

Prereq. There are no prerequisites for this Five College architectural studies course, although one semester of design is recommended, permission of instructor required; 2 meetings (2 hours, 50 minutes); 4 credits; enrollment limited to 12

NOTE: *There is a lab fee associated with this course; please contact Professor Davis for more information.*

Art History

The major and minor in art history are administered by the Department of Art and Art History. Advisers in art history: Professors Bergmann, Davis, Staiti, Varriano; Associate Professors Lee, Sinha.

Contact Persons

Rose Ryan, *senior administrative assistant*
Ajay Sinha, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- One 100-level art history course
- At least four courses at the 200 level in at least two of these four areas: Ancient, Medieval, Renaissance and Baroque, Modern and American
- At least one 200-level course in non-Western art
- Three courses at the 300 level in art history, only one of which may be 395

Other

- A minimum grade of C- is required in any course counting for credit toward the major in art history.

Art history majors may minor in studio art.

Students receiving a score of 4 or 5 in the Art History Advanced Placement examination will receive 4 academic credits in art history; however, art history majors are still required to take a 100-level course and are urged to take it early in their major.

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.

Students wishing to enroll in 300-level seminars in art history at other Five College institutions must receive permission in advance from their adviser and the department chair if credit is to be applied toward their major.

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 adviser and the department chair to determine if the courses meet departmental criteria for 300-level credit.

Those contemplating graduate study in art history are reminded that a reading knowledge of at least two foreign languages such as French, German, or Italian is usually required, one upon entrance, the other before advancement beyond the master of arts degree.

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

- Any 100-level art history course or AP credit in art history
- Any three courses in art history at the 200 level
- One course in art history at the 300 level

Other

- A minimum grade of C- is required in any course counting for credit toward the minor in art history.

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

Minors are not automatically guaranteed preference in seminars that might be oversubscribed and, therefore, should not wait until their last semester to fulfill this requirement.

Course Offerings

100fs Image and Environment

Fall 2006: Art of Global Encounters: 1400–2000

An introduction to painting, sculpture, and architecture from 1400 to the present. The course will emphasize processes of cultural exchange within and beyond the borders of Europe and the United States. Topics will examine art in the context of international trade, diplomacy, travel, colonization, and contemporary globalization. Lectures will be complemented by class discussion, short films, and assignments in the art museum. *Meets Humanities I-A requirement.*

A. Sloan

2 meetings (75 minutes); 4 credits; enrollment limited to 50

Spring 2007: Western Art, 1400–2000

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, revolution, and nationhood; nineteenth-century realism; and abstraction and empathy. Lectures will be complemented by class discussion and assignments in the art museum. *Meets Humanities I-A requirement.*

P. Staiti

2 meetings (75 minutes); 4 credits; enrollment limited to 60

**100 Image and Environment*

An introduction to painting, sculpture, and architecture from ancient times to the present. In six focused units, we will explore themes of power and faith, life and death, and person and society as they were expressed visually in the arts of ancient Greece, medieval France, Islamic Asia, Renaissance Italy, modern Europe, and America. Lectures will be complemented by small discussion sections, which will sometimes be held in the College's art museum. *Meets Humanities I-A requirement.*

The department

2 meetings (75 minutes), 1 discussion (50 minutes); 4 credits

105f Arts of Asia

(Same as Asian Studies 107f) This course introduces the rich and varied artistic heritage of East and South Asia. Themes explored include landscape painting and gardens; narrative literature; women and society; and the religious art and iconography of Buddhism and Hinduism in the context of the major cultural traditions of India, China, and Japan. *Meets multicultural requirement; meets Humanities I-A requirement.*

A. Sinha

2 meetings (75 minutes); 4 credits; enrollment limited to 40

110s Introductory Seminar in Art History

Spring 2007: Writing About Art

(Writing-intensive course; first-year seminar) This writing-intensive course will explore the relationship between the written word and the visual image. Students will expand skills in description, visual analysis, and editing while being introduced to a diverse set of case studies ranging from Persian painting to contemporary artists' books. Assignments will include exercises in descriptive writing and art criticism, an exhibition review, and a short research project. *Meets Humanities I-A requirement.*

A. Sloan

Prereq. fy or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

**The Classical Ideal*

(Speaking-intensive course) The classical style has been the most enduring idiom in the history of Western art. The seminar will examine the ancient origins of classicism as well as its later manifestations during the medieval, Renaissance, and modern periods. Architecture, sculpture, painting, and popular media will be included. Special attention will be paid to the cultural motives that contributed to the vitality of the classical ideal throughout the ages. *Meets Humanities I-A requirement.*

J. Varriano

Prereq. fy or permission of the instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

202f Talking Pictures: An Introduction to Film

(Same as Film Studies 202) 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*.

Meets Humanities I-A requirement.

P. Staiti

Prereq. soph, jr, sr, or permission of instructor; 3 meetings (two 75-minute meetings and one 2-hour screening); 4 credits; enrollment limited to 30

***211s Gods and Mortals: Myth in Ancient Art and Literature**

(Same as Classics 211s) Many ancient images tell completely different versions of myth from those portrayed in Greek and Roman literary sources. By juxtaposing distinctive modes of communication in the ancient world, students will analyze the rhetorical uses of myth, both then and now. Students will also examine the range of possibilities for translating and interpreting text and image, which will alert them to the vitality of myth as a language of its own, transcending historical parameters.

Meets Humanities I-A requirement.

B. Bergmann, P. Debnar

2 meetings (75 minutes); 4 credits; enrollment limited to 40

***214 Greek Art**

A survey of Greek art and architecture from the Bronze Age through the late Classical period, the course examines the emergence of a national Greek consciousness, the beginnings of visual narrative, and a developing interest in realism. Students explore ancient sites through the new interactive Perseus computer program and study original works and plaster casts in the Mount Holyoke College collection.

Meets Humanities I-A requirement.

B. Bergmann

Prereq. soph, jr, sr, or permission of the instructor; 2 meetings (75 minutes); 4 credits

***215f The Hellenistic World: From Alexander to Cleopatra**

Hellenistic art has often been regarded as a chaotic, decadent phase between the golden ages of classical Athens and imperial Rome. In fact, 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 course addresses the new themes and purposes of art in a cosmopolitan culture with its competing centers (Pergamon, Rhodes, Antioch, Alexandria, and Rome); its private patrons, public museums, art historians, and critics; and its innovations in science and politics.

Meets Humanities I-A requirement.

B. Bergmann

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 35

216f Empire: The Art and Archeology of the Roman Provinces

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.

Meets Humanities I-A requirement.

B. Bergmann

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***217 The Art of the Ancient Theater**

(Same as Classics 217) This course reconstructs the history of the Greek and Roman theater by examining surviving plays, testimony of ancient writers, excavated theaters, and contemporary visual representations. The logistics of production, costume, and stage design as well as the roles of playwright,

actor, and audience are considered within their political and social contexts and for their influence upon contemporary theater practice.

Meets Humanities I-A requirement.

B. Bergmann

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits

222f Age of the Cathedrals: The Art of Gothic Europe, 1100–1500

A historical survey of the architecture, monumental sculpture, and painting of France, England, Germany, and Italy. The course concentrates on the cathedral as a total work of art, on the meaning of its imagery, and on the role of art in contemporary society.

Meets Humanities I-A requirement.

M. Davis

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***230s Italian Renaissance Art**

This survey explores the development of painting, sculpture, and architecture in fifteenth- and sixteenth-century Italy with emphasis on Florence, Rome, and Venice as discrete cultural contexts for the work of Botticelli, Leonardo, Raphael, Michelangelo, and Titian.

Meets Humanities I-A requirement.

J. Varriano

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***234f Baroque and Rococo Art in Southern Europe**

This survey of seventeenth- and eighteenth-century art in Italy and Spain treats the major stylistic and thematic developments in painting, sculpture, and, to a lesser extent, architecture. Special emphasis is given to the vivid naturalism of Caravaggio and Velazquez, the refined classicism of the Carracci, and the impassioned manner of Bernini. Attention is also given to the different cultural contexts in which the works of art were first created and are now interpreted.

Meets Humanities I-A requirement.

J. Varriano

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment

limited to 45

235s Baroque and Rococo Art in Northern Europe

This survey of seventeenth- and early eighteenth-century art in Holland, Flanders, and France emphasizes the way in which widely divergent religious practices and governmental institutions affected the making of art in those countries. Rembrandt, Hals, Vermeer, Rubens, Van Dyck, and Poussin are among the artists discussed.

Meets Humanities I-A requirement.

J. Varriano

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

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

This course traces major developments in European art during the periods traditionally designated by the terms neoclassicism, romanticism, realism, and impressionism. Focusing primarily on French art, but branching out to consider the art of England and Spain, it explores the key artistic themes of the century: the engagement with history, the rise of nationhood, the experience of the urban, the Marxist proposal, the grappling with modernity, the dealing in individual temperaments. Among the major figures to be studied are Constable, Courbet, David, Delacroix, Goya, Ingres, Manet, Monet, and Renoir.

Meets Humanities I-A requirement.

A. Lee

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits

242f History of Photography

This survey course traces the rise and development of photography in the United States and, to a lesser extent, Mexico and the countries in Western Europe. It charts the wide range of work with the camera, including commercial, so-called “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 the early landscape photographers O’Sullivan and Watkins, the avant-garde photographers Stieglitz and Genthe, the Depression-era

photographers Evans and Lange, and the so-called New Documentarians Arbus and Frank.

Meets Humanities I-A requirement.

A. Lee

Prereq. soph, jr, sr, or permission of instructor; 4 credits; enrollment limited to 45

243f Building the Modern Environment: Architecture 1890–1990

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.

Meets Humanities I-A requirement.

M. Davis

Prereq. soph, jr, sr, or permission of instructor; 3 meetings (50 minutes); 4 credits; enrollment limited to 50

***244s Modern Art: 1885–1945**

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.

Meets Humanities I-A requirement.

A. Lee

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

245f Contemporary Art

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?

Meets Humanities I-A requirement.

A. Lee

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***250f American Painting 1880–1980**

A study of the work of individual painters and the cultural environment in which painting was produced and viewed in America. Topics will include landscape painting, impressionism, naturalism, modernism, the machine age, the city, abstract expressionism, and pop art. Eakins, Homer, Sargent, Whistler, Cassatt, O’Keeffe, Hopper, Pollock, Johns, and Warhol are some of the artists to be discussed.

Meets Humanities I-A requirement.

P. Staiti

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

255s American Art and Architecture 1620–1880

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.

Meets Humanities I-A requirement.

P. Staiti

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***261s Arts of China**

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.

Meets multicultural requirement; meets Humanities I-A requirement.

A. Sinha

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***262s Arts of Japan**

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.

Meets multicultural requirement; meets Humanities I-A requirement.

A. Sinha

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

263s Arts of India

This course will survey the arts of India from the earliest times to the twentieth century. Class lectures will describe the relationships between geography, religious beliefs, and cultural history as they are embodied principally in the history of painting, sculpture, and architecture of the subcontinent of India.

Meets multicultural requirement; meets Humanities I-A requirement.

A. Sinha

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

271f Arts of Islam: Book, Mosque, and Palace

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.

Meets multicultural requirement; meets Humanities I-A requirement.

A. Sloan

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

290s Issues in Art History

This course is designed to broaden the traditional boundaries of a survey of a single period by concentrating on an important theme or issue that does not necessarily fit into the chronological subdivisions of art history. All aspects of the topic are studied, and the literature and methods of other disciplines are invoked wherever relevant. Attention is paid to art history as a present-day construction and to the students' critical self-awareness.

**Art and Cultural Politics*

The course explores the roles that art has played in politics from antiquity to the present, paying special attention to war booty and the ongoing struggles over cultural property. We will consider the current debate about public and private ownership of ancient and foreign art, and the ways it assumes status as a bearer of cultural values. The purposeful destruction and effacement of monuments will be a focus

Meets Humanities I-A requirement.

B. Bergmann

Prereq. soph, jr, sr, or permission of the instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

290s(02) Theory and Practice of Japanese Art (Same as Art Studio 280s(01)) This interdisciplinary course combines studio practice and historical perspective to explore Japanese art and aesthetic theories in their cultural context. Team taught by an artist and an art historian, the workshop format will involve critical reading and writing, and hands-on projects. Students will develop individual and group assignments using a variety of materials and ideas from Japanese culture.

Meets Humanities I-A requirement.

A. Sinha

R. Hachiyangi

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (2 hours); 4 credits; enrollment limited to 15

***Twentieth-Century Art in the Global Context**

This course examines the visual arts in Africa, the Middle East, Latin America, and Asia from the early twentieth century to the present. Topics, drawn from each of the regions, will include painting, sculpture, performance, film, and architecture. Together, these case studies will explore the role of local cultures in the formation of global modernism, the phenomenon of diaspora, and the relationship between modernity in the Euro-Atlantic region and its international manifestations. Readings in Orientalist and postcolonial criticism will provide a theoretical framework for the topics considered.

Meets Humanities I-A requirement.

A. Sloan

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of department; 1 to 4 credits

300s Seminar: Theory and Interpretation

The seminar explores the intellectual discipline of art history and closely examines the methods used for analyzing the visual arts across cultures and periods. The course is intended for upper-level students with a strong interest in art history and visual culture. Class discussions and research papers will challenge students to explore various scholarly approaches to art as well as analyze the relationship of the arts to social and cultural theories, gender discourses, and postmodern critiques of visual culture.

Meets Humanities I-A requirement.

A. Sloan

Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

301s Topics in Art History

Spring 2007: The Stroke of Genius: Drawings of the Old Masters

This seminar will examine the role of drawing in Renaissance and Baroque art. Working as much as possible with drawings in our own museum, we will consider the issues of technique, function, expressive effect, and audience as essential elements of a medium that was central to studio practice in northern and southern Europe during the fifteenth to eighteenth centuries.

Meets Humanities I-A requirement.

J. Varriano

Prereq. 8 credits in art history including 230 or 234 or 235, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***302f Great Cities**

Meets Humanities I-A requirement.

The department

Prereq. jr, sr, 8 credits in department, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

310fs Seminar in Ancient Art

Fall 2006: Heads and Tales: Portraits and Propaganda on Classical Coins

Coins and medals were miniature works of art with great reach and power in the ancient world. The seminar introduces students to the aesthetic, political, and historical roles of coinage from Classical Greece to the fall of the Roman Empire. Students will have the rare opportunity to conduct primary research on original coins and prepare a catalogue for a current exhibition in the Mount Holyoke College Art Museum.

Meets Humanities I-A requirement.

B. Bergmann

Prereq. 8 credits in art history or classics, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

Spring 2007: Egyptian Art from Site to Museum

Discover ancient Egypt through actual objects and the history of their excavation, collecting, and display. The seminar explores how the shifting contexts of works of art affect our understanding of the images and culture of the distant past. Students will conduct research on original objects from a

traveling exhibition, *Excavating Egypt*, which will be at Mount Holyoke in spring 2007.
Meets Humanities I-A requirement.
D. Larkin
Prereq. jr, sr; 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

***320f Seminar in Medieval Art**

**Miracles, Romance and Satire: Storytelling in Medieval Art*

This course will explore the ways in which images are composed into visual narratives to both inform and persuade. Discussion will focus on stained glass, featuring Chartres Cathedral, as well as religious and secular manuscripts including the *Cantigas de Santa Maria* and the *Book of Fauvel*, a wicked critique of the French court. We will investigate the multimedia interplay of pictures with texts and music to present complex, sometimes contradictory, messages.

Meets Humanities I-A requirement.

M. Davis

Prereq. jr, sr, 8 credits in art history or medieval studies, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***332s Seminar in Baroque Art**

Meets Humanities I-A requirement.

The department

Prereq. jr, sr, 8 credits in department, or permission of instructor; 1 meeting (3 hours); 4 credits

***340 Seminar in Nineteenth-Century Art**

Meets Humanities I-A requirement.

The department

Prereq. jr, sr, 8 credits in department, preferably including Art History 241 or 244, or permission of instructor; 1 meeting (3 hours); 4 credits

***341f Images of Landscape**

The seminar treats landscapes as cultural products, primarily involving art history, but also literature and social history, with close study of the landscapes via photographs and topographical accounts.

Meets Humanities I-A requirement.

The department

1 meeting (3 hours); 4 credits

***342s Seminar in Twentieth-Century Art**

Meets Humanities I-A requirement.

The department

Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits

350fs Seminar in American Art

Fall 2006: The Gilded Age

This course studies American art, architecture, and culture from the Centennial Exposition (1876) to the Chicago World's Fair (1893), and extends into the Progressive Era, concluding with the Armory Show of 1913. Classes will link art and architecture to ideas, trends, movements, events, and novels of the period. Among the themes to be treated are: naturalism, masculinity, nervousness, street culture, reform, and utopia. Key artists include Sargent, Eakins, Homer, Bellows, and Sloan.

Meets Humanities I-A requirement.

P. Staiti

Prereq. jr, sr, 8 credits in art history, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

360f Seminar in Asian Art

Fall 2006: Coitus Interruptus: Indian Film and Its Attractions

(Same as Film Studies 370(03)) 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.

Meets Humanities I-A requirement.

A. Sinha

Prereq. jr, sr, 8 credits in art history, or film studies, or permission of instructor; 1 meeting (3 hours), 1 screening (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study

(Writing-intensive course) A student may undertake independent study in any of the

following fields: American, Asian, European, Classical, Near Eastern, or Islamic art. She must have a minimum B+ average in art history courses, must receive permission from her project adviser, and consult guidelines available in the art department office. A student undertaking a two-semester independent study project (Art History 395) should be aware that only 4 credits will be applied to her major requirements. Thus, in addition to two 395 courses, she must enroll in two 300-level seminars.

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of department;

1 to 8 credits

Seminars

Students are urged to enroll in seminars before the last semester of their senior year; overenrollment is typical, and preregistration does not guarantee acceptance into the class.

Art–Studio

The major and minor in studio art are administered by the Department of Art and Art History. Advisers in studio art: Professors Campbell, Miller; Associate Professor Smith.

Contact Persons

Rose Ryan, *senior administrative assistant*
Joseph Smith, *chair*

Requirements for the Studio Art Major

The department will allow students to major in studio art and minor in art history.

Credits

- 40 credits in studio art

Courses

- Prerequisite (gateway course): Art 120, Drawing I
- Six courses taken at the 200 level:
 - Art 200, Photography I
 - Art 236, Painting I
 - Art 246, Sculpture I
 - Art 256, Printmaking I
 - Art 226, Special Topics I
 - Art 220, Drawing II
 - Art 237, Painting II
 - Art 247, Sculpture II
 - Art 257, Printmaking II
 - Art 280, Special Topics II
 - Art 295, Independent Study
- Three courses taken at the 300 level:
 - Art 390, Advanced Studio
 - Art 399f (fall), Senior Studio
 - Art 399s (spring), Senior Studio
 - Art 395, Independent Study

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.

Requirements for the Studio Art Minor

Credits

- A minimum of 24 credits

Courses

- Prerequisite (required): Art 120, Drawing I
- Three Level I Courses:
 - Art 236, Painting I
 - Art 246, Sculpture I
 - Art 256, Printmaking I
 - Art 200, Photography I
 - Art 226, Special Topics I
- One Level II Course:
 - Art 220, Drawing II
 - Art 237, Painting II
 - Art 247, Sculpture II
 - Art 257, Printmaking II
 - Art 280, Special Topics II
 - Art 295, Independent Study
- One Level III Course:
 - Art 390, Advanced Studio Art

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.

Other Options for Majors

For students with well-defined, art-related interests not offered in the program (photography or design, for example), it is possible to construct a special major in consultation with the department faculty.

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 adviser 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

120fs Visual Investigations: Drawing I

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. Required for the studio art major and minor.

Meets Humanities I-A requirement.

The department

2 studios (2 1/2 hours) and 6 hours unarranged; 4 credits; enrollment limited to 18

NOTE: *Students preregistering for this course must attend the first class meeting of the semester, or their names will be dropped from the class roster.*

200fs Visual Investigations: Photography I

This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. Students will have weekly shooting and printing assignments and, in addition, will complete a portfolio by the end of the semester. A written application is required for this course prior to registration; applications are available in the art department office.

Does not meet a distribution requirement.

K. Stewart

Prereq. permission of department, preference

given to students who have completed Art Studio 120; 1 meeting (3 hours), 1 lab (2 hours); 4 credits; enrollment limited to 12
NOTE: *This course will be taught at Hampshire College; students will need a 35mm camera with manual override; students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

220s Visual Investigations: Drawing II

Further exploration and investigation into the techniques and conceptual issues of drawing. The human figure is used as a departure point for developing perceptual skills and personal expression. Required for the studio art major; priority given to majors and prospective majors.

Meets Humanities I-A requirement.

The department

Prereq. Art Studio 120 or permission of instructor; 2 studios (3 hours) and 6 hours unarranged; this course may be taken for 2 to 4 credits; enrollment limited to 20

NOTE: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

236fs Visual Investigations: Painting I

An introduction to the basic pictorial issues of color and composition in oil painting.

Meets Humanities I-A requirement.

M. Miller

Prereq. Art Studio 120 or permission of instructor; 2 studios (2 hours, 40 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 18

237f Visual Investigations: Painting II

Further study, with emphasis on color and compositional problems and a concentration on personal development. Individual and group criticisms and discussions of contemporary problems in painting.

Meets Humanities I-A requirement.

M. Miller

Prereq. Art Studio 236 or permission of instructor; 2 meetings (2 hours, 15 minutes), 6 hours unarranged; criticism sessions to be arranged; 2 to 4 credits; enrollment limited to 15

NOTE: *Students enrolled in this course will be responsible for some of the cost of course*

materials, in addition to the standard studio fee of \$50.

246fs Visual Investigations: Sculpture I

Introduction to fundamental sculptural techniques and three-dimensional thinking. Various media are explored. Required for the studio art major and minor; priority given to majors, minors, and prospective majors.

Meets Humanities I-A requirement.

J. Smith

Prereq. Art Studio 120 or permission of instructor; 2 studios (3 hours) and 6 hours unarranged; 2 to 4 credits; enrollment limited to 14

NOTE: *Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

247s Visual Investigations: Sculpture II

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.

Meets Humanities I-A requirement.

J. Smith

Prereq. Art Studio 120 and 246, or permission of instructor; 2 studios (2 hours, 15 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 15

NOTE: *Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

***248s Form and Vision: Furniture Design**

An introduction to the conceptual issues and technical processes involved in designing and building furniture. Students will be exposed to historical furniture design in the production of three projects during the course of the semester that will be progressive in complexity. These projects will combine practical aspects of planning and an appreciation of materials with creative approaches to form and function.

Does not meet a distribution requirement.

The department

Prereq. Art Studio 120 and 246; 1 meeting (3 hours), 1 lab (2 hours), and studio hours unarranged; 2 to 4 credits; enrollment limited to 10

NOTE: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

256fs Visual Investigations: Printmaking I

Basic techniques and composition in intaglio printing, including etching, drypoint, aquatint, and soft-ground etching. Introduction to monotype and relief printing.

Meets Humanities I-A requirement.

N. Campbell

Prereq. Art Studio 120 or permission of instructor; 2 studios (2 hours, 40 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 15

NOTE: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

257s Visual Investigations: Printmaking II

Introduction to lithography and multicolor printing in various media, which may include intaglio and screenprinting.

Meets Humanities I-A requirement.

N. Campbell

Prereq. Art Studio 256 or permission of instructor; 2 studios (2 hours, 15 minutes), 6 hours unarranged; 2 to 4 credits; enrollment limited to 12

NOTE: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

280fs Topics in Studio Art

This course is designed to broaden the traditional boundaries of a survey of a single period by concentrating on an important theme or issue that does not necessarily fit into the chronological subdivisions of art history. All aspects of the topic are studied, and the literature and methods of other disciplines are invoked wherever relevant. Attention is paid to art history as a present-day construction and to the students' critical self-awareness.

Fall 2006: Digital Art

This course combines the disciplines of drawing, printmaking, photography and other means of making the handmade image with digital manipulation by the use of current programs and software to produce fictional environments.

Meets Humanities I-A requirement.

The department

2 meetings (2 hours, 15 minutes); 2 to 4 credits; enrollment limited to 15

NOTE: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

Spring 2007: Theory and Practice of Japanese Art

(Same as Art History 290s(02)) This interdisciplinary course combines studio practice and historical perspective to explore Japanese art and aesthetic theories in their cultural context. Team taught by an artist and an art historian, the workshop format will involve critical reading and writing, and hands-on projects. Students will develop individual and group assignments using a variety of materials and ideas from Japanese culture.

Meets Humanities I-A requirement.

R. Hachiyonagi, A. Sinha

Prereq. soph, jr, sr, or permission of instructors; 2 meetings (2 hours); 4 credits; enrollment limited to 15

295f Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, permission of department; 2 to 4 credits

NOTE: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

390fs Advanced Studio

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.

Meets Humanities I-A requirement.

J. Smith (fall); R. Hachiyonagi (spring)

Prereq. Art Studio 220 and one of 237, 247, or 257, and permission of the instructor;

2 meetings (90 minutes) and studio hours unarranged; 2 to 4 credits

NOTE: *Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

395f Independent Study

Does not meet a distribution requirement.

The department

Prereq. Art Studio 237, 247, or 257 and permission of instructor; 2 to 4 credits

NOTE: *Students enrolled in all studio courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

399fs Demonstration of Competence in the Major

Studio art majors must take this course, in which they produce a separate body of work that demonstrates competence in the major. Each student works with a studio faculty adviser; the work is evaluated at the end of the semester by the studio faculty. The character of this evaluation is determined each year by the students and faculty involved.

Meets Humanities I-A requirement.

The department (fall);

R. Hachiyonagi (spring)

Prereq. Art studio senior majors; 4 credits

NOTE: *Students enrolled in all studio courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.*

Asian Studies

The major and minor in Asian studies are administered by the Asian Studies Committee: Professors Campbell (art), Lipman (history, on leave spring 2007), I. Peterson (Indian literature, cultural history, and Hinduism); Associate Professors Gabriel (economics), Hashmi (international relations), Khory (politics), Nemoto (Japanese language and linguistics), Roth (anthropology), Sinha (art), Wang (Chinese language and literature); Assistant Professors Ahmed (English), Chen (on leave fall 2006), Hachiyana (art), Mrozik (religion, on leave 2006–2007), Steinfelds (religion); Visiting Assistant Professor Jean (anthropology); Senior Lecturer Jiyad (Arabic languages and literature); Visiting Instructors Huang (Chinese language), Kao (Chinese languages).

Contact Persons

TBA, *senior administrative assistant*
Indira Peterson, *chair*

Asian Studies Web Site

<http://www.mtholyoke.edu/acad/asian/>

Asian studies is an interdisciplinary major. The field of Asian studies covers the huge and diverse area stretching from Japan to the Mediterranean, from the Siberian tundra to the Southeast and South Asian tropics. It thus must encompass the wide variety of methods we may use to study any particular part of the world. The Asian studies major allows students to focus on a specific language, to travel abroad for intensive language and cultural study, and to delve deeply into individual Asian cultures using the tools of a number of disciplines. Courses that count toward the Asian studies major and minor may be found in the departments of anthropology, art, economics, English, geography, history, international relations, philosophy, politics, and religion. This interdisciplinary approach demands that students take an active and conscious part in designing their majors by choosing courses appropriate to their own skills and interests.

At the core of an Asian studies major lies the study of the culture and language of one (or more) Asian region. Mount Holyoke currently offers instruction in Arabic, Chinese, Japanese, and Sanskrit, so Asian studies majors may concentrate on the culture areas defined by those languages.

Requirements for the Major

Credits and Courses

- A minimum of 40 credits of course work on Asia. Any course that devotes 50 percent or more of its substance to the Asian continent may be counted toward the major.
- No fewer than 4 semesters of Arabic, Chinese, or Japanese language study, or 3 semesters of Sanskrit, or 6 semesters of Five College self-instructional study in an Asian language (e.g., Hindi-Urdu) at a level appropriate to the student's experience. (The language requirement for the Asian studies major is stated in terms of a minimum number of semesters rather than credits, due to differences in the availability of levels and in the number of credits assigned to Asian language courses in the Five Colleges and under the self-instructional program of the Five College Center for the Study of World Languages.)
- No more than 16 credits of 100–200 level language study may be counted toward the major.
- 16 credits at the 300 level, no more than 8 credits of which may be language credits. To be counted toward the major, 300-level courses not taught at Mount Holyoke, including language courses beyond the second-year level, require approval from the chair of the Asian Studies Committee.
- Nonlanguage courses must be taken in at least three departments or programs (including Asian studies).
- No more than one course on Asian diasporas (e.g., Asian American studies) may be counted toward the Asian studies major.
- The Asian Studies Committee recom-

mends that students take one or more of the courses in the 100-level “Introduction to Civilization” series.

Please consult the chair of the Asian Studies Committee for guidelines regarding Asian languages not taught in the Five Colleges.

Most Mount Holyoke courses that may count toward the Asian studies major are listed below; students should also consult the catalogue entries or Web sites of other departments, including history, international relations, and politics. Asian studies majors should also plan to use the rich resources of the Five College Consortium in selecting courses, using the listings available through the *www.fivecolleges.edu* or the individual campus Web sites.

Some Asian studies major and minor programs designed by recent graduates may be found on the Asian studies Web site.

Because Asian studies is an interdisciplinary major, Asian studies majors automatically fulfill the College’s “outside the major” requirement (see p. 7) and need not register for a minor.

Requirements for the Minor

Credits

- At least 16 credits in Asian studies (including all courses that count toward the Asian studies major or minor) at the 200 level or higher, only 8 credits of which can be in language
- At least 4 credits at the 300 level

Courses

- Courses should be selected from at least two disciplines.
- No more than one course on Asian diasporas may be counted toward the Asian studies minor.
- The Asian Studies Committee recommends that students take one or more courses in the 100-level “Introduction to Civilization” series.

College Language Requirement

Completing one year (8 credits or more)

of Arabic, Chinese, Japanese, or Sanskrit language study fulfills the Mount Holyoke College language requirement for students without previous experience in the language.

Course Offerings

Asian Culture

*100s Introduction to Japanese Civilization

Introduces religious, philosophical, political, and social patterns distinct in Japanese civilization. After a brief review of Japanese history, focuses on the classical literature from the age of the Manyo poets to that of the present-day novelists Mishima and Kawabata and investigates the aesthetic and cultural values of the Japanese people. Provides opportunities to appreciate these values as they are manifested in such forms as the tea ceremony, flower arrangement, garden architecture, and calligraphy.

Meets Humanities I-A requirement.

2 meetings (75 minutes); 4 credits

*101f Introduction to Chinese Civilization: Traditional China

(See History 130f)

102f East Asian Civilization: Modern China

(See History 131s)

*103fs Introduction to Indian Civilization

Examines Indian civilization from the beginnings to the present, focusing on Indian cultural values and concepts of self and community. Topics covered include religious, ethnic, and linguistic diversity, rural and urban life, art and architecture, folklore, classical and modern literature, women’s lives, and the contribution of figures such as the Buddha and Mahatma Gandhi. Attention will be given to colonialism and nationalism, to the events that led to the birth of the modern nations of India, Pakistan, and Bangladesh, and to contemporary life and movements.

Meets multicultural requirement; meets Humanities I-B requirement.

S. Heim

2 meetings (75 minutes); 4 credits

*135f Modern Korea

(See History 135f)

*207f Women and Gender in Islam

(See Religion 207f)

***208f Topics in Ethnology**

Anthropology of the Himalayas

(See Anthropology 208f(01))

***210f Literature and Literary Culture in Classical India**

An introduction to the principal genres of classical and premodern Indian literature from the beginnings (fifth century BC) to the seventeenth century. Paying attention to issues of genre, aesthetics, reception, and historical contexts, we will read major literary texts in translation from several languages, including Sanskrit, Hindi, Urdu, and Tamil. Genres studied include epic (*Ramayana*, *The Poem of the Anklet*), prose romance (*Kadambari*), court poetry (Tamil Sengem and Sanskrit Kavya lyrics), drama (Kalidasa's *Shakuntala*), Bhakti (mystical) poetry, Buddhist and Hindu tale and fable (Panchatantra Jataka), and Indo-Islamic Ghazal lyrics.

Meets multicultural requirement; meets Humanities I-A requirement.

I. Peterson

2 meetings (75 minutes); 4 credits; enrollment limited to 15

211f Modern Indian Fiction

(Taught in English) An introduction to modern Indian fiction in English and in translation. Authors covered include Rabindranath Tagore and Mahasweta Devi (Bengali); Premchand (Hindi); Ismat Chughtai and S. H. Manto (Urdu); and Anita Desai, R. K. Narayan, Salman Rushdie, and Arundhati Roy (English). We will study the novels and short stories of these writers with reference to the themes, problems, and discourses of tradition and modernity, nationalism, and colonial and postcolonial identities. We will pay attention to issues of gender and writing and to the implications of writing in English or in Indian languages.

Meets multicultural requirement; meets Humanities I-A requirement.

I. Peterson

2 meetings (75 minutes); 4 credits; enrollment limited to 25

***214f Philosophical Foundations of Chinese Thought: The Ancient Period**

An introduction to Chinese thought in the classical period roughly between 500 and

221 BCE, a time of great social and political furor. We will survey different philosophical responses to this upheaval, with an eye to the contemporary relevance of ancient Chinese wisdom. The course format consists of lecture and discussion preceded by extensive reading of primary texts (in translation). No familiarity with Chinese history, philosophy, or language is assumed.

Meets multicultural requirement; meets Humanities I-B requirement.

S. Luo

2 meetings (75 minutes); 4 credits

***220s Indian Women: Literary and Cultural Perspectives**

What are the implications of the cultural construction of gender for Indian women's lives and self-perceptions? What is the role of literature in articulating and shaping images of female sexuality and "the feminine" in India? A variety of literary sources (classical myths, religious texts, women's songs, modern fiction, and autobiography) are studied from the perspectives of women's power and personhood in relation to institutions such as goddess worship and wife burning; family, marriage, and the women's sphere; and in the historical and political contexts of premodern and colonial society, nationalism, and modern women's movements.

Meets multicultural requirement; meets Social Sciences III-A requirement.

I. Peterson

2 meetings (75 minutes); 4 credits

***224s The United States, Israel, and the Arabs**

(See International Relations 222s and Politics 216s)

***228f East Asian Politics**

(Same as Politics 228f) 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.

Meets Social Sciences III-A requirement.

C. Chen

Prereq. jr, sr, Politics 106, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***240s Women in Chinese Literature**

(Taught in English) This course examines various modes of representation by which women have been portrayed in Chinese literature. Through our reading of selective poems, fictional writings, essays, and dramas from 600 BC to the nineteenth century, the course explores new perspectives on issues relating to gender studies, such as how the image(s) of women changes throughout Chinese history, what kind of heroines were favored by Chinese writers, and whether “women” became a literary trope for Chinese society.

Meets multicultural requirement; meets Humanities I-A requirement.

Y. Wang

2 meetings (75 minutes); 4 credits

***248s Contemporary Chinese Fiction: 1949 to the Present**

(Taught in English) A study of representative Chinese fictional writings from 1949 to the present focusing on the ways in which issues of individual and national identity, modernity, and gender have been probed and represented by different generations of Chinese writers. A particular emphasis will be placed on the novels and short stories published since the 1980s, in which both traditional ideology and literary styles are seriously questioned and challenged. Readings include works by Nobel Prize winner Gao Xingjian and other famous writers, such as Wang Meng, Zhang Xianliang, Zhang Jie, Wang Anyi, Yu Hua, Su Tong, etc.

Meets multicultural requirement; meets Humanities I-A requirement.

Y. Wang

2 meetings (75 minutes); 4 credits

***254s The Great Epics of India: Representations and Interpretations**

(Taught in English) The epics *Ramayana* and *Mahabharata* are sacred texts of Hinduism and are rendered in oral, written, and

dramatic forms in all the languages of India and Southeast Asia. Focusing primarily on the *Ramayana*, students have the opportunity to explore the epic narrative’s aesthetic, religious, and cultural historical dimensions in its many manifestations, including the Sanskrit text (fifth century BCE), women’s ritual songs, Tulsidas’s medieval Hindi version, the Ramlila play, Kathakali dance, the television serial, and the political version of the Hindu communalists in the 1990s. All readings are in English.

Meets multicultural requirement; meets Humanities I-A requirement.

I. Peterson

2 meetings (75 minutes); 4 credits; enrollment limited to 20

261f Hinduism

(Same as Religion 261f) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits

***262s Confucianism and Taoism**

(See Religion 262s)

***264s Arts of China**

(See Art History 261s)

***265f Introduction to Chinese Philosophy**

(Same as Religion 265f and Philosophy 265f) This course provides a survey of Chinese thought, focusing on Confucianism and Daoism. Beginning with reading and reflection on the foundational Chinese philosophical texts, students will continue to compare the diverse ideas of China’s major philosophical schools in order to ponder ways of thinking

and living markedly different from those that have defined the Western tradition. Selections from recently excavated texts will be introduced to provide students with the latest materials, offering revised understandings and new insights into traditional Chinese philosophy.

Meets multicultural requirement; meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

***270s Arts of Japan**

(See Art History 262s)

***271f Arts of Islam: Book, Mosque, and Palace**

(Same as Art History 271) 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.

Meets multicultural requirement; meets Humanities I-A requirement.

M. Davis

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits

272s Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World

Mahatma Gandhi's method of nonviolent action won freedom for India from British rule and inspired movements worldwide. Poet Rabindranath Tagore won the Nobel prize and international acclaim through his writings, educational initiatives, and advocacy for peace. Gandhi and Tagore's critiques of nationalism and violence and their holistic philosophies are studied through their writings, biographies, and other sources. Topics include Gandhi's impact on Martin Luther King Jr. and a comparison of Gandhi and Tagore's legacies for India and the world.

Meets multicultural requirement; meets Humanities I-B requirement.

I. Peterson

2 meetings (75 minutes); 4 credits; enrollment

limited to 25

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

***296f Women in History**

This course is designed for in-depth exploration of women's experiences and their roles in various cultures and societies.

**Women in Chinese History*

(Same as History 296) 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.

Meets Humanities I-B requirement.

J. Lipman

2 meetings (75 minutes); 4 credits

***320s Women's Issues in Arab Women Novelists' Works**

(Speaking- and writing-intensive course; taught in English) We will analyze the translated works of five Arab women novelists, concentrating on their views of family, arranged marriage, child rearing, divorce, work, national and religious identity and traditional and modern social dynamics in Arab societies. Course work will also include films and documentaries by Arab women, addressing similar issues.

Meets multicultural requirement;

meets language requirement or

Humanities I-A requirement

M. Jiyad

1 meeting (3 hours); 4 credits

***323s Comparative Politics of the Middle East**

(See International Relations 323s and Politics 323s)

***325f Asian Religions**

This course provides the opportunity for intensive study in Asian religious traditions. One of the traditions listed here is considered each time the course is offered. The student

may therefore receive credit more than once.
I. The Islamic Tradition II. History of Chinese Thought III. Japanese Religious Traditions IV. Hinduism
Meets multicultural requirement; meets Humanities I-B requirement.

I. Peterson

Prereq. 200-level religion course or permission of instructor; 4 credits; enrollment limited to 15

331f Asian History

Fall 2006: Colloquium: Nationalism and Nation Building in East Asia
(See History 301)

**Greater China: Development and Transformation in the Twentieth Century*
(See History 331s)

**Imperial Japan*
(See History 331)

***333f Just War and Jihad: Comparative Ethics of War and Peace**
(See International Relations 333f and Politics 337f)

***334f Topics in Ethics**

This course studies issues of current concern in contemporary moral theory, moral psychology, and foundations of ethics.

**Comparative Ethics, East and West*
(Same as Philosophy 334f) A comparison of the Western ethical tradition represented by Aristotle, David Hume, Immanuel Kant, Arthur Schopenhauer, Nel Noddings, and Michael Slote with the Eastern ethical tradition represented by Buddhist ethics, early Confucian ethics, Mohist ethics, and Daoist Ethics. Our discussion will focus on the following major topics: similarities and differences between the ethical tradition of the East and that of the West; human nature, and the nature of morality; moral education; justice and caring; moral progress; morality and technology.
Meets multicultural requirement; meets Humanities I-B requirement.

S. Luo

Prereq. 8 credits in department or permission of instructor; 1 meeting (3 hours); 4 credits

340s Love, Gender-Crossing, and Women's Supremacy: A Reading of the Story of Stone

(Taught in English) 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 pre-modern Chinese vernacular fiction in particular.

Meets multicultural requirement; meets Humanities I-A requirement.

Y. Wang

Prereq. permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

350s Love and the Erotic in Indian Poetry
Seminar on the major themes, genres, and aesthetic conventions of love and the erotic in classical and medieval Indian poetry (in translation from Sanskrit, Tamil, Hindi, and other languages), in relation to theoretical texts. Visual, performance genres (miniature paintings and dance). Study of the literary grammar of courtly love (aesthetic mood (*rasa*), landscape, the situations of love, the typologies of lovers), the transformation of classical conventions in Hindu bhakti and Sufi Muslim mystical poems, the Radha-Krishna myth, and love in folk genres. Focus on women as subjects and personae, and on the articulation of issues of gender, power, relationality, voice, and agency.

Meets multicultural requirement; meets Humanities I-A requirement.

I. Peterson

Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

***373s Colonialism and Culture in British India**

This course examines the relationship between British representations of and responses to Indian culture and the consolidation of British colonial hegemony in India (eighteenth through twentieth centuries). Exploration of cultural dimensions of colonial discourse through selected case studies of an interdisciplinary nature, focusing on British

attitudes toward Indian women and religion, Indian literature and art, and social institutions such as caste and suttee. Visual and verbal texts from British fiction, scholarly essays, textbooks, and official documents. Critical readings, including James Mill's *History of India*, Orientalist translations, and Rudyard Kipling's short stories.

Meets multicultural requirement; meets Humanities I-B requirement.

I. Peterson

2 meetings (75 minutes); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Asian Languages

Asian Studies 110–111, 120–121, 130–131, and 141–142 satisfy the Mount Holyoke College language requirement. Students who have had previous training in Arabic, Chinese, Japanese, and Sanskrit and wish to continue their studies should arrange for placement in appropriate courses by contacting Mr. Jiyad for Arabic, Ms. Nemoto for Japanese, Ms. Wang for Chinese, and Ms. Peterson for Sanskrit.

110f–111s Elementary Chinese I & II

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.

Meets language requirement; does not meet a distribution requirement.

Y. Wang

5 meetings (50 minutes); credit is contingent on enrollment in both the first and second semesters; 6 credits

120f–121s Elementary Japanese I & II

Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 kanji during both semesters. Supplements class work with audio- and videotapes.

Meets language requirement; does not meet a distribution requirement.

Y. Kawahara

5 meetings (50 minutes); credit is contingent on enrollment in both the first and second

semesters; 6 credits

130f Elementary Arabic I

The curriculum introduces learners to a variety of functional tasks carefully sequenced to help them cope with the real-world communication demands they will face in an Arabic environment. Topics include the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions; speaking and listening skills; and basic reading and writing.

Meets language requirement; does not meet a distribution requirement.

M. Jiyad

3 meetings (75 minutes), 1 meeting (1 hour); credit is contingent on enrollment in both the first and second semesters; 4 credits

131s Elementary Arabic II

This course continues first-semester Asian Studies 130f. Students expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather, and time. Students also learn to write frequently used memorized material, such as names and addresses.

Meets language requirement; does not meet a distribution requirement.

M. Jiyad

3 meetings (75 minutes), 1 meeting (1 hour); credit is contingent on enrollment in both the first and second semesters; 4 credits

***141f Elementary Sanskrit I**

Introduction to Sanskrit, the classical language of India. Related to other Indo-European languages (including English) and the ancestor of most of the 16 major Indian languages (e.g., Hindi), Sanskrit is the medium of the literary classics, as well as of the texts of the Hindu, Buddhist, and Jain religions. The 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.

Meets language requirement; does not meet a distribution requirement.

S. Heim

3 meetings (75 minutes); credit is contingent on completion of both the first and second semesters; 4 credits

***142s Elementary Sanskrit II**

This course continues Asian Studies 141f, Elementary Sanskrit I. Beginning with a review of grammar, the course will treat advanced topics in grammar, including syntax and word order. The remainder of the semester is devoted to readings from the following texts: the epic *Mahabharata* (fourth century BC), the *Bhagavad Gita* (first century), *Hitopadesa* (a book of didactic tales and animal fables, ninth century), and anthologies of verse. The goal is to prepare students to be able to read epic-level texts independently with the help of a dictionary.

Meets language requirement; does not meet a distribution requirement.

S. Heim

Prereq. Asian Studies 141 or permission of instructor; 3 meetings (75 minutes); credit is contingent on completion of both the first and second semesters; 4 credits

212f–213s Intermediate Chinese I & II

This course continues elementary Chinese. Emphasizes equally speaking, listening, reading, and writing modern Chinese. Supplements class work with audio- and videotapes and multimedia materials.

Meets language requirement; does not meet a distribution requirement.

Y. Wang (fall), A. Kao, D. Huang (spring)

Prereq. Asian Studies 111 or equivalent; 5 meetings (50 minutes); 6 credits

222f–223s Intermediate Japanese I & II

This course continues elementary Japanese. Emphasizes equally speaking, listening, reading, and writing modern Japanese. Includes approximately three hundred kanji. Supplements class work with audio- and videotapes and computer programs.

Meets language requirement; does not meet a distribution requirement.

Y. Kawahara

Prereq. Asian Studies 121 or equivalent;

5 meetings (50 minutes); 6 credits

232f–233s Intermediate Arabic I

Meets language requirement; does not meet a distribution requirement.

M. Jiyad

Prereq. Asian Studies 130 and 131 or permission of instructor; 3 meetings (75 minutes), 1 meeting (1 hour); 4 credits

241f Intermediate Sanskrit I

This course follows Elementary Sanskrit, and is devoted to readings from epic-level texts in Sanskrit with the help of a dictionary. The goal is to develop command of vocabulary and grammar and to gain fluency in reading. *Meets language requirement; does not meet a distribution requirement.*

I. Peterson

Prereq. Asian Studies 142; 1 meeting (3 hours); 4 credits; enrollment limited to 16

***244s Introduction to East Asian Languages**

This course examines the history, sound system, writing system, and structure of Chinese, Korean, and Japanese. We will be exploring similarities and differences among the three languages as well as similarities and differences between these languages and English.

Meets multicultural requirement; meets Social Sciences III-A requirement.

N. Nemoto

2 meetings (75 minutes); 4 credits

310f–311s Third-Year Chinese I & II

This course helps students to build both 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.

Meets language requirement; does not meet a distribution requirement.

A. Kao

Prereq. Asian Studies 213 or equivalent; 2 meetings (75 minutes); 4 credits

312f–313s Fourth-Year Chinese I & II

(Speaking- and writing-intensive course)
 A continuation of Asian Studies 310–311, this course will advance students’ abilities in Chinese language reading, listening, speaking and writing through close study of contemporary Chinese short stories and nonfiction works. Focusing on material by writers such as Yu Hua, Su Tong, and Wang Meng, the course will also introduce supplementary materials such as films, television dramas, and newspaper articles. The class will be conducted entirely in Chinese.
Meets language requirement; does not meet a distribution requirement.
Y. Wang
Prereq. Asian Studies 311 or equivalent; 2 meetings (75 minutes); 4 credits

***324f Advanced Japanese**
 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.
Meets language requirement; does not meet a distribution requirement.
The department
Prereq. Asian 223s or equivalent; 3 meetings (50 minutes); 4 credits; enrollment limited to 15

***326s Third-Year Japanese II**
 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.
Meets language requirement; does not meet a distribution requirement.
The department
Prereq. Asian 324f or equivalent; 3 meetings (50 minutes); 4 credits; enrollment limited to 15

Courses Counting toward the Major

- Anthropology*
- 204 Anthropology of Modern Japan
- 216 Cultures of the Goddess in South Asia
- Art History*
- 105 Arts of Asia
- 263 Arts of India

- 290 Theory and Practice in Japanese Art
- 360 Indian Photography
- Economics*
- 321 Comparative Economic Systems
- 349 Advanced Topics: Lessons from South Asian Economic Development
- History*
- 131 Modern China
- 133 Modern Japan
- 135 Modern Korea
- 296 Women in Chinese History
- 301 Nationalism in East Asia
- 331 Twentieth-Century China

- Politics*
- 228 East Asian Politics
- 274 South Asian Politics
- Religion*
- 202 Introduction to Islam
- 205 Issues in Islamic History: Classical Islamic Civilization
- 207 Women and Gender in Islam
- 241 Women and Buddhism
- 261 Hinduism
- 263 Introduction to Buddhism
- 311 Sufism: The Mystical Path in Islam
- 352 Body, Images, and Practices in Religious Traditions

Astronomy

The astronomy department administers the major in astronomy, the special major in astronomy with an allied discipline (in collaboration with faculty from other departments), and participates in the Five College Department of Astronomy. Faculty: Professors Dennis, Dyar (Mount Holyoke *chair*); Director of Laboratory Zissell; Five College Faculty Burbine, Edwards, Erickson, Greenstein, Hameed, Hamilton, Hanner, Heyer, Irvine, Katz, Kwan, Lowenthal, Mo, Narayanan, Schloerb, Schneider, Snell (Five College *chair*), Tripp, Wang, Weinberg, Wilson, Young, Yun.

Contact Persons

Cynthia Morrell, *senior administrative assistant*

M. Darby Dyar, *chair*

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 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, materials science, 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.

Most commonly this takes the form of an interdisciplinary major in astronomy and physics; special majors combining work in geology, chemistry, computer science, and mathematics are also available. Alternatively, some students elect to major in any one of these fields, combined with a minor in astronomy. The exact program is always tailored to the student's particular special strengths, interests, and plans; those who are interested (or think they might be) are urged to consult the department as early as possible to plan an appropriate program.

Suggested Programs for the Special Major in Astronomy with an Allied Discipline

Credits

- A minimum of 40 credits from a list drawn up in cooperation with the major adviser(s), 20 credits of which must be at the 300 level
- Students planning graduate study should generally regard this as a minimum program and include additional 300-level work.

Courses for a Physics/Astronomy Program

- Physics 115, Force, Motion, and Energy; Physics 216, Waves and Electromagnetism
- Two or more from Physics 301, Waves and Particles; Physics 303, Introduction to Mathematical Methods for Scientists; or Physics 315, Analytical Mechanics
- Two or three from Astronomy 223, Planetary Science; 224, Stellar Astronomy; or 226, Cosmology
- Three 300-level courses in astronomy
- Astronomy 395 or Physics 395, one or two semesters

Courses for a Planetary Science (Geology and Astronomy) Program

- Geology 220, Mineralogy; 307, Remote Sensing; 322, Petrology; 333, Structural Geology
- Physics 115, Force, Motion, and Energy; Physics 216, Waves and Electromagnetism
- Two 300-level physics courses (usually Physics 301, Waves and Particles, and either 303, Introduction to Mathematical Methods for Scientists, or 315, Analytical Mechanics)
- Astronomy 223, Planetary Science; 224, Stellar Astronomy; or 226, Cosmology
- Astronomy 337, Observational Techniques and/or 338, Radio Astronomy
- Astronomy 395 or Geology 395, one or two semesters

Courses for a Computational Astrophysics (Astronomy and Computer Science) Program

- Mathematics 202, Calculus II; 232, Discrete Mathematics
- Physics 115, Force, Motion, and Energy; Physics 216, Waves and Electromagnetism
- Two from Computer Science 322, Operating Systems; 325, Computer Networks; 331, Computer Graphics
- Physics 315, Analytical Mechanics and/or Physics/Mathematics 324, Applied Mathematics
- One or two from among Astronomy 223, Planetary Science; 224, Stellar Astronomy; or 226, Cosmology
- Astronomy 351 and/or 352, Astrophysics I and II
- Astronomy, Mathematics, or Computer Science 395, one or two semesters

These suggested programs constitute interdisciplinary majors. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

A minor in astronomy is based on completion of Mathematics 101 and 202 and Physics 115 as prerequisites for the courses in the minor.

Credits

- A minimum of 16 credits

Courses

- Physics 216, Waves and Electromagnetism
- Three courses chosen from among:
 - Astronomy 223, Planetary Science
 - 224, Stellar Astronomy
 - 226, Cosmology
 - 330, Topics in Astrophysics
 - 337, Observational Techniques in Infrared and Optical Astronomy
 - 338, Techniques in Radio Astronomy

- 351, Astrophysics I, or 352, Astrophysics II

Other

- Students majoring in mathematics, computer science, chemistry, geology, or physics must include at least one 300-level course, and physics majors may not count 216 toward the minor.

Course Offerings

*101fs Concepts of Astronomy

Students explore the contents, temporal and spatial scale, and history of the universe. The laboratory is devoted to observations: constellation study; solar, lunar, and planetary phenomena; and visual and photographic observations with small telescopes.

Meets Science and Math II-B requirement.

The department

2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 60

*104s Planet Earth

(Same as Geology 104s) This course traces the origins of the universe, our solar system, and Earth, then follows the Earth's evolution through geologic processes. Topics include planetary origins, atmospheres, interiors, and magnetic fields; plate tectonics; volcanism, weathering, earthquakes, faults and folding on terrestrial planets; distribution and limitations of Earth's resources; and the search for the origins of life. Alternate weekly problem sets and in-class quizzes.

Meets Science Math II-C requirement.

D. Dyar

2 meetings (75 minutes); 4 credits; enrollment limited to 80

*137f The Sky

A lab/tutorial introduction to observing and understanding the extraterrestrial sky. Daily and annual motions of the sun, moon, planets, and stars; celestial coordinate systems; apparent brightnesses and colors of the stars; time; calendars. Observations at the Williston Observatory with the unaided eye, visually with the eight-inch telescope, and by

electronic camera with computer-controlled telescopes.

Meets Science and Math II-B requirement.

T. Dennis

1 meeting (90 minutes), 1 lab to be arranged; 4 credits; enrollment limited to 25

NOTE: *Primary work of the course will be done in observing sessions arranged on an ad hoc basis.*

***215f History of Astronomy**

This course looks at astronomy and cosmology from earliest times—Egyptian, Babylonian, Greek, Islamic; the medieval universe; Newtonian universe; mechanistic universe of the eighteenth and nineteenth centuries; gravitational theory; origin, structure, and evolution of stars and galaxies; developments in modern astronomy. Nontechnical, with emphasis on history and cosmology.

Does not meet a distribution requirement.

2 meetings (75 minutes); 4 credits; enrollment limited to 25

220s Topics in Astronomy

(01) Meteorites

The goal of this course is to give students an appreciation of meteorites as geologic objects. We will cover all aspects of meteorites from mineralogy, petrology, bulk chemistry, and isotopic systematics, and learn about a variety of analytical equipment including the petrographic microscope, the scanning electron microscope, and the electron microscope. Meteorites will be observed in hand sample and in thin section. No prior knowledge of meteorites will be assumed.

Does not meet a distribution requirement.

T. Burbine

Prereq. any 200-level geology or astronomy course; 1 meeting (3 hours); 4 credits; enrollment limited to 25

(02) Astronomy and Public Policy

Astronomical issues that impact our society will be explored in a seminar format. The approach for each issue will be to pose a question based on a body of scientific evidence with potential consequences for human society. The answers to these questions will be investigated both on scientific and societal

grounds. Scientific issues include the potential threat of collisions between the earth and other solar system bodies and the potential existence of extraterrestrial life.

Does not meet a distribution requirement.

S. Hameed

Prereq. one course in a physical science or permission of instructor; 4 credits

223f Planetary Science

(Same as Geology 223f) An introductory course for physical science minors and majors. Topics include origin and evolution of the planets; planetary orbits, rotation, and precession; gravitational and tidal interactions; asteroids, comets, and planetary rings; meteorites; interiors and atmospheres of the Jovian and terrestrial planets; geology, tectonics, and mineralogy of the terrestrial planets and satellites; new data from Mars Pathfinder, Lunar Surveyor, and current NASA missions.

Meets Science and Math II-C requirement.

T. Burbine

Prereq. any physical science course; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

224s Stellar Astronomy

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.

Does not meet a distribution requirement.

S. Edwards

Prereq. Physics 115, Mathematics 101 or equivalent; 2 meetings (2 hours, 45 minutes); 4 credits; enrollment limited to 25

***225s Galactic and Extragalactic Astronomy**

The basic observational properties of galaxies are explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer experience is required.

Does not meet a distribution requirement.

The department

Prereq. Physics 115, Mathematics 101 or equivalent; 1 meeting (3 hours); 4 credits; enrollment limited to 25

226f Cosmology

This course looks at cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science.

Does not meet a distribution requirement.

G. Greenstein

Prereq. Mathematics 101 and a physical science course; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

Offered at Smith College

***226s Cosmology**

Galaxies, clusters of galaxies, redshift and Hubble constant. Quasars and X-ray bursters. Models of an expanding universe. The geometry of space-time, and how light travels through it; how gravity slows the expansion and “dark energy” might accelerate it. The big bang, cosmic microwave background radiation, and synthesis of deuterium and helium; the cosmological distance scale, age and future prospects of the universe.

Does not meet a distribution requirement.

The department

Prereq. Astronomy 101 or a strong physical science background either in high school or at Mount Holyoke College; 2 meetings (75 minutes), 1 lab (2 hours) to be arranged; 4 credits

***243s Stars: Time and Transformation in the Universe**

(Writing-intensive course) Gravity, falling, and orbits; gravitational and kinetic energy; orbital mechanics in star clusters and space craft; gravitational collapse and the Kelvin timescale; black holes; nuclear and atomic binding energy; chemical abundances in the universe; nuclear burning in stars and its timescale; history of the chemical elements; life histories of stars; stars as distance indicators; cosmological distance scale; expansion of the universe; cosmological timescale; narrative history of the universe.

Meets Science and Math II-B requirement.

The department

Prereq. 4 admission units in math and permission of instructor; 2 meetings (75 minutes), 1 evening lab (2 hours); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph; 1 to 4 credits

***330fs Seminar: Topics in Astrophysics**

**Asteroids*

(Same as Geology 330f(01)) This course will cover the relationship of asteroids and meteorites. Topics that will be discussed include how asteroids and meteorites are classified, spectroscopic measurements of asteroids, and how meteorites are transferred from asteroids to the Earth. No prior knowledge of asteroids or meteorites will be assumed.

Does not meet a distribution requirement.

T. Burbine

Prereq. any 200-level astronomy or geology course; 1 meeting (3 hours); 4 credits

**Spectroscopy of the Planets*

(Same as Geology 330s(01)) Hands-on experience with spectroscopic data acquired from planetary atmospheres and surfaces. Four course modules include: 1) theory of spectroscopy and its application to the planets and stars; 2) broadband imaging of planetary surfaces; 3) in situ spectroscopy of planetary surfaces; 4) spectroscopic techniques used to search for exo-solar planets, and 5) analysis of an unidentified spectrum. The goal will be to identify important absorption/emission features based on knowledge acquired throughout the semester.

Does not meet a distribution requirement.

The department

Prereq. 2 semesters of astronomy, geology, or physics; 1 meeting (3 hours); 4 credits; enrollment limited to 18

**Mars*

(Same as Geology 330f(02)) Exploration of several unresolved questions about the Red Planet, such as: 1) Where was the water on Mars and where did it go? How well will future missions answer this question? 2) How has the martian atmosphere evolved over time? 3) What rock types are present on the martian surface based on meteorite studies vs. direct observation? 4) How can geomor-

phic features of Mars best be interpreted, and what do they tell us about the evolution of the planet? 5) Was there life on Mars at any time? Is there life on Mars at present, and if so, where? An interactive seminar with students and faculty reading current papers from the literature as well as daily reports from current mission Web sites.

Does not meet a distribution requirement.

D. Dyar

Prereq. any intermediate-level astronomy or geology course, Astronomy 223 recommended; 1 meeting (3 hours); 4 credits

***Supernovae and the Fate of the Universe** (Same as Geology 330s(01)) Supernovae represent the final, explosive stage in the evolution of certain varieties of stars. They synthesize and expel heavy elements, heat the stars and sometimes black holes, and produce energetic cosmic rays. This course will concentrate on the physical processes that underlie supernova explosions as well as their use as primary and secondary extragalactic distance indicators. Additional topics include supernova classification schemes, the collapse mechanism, physics of degenerate matter, nucleosynthesis, radiative transfer in expanding atmospheres, and cosmology.

Does not meet a distribution requirement.

The department

Prereq. 3 semesters of physics (including classical mechanics, thermodynamics, and electricity and magnetism), 1 semester of calculus, and at least 1 prior astronomy course at or above the 200-level, or permission of instructor; 1 meeting (3 hours); 4 credits

335f Modern Astrophysics

How do astronomers determine the nature and extent of the universe? Following the theme of the "Cosmic Distance Ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct distance determinations in the solar system and nearby stars. We then move on to spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe; quasars and the Lyman-alpha forest.

Does not meet a distribution requirement.

G. Wilson

Prereq. Physics 115 and one prior physics or astronomy course at the 200 level or above; 2 meetings (90 minutes); 4 credits; enrollment limited to 25

Offered at UMass

***337s Observational Techniques in Infrared and Optical Astronomy**

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics; instrumentation for imaging, photometry, and spectroscopy; astronomical detectors; computer graphics and image processing; error analysis and curve fitting; data analysis and astrophysical interpretation, emphasizing globular clusters.

Does not meet a distribution requirement.

The department

Prereq. Astronomy 224, 225, Physics 216; 2 meetings (75 minutes), 1 evening lab (3 hours); 4 credits

338s Techniques of Radio Astronomy

An introduction to radio astronomy equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory; radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources; effect of noise, sensitivity, bandwidth, and antenna efficiency; techniques of beam switching, interferometry, and aperture synthesis; basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources; applications to the sun, interstellar clouds, and extragalactic objects.

Does not meet a distribution requirement.

The department

Prereq. two semesters of physics and two semesters of calculus; 2 meetings (75 minutes) plus observation sessions; 4 credits; enrollment limited to 25

351s Astrophysics I: Stars and Stellar Evolution

This course looks at physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equilibrium and the thermodynamics of gas

and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars, or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and X-ray binaries.

Does not meet a distribution requirement.

The department

Prereq. two 300-level physics courses;

2 meetings (75 minutes); 4 credits

***352s Astrophysics II: Galaxies**

This course applies physics to the understanding of astronomical phenomena. Physical processes in the gaseous interstellar medium; photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems; star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks, supermassive black holes.

Does not meet a distribution requirement.

The department

Prereq. two 300-level physics courses;

2 meetings (75 minutes); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department;

1 to 8 credits

Biochemistry

The major in biochemistry is administered by the Biochemistry Committee: Professors Decatur (chemistry), P. Gruber (biological sciences), Hsu (*chair*, biochemistry); Associate Professors Chen (chemistry), Hamilton (chemistry), Knight (biological sciences), Woodard (biological sciences); Assistant Professors (Gomez (chemistry), Nunez (chemistry), Stranford (biological sciences)).

Contact Persons

Dianne Baranowski, *senior administrative assistant*

Lilian Hsu, *chair*

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. The core curriculum consists of Chemistry 101, 201, 202, 302, and 308; Biological Sciences 150 (or 145), 200, and 210; and Biochemistry 311 and 314. In addition to these core courses, 8 additional credits of advanced (300-level) work are required. Advanced courses may be chosen from a menu of selected courses in the chemistry, biological sciences, mathematics, physics, or psychology departments. 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 and 201 and Biological Sciences 150 and 200 during the first year. The committee further recommends Biological Sciences 220 and Chemistry 325 to students planning graduate work in biochemistry. Finally, all majors are required to complete a comprehensive written examination, and all seniors must give an oral presentation on a biochemical topic in the science symposium.

Requirements for the Major

Credits

- A minimum of 48 credits and at least 4 credits of physics as prerequisite to

Chemistry 308. (Students with advanced credits, see below.)

Courses

Required core curriculum:

- Chemistry: 101 and 201, General Chemistry I and II; 202 and 302, Organic Chemistry I and II; *and* 308, Chemical Thermodynamics
- Biological Sciences: 150 (or 145) and 200, Introductory Biology I and II, *and* 210, Genetics and Molecular Biology
- Biochemistry 311, Protein Biochemistry and Cellular Metabolism *and* Biochemistry 314, Nucleic Acids Biochemistry and Molecular Biology
- 8 additional credits of 300-level work elected from a menu of courses in the chemistry, biological sciences, mathematics, physics, or psychology departments. A list of acceptable courses follows the course offerings below.

Students with Advanced Credits

A student coming to the College with advanced credits from IB or A-level course work or Advanced Placement examinations can skip up to four courses at the introductory level (Biological Sciences 150, 200; Chemistry 101, 201) in accordance with the number of advanced credits she has received. However, advanced placement courses cannot replace more than 8 credits of the major. A student considering skipping many of the introductory-level courses should consult with her adviser or program chair and be reminded that a prehealth curriculum requires a year of biology and a year of general chemistry taken at an American university or college.

Other

- Satisfactory completion of a comprehensive written examination
- An oral presentation on a biochemical topic must be given at the science symposium.

Biochemistry is an interdisciplinary major.

Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

No minor in biochemistry is offered.

Course Offerings

295fs Independent Study

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.

Does not meet a distribution requirement.

The department

1 to 4 credits

NOTE: *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; credit will not be granted to students who do not receive safety training.*

311f Protein Biochemistry and Cellular Metabolism

(Same as Biological Sciences 311f and Chemistry 311f) 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.

Meets Science and Math II-B requirement.

L. Hsu

Prereq. Biological Sciences 210 (can be taken concurrently), Chemistry 302; 3 meetings (75 minutes), 1 lab (4 hours); 4 credits

314s Nucleic Acids Biochemistry and Molecular Biology

(Same as Biological Sciences 314s and Chemistry 314s) 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.

Meets Science and Math II-B requirement.

L. Hsu

Prereq. Biological Sciences 210, Chemistry 302, Biochemistry 311, or permission of instructor; 3 meetings (75 minutes), 1 lab (4 hours); 4 credits

330s Topics in Biochemistry and Molecular Biology

This course each year examines a number of important and exciting topics in biochemistry, molecular biology, and other related fields of biology. The intellectual and research development that formulated these fundamental concepts is traced through extensive readings of the primary literature. Discussions emphasize the critical evaluation of experimental techniques, data analysis, and interpretation. Substantial student participation in the form of oral presentation is expected.

Does not meet a distribution requirement.

L. Hsu

Prereq. Biochemistry 311, 314, or permission of instructor; 1 meeting (2 hours, 30 minutes); 4 credits

395fs Independent Study

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.

Does not meet a distribution requirement.

The department

1 to 8 credits

NOTE: *See safety training restrictions in the course description for Biochemistry 295.*

Courses Counting toward the 300-Level Requirement in the Major

See department listings for complete descriptions.

The following courses are acceptable for meeting the requirements of the biochemistry major for 8 credits of work beyond the core courses. "One time only" courses in biology and chemistry may count; a student should check with

<i>her adviser if she wants to use such a course to fulfill the “outside” 300-level requirement.</i>		343	Mathematical Statistics
		344	Seminar in Statistics and Scientific Research
<i>Biochemistry</i>			
330	Topics in Biochemistry and Molecular Biology		<i>Physics</i>
		301	Waves and Particles
		302	Quantum Mechanical Phenomena
		303	Introduction to Mathematical Methods for Scientists
303	<i>Biology</i>		
	Microbial Genetics		
305	Cellular and Molecular Aspects of Development	308	Electronics
316	Scanning Electron Microscopy	315	Analytical Mechanics
319	An Introduction to Immunology	324	Methods of Applied Mathematics
320	Studies with the Electron Microscope	325	Electromagnetic Theory
		326	Statistical Physics and Condensed Matter
321	Conference Courses in Biology (when biochemistry related, and if 2 credits, must be paired with another 2-credit course on this list)		<i>Psychology</i>
		350	Laboratory in Behavioral Neuroscience
322	Comparative Biomechanics		
323	Physiology and Anatomy of Plants: Growth Regulation		
327	Microbiology		
328	Regulatory and Integrative Human Physiology		
333	Neurobiology		
340	Eukaryotic Molecular Genetics		
<i>Chemistry</i>			
315	Experimental Methods		
317	Principles of Polymer Chemistry		
325	Atomic and Molecular Structure		
333	Protein Structure and Function		
334	Advanced Inorganic Chemistry		
336	Organic Synthesis		
337	Physical-Organic Chemistry		
338	Organic Chemistry III		
344	Advanced Physical Chemistry		
345	Physical Biochemistry		
<i>Mathematics</i>			
333	Differential Equations		
339	Topics in Applied Mathematics (depending on topic)		
340	Applied Regression Methods		
341	Linear Statistical Models		
342	Probability		

Biological Sciences

The major and minor in biological sciences are administered by the Department of Biological Sciences: Professors Fink, P. Gruber, S. Gruber, Rachootin; Associate Professors Bacon, Barry, Frary, Knight (*chair*), Woodard; Assistant Professors Brodie, Gillis, Hoopes, Stranford; Visiting Assistant Professor Jacob Krans.

Contact Persons

Nancy Lech, *senior administrative assistant*
Ellie Perrier, *administrative assistant*
Jeffrey Knight, *chair*

We offer our majors a program that provides a basis for continuing studies and intellectual growth. Some majors elect a set of courses that provides general competence in a variety of areas, while others concentrate in one or two areas. The latter choice provides an opportunity for intensive scholarship and original work.

Requirements for the Major

Credits

- A minimum of 32 credits in biological sciences

Courses

Required courses in biological sciences:

- Biology:
 - 145, Advances in Biology *or*
 - 150, Introductory Biology I
 - 200, Introductory Biology II (which must be taken in this sequence)
 - 210, Genetics and Molecular Biology (prereq. Biology 200; Chemistry 101; Chemistry 101 may be taken concurrently with Biology 210).
 - 223, Ecology (prereq. Biology 150 and calculus) *or*
 - 225, Evolution (prereq. Biology 210 or 223)

- 220, Cell Biology (prereq. Biology 200, Chemistry 201)
- Three additional courses (12 credits) at the 300 level in biology. At least two of these (8 credits) must be taken at Mount Holyoke, and at least two must have labs.
- Biology 295 or 395 may not count toward the minimum 32 credits in the major.

Required courses outside of biological sciences:

- Chemistry 101, General Chemistry I; Chemistry 201, General Chemistry II
- Calculus or Statistics

Recommended courses outside of biological sciences:

- Chemistry 202, 302, Organic Chemistry I and II
- Physics
- Computer Science

Requirements for the Minor

Credits

- A minimum of 16 credits above Biology 150, Introductory Biology I, at the 200 and/or 300 level.

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. 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 biological sciences, please consult your adviser or the chair of the biological sciences 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.

sure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the biological sciences department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Facilities

The department's facilities include transmission, scanning electron, fluorescence, and confocal microscopes, image capture and processing equipment, a tissue culture room, a greenhouse, controlled environment chambers, molecular biology equipment, centrifuges, and several computer-equipped teaching laboratories.

Research interests of the faculty include animal behavior, animal physiology, animal histology, biochemistry, biomechanics, development, ecology, endocrinology, evolution, immunology, microbial genetics, neurobiology, plant genetics, and plant physiology and ultrastructure.

Math and Science II-B Distribution Credit in Biology

The department wholeheartedly supports the concept that undergraduates should become acquainted with a variety of disciplines and perspectives. The department's courses that satisfy the Group II-B distribution requirement introduce students to new perspectives in biology, and give them the intellectual tools necessary for a meaningful study and comprehension of life processes. In them, students gain an understanding of the underlying patterns and processes of living organisms through work both in the classroom and the laboratory. Any off-campus biology course taken to satisfy the Group II-B requirement must have these characteristics (including 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), are not acceptable for Group II-B

credit.

Course Offerings

The department offers introductory biology in three different forms. Biology 150 presents a broad-based introduction to the discipline that emphasizes either biological diversity or comparative plant and animal physiology. The Biology 145 courses are small class alternatives to Biology 150, with somewhat different emphases. Biology 160, which must be taken concurrently with Chemistry 160, offers a comprehensive introduction to both biology and chemistry and is an appropriate choice for students who have a solid high school background in the sciences and are considering a major in biology, biochemistry, 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.

145f Introductory Biology

Fall 2006

145f(01) Nature Harmoniously Confus'd (First-year seminar) Most organisms are notably unlike ourselves—a tapestry of bacteria, protozoans, algae, and, off by themselves, the plants, fungi, and animals. We will survey the whole range of organisms, especially those in the ponds and forests of our campus. Labs will start in the field (many opportunities to get wet or muddy). You will design studies that play to the special features of the organisms you have found. The class counts exactly the same as Biology 150, but it is a small class rather than a large one, addressed to students intrigued by natural history.

Meets Science and Math II-B requirement.

S. Rachootin

Prereq. fy; sophomores by permission of instructor; 3 meetings (50 minutes), 3 labs (3 hours); 4 credits; enrollment limited to 36

145f(02) Organisms

(First-year seminar) Organisms evolve

elegant means of adapting to their environments. This course will focus on the ways that an organism's anatomy and physiology are uniquely suited to the demands of its environment. Some of the topics that we will consider are: cellular and organismal structure, ingestion and metabolism of food, species survival and reproduction, cellular communication, and the maintenance of electrical and chemical gradients. Although the course will provide a broad introduction to topics in biology, special consideration will be given to the physiology of model organisms commonly used in biological research. *Meets Science and Math II-B requirement.*

J. Krans

Prereq. fy only; 4 credits; enrollment limited to 24

Spring 2007

145s(01)Biology in the Age of the Human Genome Project

(Writing-intensive course; first-year seminar)

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 will change 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.

Meets Science and Math II-B requirement.

C. Woodard

2 meetings (75 minutes), 1 lab (3 hours);

4 credits; enrollment limited to 16

**Patterns and Principles of Life*

(Writing-intensive course; first-year seminar)

This course offers an introduction to the central concepts and patterns underlying much of modern biology, including the basic principles of cell biology, genetics, evolution, and energetics. We will examine several "model organisms," such as *E. coli*, baker's yeast, *Arabidopsis*, maize, the roundworm, and the mouse to see how and why experimental results in these systems can have such general importance and broad applicability.

Meets Science and Math II-B requirement.

J. Knight

4 credits; enrollment limited to 24

**A Green World*

(Writing-intensive course; first-seminar) This course examines the themes of plant life that we see in the woods and fields around us, in the exotic plants in our greenhouses, and in the plants we depend on for food. We will study plants living in surprising circumstances, going 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 with studies of plant structure and function, ecology, and evolution.

Meets Science and Math II-B requirement.

A. Frary

3 meetings (50 minutes), 1 lab (3 hours);

4 credits; enrollment limited to 24

**Animal Bodies, Animal Functions*

(Writing-intensive course; first-year seminar)

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. We'll 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.

Meets Science and Math II-B requirement.

S. Bacon

4 credits; enrollment limited to 24

150f Introductory Biology

Fall 2006

150f(01) Form and Function

By exploring some of the basic structural and functional systems found in plants and animals, this course will examine assorted strategies that organisms have evolved to solve life's "major problems." Topics will include energy acquisition, water balance, transport systems, and movement. Labs will introduce students

to selected plant and animal systems, data collection and analysis, library resources, and scientific writing.

Meets Science and Math II-B requirement.

R. Brodie, P. Gruber

4 credits; enrollment limited to 108

NOTE: *A liberal arts introduction to biology, open to any student; required for potential majors in biology, biochemistry, and neuroscience and behavior.*

**150f(02) Diversity of Life*

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. In our survey, we will discover a variety of life cycle patterns, different ways of extracting energy from the environment, and multiple life history strategies. 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.

Meets Science and Math II-B requirement.

The department

4 credits; enrollment limited to 90

NOTE: *A liberal arts introduction to biology, open to any student; required for potential majors in biology, biochemistry, and neuroscience and behavior.*

160f Integrated Introduction to Biology and Chemistry

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.

Meets Science and Math II-B requirement.

S. Decatur, G. Gillis

3 lectures (50 minutes), 3 lectures

(75 minutes), 1 lab (4 hours);

8 credits; enrollment limited to 40

200s Introductory Biology II:

How Organisms Develop

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.

Meets Science and Math II-B requirement.

R. Fink, A. Frary

Prereq. Biological Sciences 145 or 150;

4 meetings (50 minutes), 1 lab (3 hours);

4 credits; enrollment limited to 160

206s Local Flora

Offers plant identification and natural history, emphasizing trees, native and introduced, and wildflowers. On- and off-campus field trips.

Does not meet a distribution requirement.

A. Frary

Prereq. 4 credits in department or permission of instructor; 1 meeting (3 hours), with field trips; 2 credits; enrollment limited to 12

210f Genetics and Molecular Biology

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.

Meets Science and Math II-B requirement.

J. Knight, C. Woodard

Prereq. Biological Sciences 200, Chemistry 101 (may be taken concurrently); 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 130

220s Cell Biology

This course undertakes an integrated study of the processes and structures that define life at the cellular level. We will consider the molecular and supramolecular organization

of membranes, cytoskeleton, and organelles in the context of the physical and chemical principles governing their assembly, and their participation in phenomena such as the capture and transformation of energy, catalysis, transport, motility, signal transduction, and maintenance of cytoplasmic organization. The laboratory portion of this course illustrates and analyzes these phenomena through selected optical and biochemical approaches.

Meets Science and Math II-B requirement.

P. Gruber, S. Stranford

Prereq. Biological Sciences 200, Chemistry 201; 2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 84

223f Ecology

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.

Meets Science and Math II-B requirement.

M. Hoopes

Prereq. Biology 150 or Environmental Studies 100 and a minimum of one semester of high school or college calculus or statistics; 3 meetings, plus fourth hour, 1 lab (3 hours); 4 credits; enrollment limited to 32

NOTE: *Biological Sciences 223 and/or 226 must be taken for the biology major.*

226s Evolution

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. The course will end with human evolution.

Meets Science and Math II-B requirement.

S. Rachootin

Prereq. Biology 210 or 223; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 32

NOTE: *Biological Sciences 223 and/or 226 must be taken for the biology major.*

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, permission of instructor;

1 to 4 credits

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. Course credit will not be granted to students who do not receive safety training. See department for requirements.*

301s Animal Cloning and Stem Cells: Past, Present, and Future

(Speaking-intensive course) When Dolly the lamb was born, the world changed. Developmental biologists have been cloning organisms for decades—why the intense emotion over a sheep? This course will focus on the history of animal cloning, exploring both conceptual and technical advances over time. We will look at the current state of mammalian cloning and the debate about human stem cell research, reading from primary literature. While the emphasis will be on the biological phenomena involved, we will also discuss the legal, ethical, and moral implications of human cloning and stem cell research.

Does not meet a distribution requirement.

R. Fink

Prereq. permission of instructor only, email rfink@mtholyoke.edu; 2 credits; enrollment limited to 10

***303s Microbial Genetics**

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.

Meets Science and Math II-B requirement.

J. Knight

Prereq. Biological Sciences 210 and 220;

2 meetings (75 minutes), 1 lab (3 hours);
4 credits; enrollment limited to 14

305f Cellular and Molecular Aspects of Development

(Speaking-intensive course) 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.

Meets Science and Math II-B requirement.

R. Fink

Prereq. Biological Sciences 200, 210, 220, or permission of instructor; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 14

308s Darwin

(Writing-intensive course; same as History 361s(02)) 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.

Does not meet a distribution requirement in biological sciences.

Meets Humanities I-B requirement.

S. Rachootin

Prereq. Biological Sciences 213 or 226, 4 credits in history, or permission of instructor; 2 meetings (75 minutes, plus one fourth hour); 4 credits; enrollment limited to 20

***309s Vertebrate Biology**

A study of vertebrates with emphasis on structural adaptations for functions such as feeding and locomotion, and on natural history. Some morphology and field identification involved in laboratory work.

Meets Science and Math II-B requirement.

The department

Prereq. two of Biological Sciences 200, 210, 213; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits

***310f Invertebrate Zoology**

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.

Meets Science and Math II-B requirement.

S. Rachootin

Prereq. Biological Sciences 226; 4 meetings (50 minutes), 1 lab (3 hours); 4 credits

311f Protein Biochemistry and Cellular Metabolism

(See Biochemistry 311f and Chemistry 311f)

314s Nucleic Acids Biochemistry and Molecular Biology

(Same as Biochemistry 314s and Chemistry 314s) 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.

Meets Science and Math II-B requirement.

L. Hsu

Prereq. Biological Sciences 210, Chemistry 302, Biochemistry 311, or permission of instructor; 4 credits; enrollment limited to 40

NOTE: Please sign up for this course as Biochemistry 314.

315s Ethology

This course studies the biology of animal behavior, including both invertebrates and vertebrates. Topics include sense organs and communication, circadian and other rhythms, orientation and navigation, and the evolution and ecology of social systems. Laboratories involve an individual project.

Meets Science and Math II-B requirement.

R. Brodie

Prereq. 8 credits of biological science at the 200 level, with 213 strongly recommended; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 36

316f Scanning Electron Microscopy

(Same as Geology 316f) 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.

Does not meet a distribution requirement.

P. Gruber, M. Rice

Prereq. 4 credits of biological sciences or geology course at the 200 level; 1 meeting (2 hours), 1 lab (3 hours); 2 credits; enrollment limited to 10

319f Immunology

This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as immune mechanisms for removal of foreign pathogens. Additional topics will include: autoimmunity, allergy, vaccination, transplantation, immune deficiency, and pathogen evasion strategies. Special emphasis will be placed on the human immune response, with the addition of clinical case studies and independent laboratory projects to reinforce these ideas.

Meets Science and Math II-B requirement.

S. Stranford

Prereq. Biological Sciences 210 and 220; 2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (4 hours); 4 credits; enrollment limited to 30

320f Studies with the Electron Microscope

Introduction to the transmission electron microscope and its potential contributions to the biological sciences, through semester-long investigations of students' choosing. Projects may range from the molecular to the cellular/organismal levels and draw upon a variety of preparation techniques. Students wishing to extend their experience in other courses, including Biological Sciences 295 and 395, may enroll in this course concurrently.

Does not meet a distribution requirement.

P. Gruber

Prereq. Biological Sciences 220 or permission of instructor; 1 meeting (2 hours), 1 unarranged

lab (2 hours); 2 credits; enrollment limited to 10

***321fs Conference Course**

Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

**Chemical Communication in Vertebrates* (Speaking-intensive course) How is information about physiological states coded in chemical information passed between animals? How is this information passed between organs in the body? In this course we'll read and discuss the primary literature in biology to look in depth at the nature of chemical communication in vertebrates. We will study hormones, pheromones and neurotransmitters, the neuroendocrine mechanisms that mediate their functions in the body, and the social and physical contexts in which these signalling mechanisms operate.

Does not meet a distribution requirement.

S. Bacon

Prereq. Biological Sciences 220 or permission of instructor; 2 credits; enrollment limited to 14

**Extreme Life*

This course will focus on biological systems that push the limits of structural and physiological possibility. For example, midges flap their wings at up to 1000 Hz; bar-headed geese migrate over Mount Everest; deep-sea fish withstand pressures near 300 atmospheres; certain frogs can allow their body temperatures to drop below 0 degrees C. We will explore the diverse mechanisms that underlie how organisms reach extreme levels of performance and survive in extreme environments through readings and discussions.

Does not meet a distribution requirement.

G. Gillis

Prereq. Biological Sciences 213 or 220 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 14

**Emerging Infectious Diseases*

(Speaking-intensive course) In this course, primary literature will be used as a foundation for discussing global emerging and reemerging infectious diseases. As a group, we will discuss both the science behind

these diseases as well as some of the social aspects relevant to the present-day spread of infectious disease. Students will be expected to work in collaborative groups to present background material and original research studies on various aspects of specific pathogenic microorganisms (e.g., vaccine targets, therapeutic modalities, pathogenic mechanisms, immune evasion strategies, transmission pathways, etc.).

Does not meet a distribution requirement.

S. Stranford

Prereq. Biological Sciences 319, or permission of instructor; 4 credits; enrollment limited to 12

***The Neurobiology of Art and Music**

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 a visual object, such as shape, color, and depth, and ask how this processing may affect the way we draw and paint. We will ask whether musical dissonance and consonance are biologically or culturally determined and whether or not different parts of the brain process different aspects of music such as pitch, melody, harmony, rhythm, and the emotional content of a musical piece.

Does not meet a distribution requirement.

S. Barry

Prereq. jr or sr with at least 8 credits at the 200 level in biology, neuroscience and behavior, studio art, art history, or music; 2 credits; enrollment limited to 10

322s Comparative Biomechanics

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.

Meets Science and Math II-B requirement.

G. Gillis

Prereq. any two courses above Biological Sciences 200, or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 18

323f Plant Growth and Development

This course is a study of the higher plant, its structure, organization, and development. Examines both endogenous and environmental factors influencing plant growth and reproduction. Topics include anatomy, hormones and their mode of action, tropisms, photomorphogenesis, and flowering.

Meets Science and Math II-B requirement.

A. Frary

Prereq. Biological Sciences 150, 200, 210, or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

***325f Plant Diversity and Evolution**

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.

Meets Science and Math II-B requirement.

A. Frary

Prereq. two of Biological Sciences 200, 210, 213, or 226, or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

Offered alternate years

327s Microbiology

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.

Meets Science and Math II-B requirement.

J. Knight

Prereq. Biological Sciences 220 and either 210 or 213; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 28

328f Regulatory and Integrative Human Physiology

A consideration of the physiological pro-

cesses 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. *Meets Science and Math II-B requirement.*

S. Bacon

Prereq. Biological Sciences 220 or Biochemistry 311; 4 credits; enrollment limited to 24

331s Theory and Application of Conservation Biology

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.

Meets Science and Math II-B requirement.

M. Hoopes

Prereq. Biology 223 or 226 or Environmental Studies 200; 3 meetings, 1 lab (3 hours); 4 credits; enrollment limited to 15

332f Macroevolution

This course presents the science of biological form and its relation to adaptation, development, and the modes of evolutionary change. Whole organisms are emphasized in the first part of the course; the emerging field of evo-devo is the emphasis of the second part.

Meets Science and Math II-B requirement.

S. Rachootin

Prereq. Biological Sciences 213 or 226; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

333s Neurobiology

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.

Meets Science and Math II-B requirement.

J. Krans

Prereq. Biological Sciences 200, 220 and 4 credits in chemistry or physics; 3 meetings (50 minutes), 1 discussion (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

***335s Mammalian Anatomy**

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.

Meets Science and Math II-B requirement.

G. Gillis

Prereq. Biological Sciences 213; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

340s Eukaryotic Molecular Genetics

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 programmed cell death. We will also study genetic engineering of plants and animals. There will be group discussions of original research articles and review articles, and we will sometimes use a case method approach.

Meets Science and Math II-B requirement.

C. Woodard

Prereq. Biological Sciences 200 and 210; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 18

344s Biogeochemistry of Northern Ecosystems

(Speaking- and writing-intensive course; same as Environmental Studies 344s) Global climate models and recent evidence show that ecosystems in the northern latitudes are extremely sensitive to climate change. This interdisciplinary science course examines boreal, subarctic, and arctic ecosystems through the study of nutrient cycling, plant ecology, hydrology, soil processes, and biosphere-atmosphere interactions. Topics include fundamentals of biogeochemical elements such as carbon and nitrogen at scales from the microscopic to global, sensitivity, feedbacks to climate change, and disturbance processes such as fire and permafrost degradation. *Does not meet a distribution requirement.*

B. Hooker

Prereq. at least two semesters of biology, chemistry, or environmental science, and permission of the instructor; 1 meeting

(3 hours); 4 credits; enrollment limited to 15

NOTE: *Please sign up for this course as Environmental Studies 344.*

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of department; submit application in biological sciences office or via the department's Web site; 1 to 8 credits; enrollment limited to 30

NOTE: *See safety training restrictions in description of Biological Sciences 295.*

Chemistry

The chemistry major and minor are administered by the Department of Chemistry: Professors Browne, Decatur; Associate Professors Chen (on leave 2006–2007), Cotter (on leave 2006–2007), Hamilton (*chair*); Assistant Professors Gomez, Nunez (on leave 2006–2007); Visiting Assistant Professors van Giessen, Stanisky, Rotundi.

Contact Persons

Christine Rowinski, *senior administrative assistant*

Darren Hamilton, *chair*

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 in part 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.

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. Although all of our students receive the bachelor of arts degree, this track is comparable to a traditional bachelor of science. 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. Students wishing to teach chemistry in secondary schools within the State of Massachusetts must complete the requirements of Track B in order to qualify for licensure.

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, seven core courses
- A year of calculus (Mathematics 101 and 202)
- A year of calculus-based physics (Physics 115 and 216)

Courses

- Core courses in chemistry:
 - 101 and 201, General Chemistry I and II
 - 202 and 302, Organic Chemistry I and II
 - 308, Chemical Thermodynamics
 - 325, Atomic and Molecular Structure *and*
 - 315, Experimental Methods
- 8 or 12 credits in elective courses, four of which must be at the 300 level

Other

- Participation in two semesters of the department comprehensive seminar program
- An individual oral presentation at the annual Science Symposium

Track B (*Generalist/State of*

Massachusetts Secondary Teaching Licensure)

Credits

- A minimum of 32 credits in chemistry, including six core courses
- A semester of calculus (Mathematics 101)
- A semester of calculus-based physics (Physics 115)

Courses

- Core courses in chemistry:
 - 101 and 201, General Chemistry I and II
 - 202 and 302, Organic Chemistry I and II
 - 308, Chemical Thermodynamics and
 - 315, Experimental Methods
- 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; Chemistry 314, Nucleic Acids Biochemistry and Molecular Biology; or Chemistry 333, Protein Structure and Function
 - *History and Philosophy of Science*: Chemistry 210, Biotechnology, or 250, Introduction to the History of Chemistry; or Philosophy 206, Introduction to the Philosophy of Science; or Women's Studies 235, Gender, Race, and Science
 - *Earth and Environment*: Environmental Studies 101, Introduction to Environmental Studies; or any geology course
 - *Biology*: 150, Introductory Biology: Form and Function; or 200, Introductory Biology II: How Organisms Develop

Other

- Participation in two semesters of the department comprehensive seminar program
- An individual oral presentation at the annual Science Symposium

These two requirements 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.

	<i>Fall</i>	<i>Spring</i>
<i>Fy</i>	Chemistry 101 or 100 Mathematics 101	Chemistry 201 Mathematics 202
<i>Soph</i>	Chemistry 202 Physics 115	Chemistry 302 Physics 216
<i>Jr</i>	Chemistry 308	Chemistry 325 Chemistry 315
<i>Sr</i>	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 include 311, 314, 333, and 345 in their programs; these students should note the biology prerequisites for 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. In recent years projects have included: synthesis of new organic compounds; supermolecular organic synthesis; protein folding studies and protein structure determination; surface and polymer chemistry; the study of biodegradable polymers; and mechanistic studies of transition metal catalysts. A number of Mount Holyoke College students participate in the department's summer research program (eight weeks of paid, full-time research), a valuable addition to their educa-

tion. Students may pursue independent work at any time in their Mount Holyoke careers.

The department is well equipped for research, including two nuclear magnetic resonance spectrometers, a Hewlett-Packard gas chromatograph-mass spectrometer, and numerous spectrometers and chromatographs (gas and liquid).

The Department of Chemistry is approved by the American Chemical Society (see below). Students planning graduate study in chemistry should be aware that some programs require additional background in mathematics and physics. Reading knowledge of French, German, or Russian and familiarity with computer languages are also valuable. Given the current emphasis on molecular biology in chemical research, students may find courses in biology particularly valuable.

For information about a biochemistry major, see Biochemistry.

Requirements for the Minor

Credits

- At least 16 credits at the 200 level or above
- At least four of these credits must be at the 300 level.

ACS Certification of an Undergraduate Degree in Chemistry

The process of ACS degree certification works as follows. 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. The latest guideline for degree certification (fall 1999) states minimum core requirements of 28 semester credit hours of basic instruction with comparable emphasis on the areas of analytical chemistry, inorganic chemistry, organic chemistry, and calculus-based physical chemistry. Biochemistry must also be part of the undergraduate chemistry curriculum—if not included in the core, then it must be taken as an advanced requirement. Advanced requirements include a minimum of two ad-

vanced courses in chemistry or two semesters of independent research.

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.

Chemistry 100 covers the same material as Chemistry 101, but spends more time in class on reviewing the techniques and mechanics of quantitative problem solving. Students with no previous high school chemistry experience, or who want to reinforce their problem-solving skills, may consider Chemistry 100 as an option.

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 this course, students extend their understanding of electronic structure, equilibrium, spontaneity and electrochemistry, and receive an introduction to some descriptive chemistry of the elements. New students should take a placement exam to determine the appropriate starting chemistry course (Chemistry 100, 101, or 201).

Course Offerings

*100f Problem Solving in General Chemistry

This course is designed to introduce chemistry to students who have had difficulty with quantitative problem solving. The syllabus

will follow closely that of Chemistry 101, and students will participate in the 101 laboratory. Chemistry 100 differs from 101 not in content, but in format: through a small enrollment and five weekly course meetings rather than three, the course emphasizes intensive, faculty-supervised group work and the development of quantitative problem-solving skills. Chemistry 100 serves equally with 101 as an introduction to the department's core sequence. Students should also enroll in a lab section of Chemistry 101.

Meets Science and Math II-B requirement.

The department

5 meetings (50 minutes), 1 lab (3 hours);

4 credits; enrollment limited to 20

101f General Chemistry I

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.

Meets Science and Math II-B requirement.

The department

3 meetings (75 minutes), 1 lab (3 hours);

4 credits; enrollment limited to 130

105f Chemistry: Applications, Innovations, and Social Justice

Chemistry and chemical methods underlie many technologies impacting social and political decisions. This course will explore the fundamental principles of chemistry in the context of these important applications. This course is ideal for students interested in learning more about chemistry in the context of "real world" issues. This course is not intended as a substitution for Chemistry 101.

(Speaking- and writing-intensive course; first-year seminar) The interactions of light, energy, and matter will be explored as it relates to various instrumental methods and applications. In forensic science, what is the chemistry used in identification? How does chemistry shed light on the use of DNA as an identification tool? Does the chemistry directly support the health claims of organic foods? Does the chemistry of the nuclear reactor spill at Chernobyl support or not

support the production of a new nuclear reactor? Guest speakers and readings will complement course assignments. The course will introduce students to problem solving as well as scientific writing. There is no lab component to this course.

Meets Science and Math II-C requirement.

C. Allen

2 meetings (75 minutes); 4 credits; enrollment limited to 16

160f Integrated Introduction to Biology and Chemistry

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 prehealth requirements or advanced study in biochemistry or neuroscience.

Meets Science and Math II-B requirement.

S. Decatur

3 meetings (50 minutes), 3 meetings (75 minutes), and 1 lab (4 hours) per week.

4 credits; enrollment limited to 40

NOTE: *Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits.*

201s General Chemistry II

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.

Meets Science and Math II-B requirement.

W. Chen, D. Cotter

Prereq. Chemistry 100 or 101 with grade of C or better, or permission of instructor; 3 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 130

202f Organic Chemistry I

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.

Meets Science and Math II-B requirement. The department

Prereq. Chemistry 100 or 101, 200 or 201 with grade of C or better, or permission of instructor; 3 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 130

***210s Biotechnology: Science, Culture, and Ethics**

The development of a molecular understanding of the basis of life, and the application of this knowledge to alter and engineer living organisms, is an ongoing scientific revolution with far-reaching social and ethical considerations. This course introduces the science of the biotechnology revolution within its historical and social context; a description of the fundamental chemistry and molecular biology underlying these technologies is integrated with exploration of their social and ethical impacts. Topics to be covered include the structure of DNA, the human genome project, genetic engineering in agriculture, and cloning.

Meets Science and Math II-C requirement. S. Decatur

Prereq. Chemistry 101, Biological Sciences 151, or Interdepartmental Courses 121–122, or permission of instructor; 4 credits

212s Chemistry of Biomolecules

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. This course is not intended for Biochemistry majors, who must complete Biochemistry 311f and 314s. First priority will be given to sophomores and juniors.

Meets Science and Math II-C requirement. M. Nunez

Prereq. Chemistry 202; 4 meetings (50 minutes); 4 credits; enrollment limited to 25

220f Simulating Chemistry, Biochemistry, and Materials Science: An Introduction to Scientific Computing

From the very early days of computers, they have been used in atomic simulations. Today, there are many algorithms for simulating chemical events. Simulations allow us to gain insight into possible causes of physical phenomena. This course introduces some of the methods used to simulate chemistry, biochemistry, and materials science. Potential energy surfaces, Monte Carlo methods, and molecular dynamics are introduced and applied to projects in chemistry, biochemistry, and materials science.

Meets Science and Math II-C requirement. M. Gomez

Prereq. Mathematics 202 (or equivalent), or permission of the instructor; 4 credits; enrollment limited to 15

250s Introduction to the History of Chemistry

(Writing-intensive course) Traces the growth of chemistry in several ways: as a body of knowledge and beliefs, as a practical means of intervention, and as a community of practitioners linked (or divided) by sociopolitical bonds and common interests, intellectual and otherwise. After an overview of chemical history and an introduction to various scholarly traditions in the field, the balance of the course will be devoted to case studies of narrower topics or episodes, such as the alchemical tradition and Robert Boyle, the eighteenth-century chemical revolution, nineteenth-century organic chemistry, Ionism, atomism and elementalism, chemistry

and war, the quantum revolution, educational traditions, the role of women.

Meets Science and Math II-C requirement.
D. Cotter

Prereq. soph, jr, sr, or permission of instructor;
2 meetings (75 minutes); 4 credits; enrollment
limited to 25

295fs Independent Study

Independent work in chemistry can be conducted with any member of the department.

Does not meet a distribution requirement.

The department

Prereq. soph, permission of department required every semester; 1 to 4 credits

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. Course credit will not be granted to students who do not receive safety training.

302s Organic Chemistry II

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.

Meets Science and Math II-B requirement.

S. Browne, D. Hamilton

Prereq. Chemistry 202 with grade of C or better;
3 lectures (75 minutes), 1 lab (4 hours);
4 credits; enrollment limited to 130

308f Chemical Thermodynamics

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.

Meets Science and Math II-B requirement.

J. Van Wijngaarden

Prereq. Chemistry 200 or 201, 202,
Mathematics 101, Physics 103 and 204, or
115 with grade of C or better; 3 meetings
(75 minutes), 1 lab (4 hours); 4 credits; enrollment
limited to 36

311f Protein Biochemistry and Cellular Metabolism

(See Biochemistry 311f and Biological Sciences 311f)

314s Nucleic Acids Biochemistry and Molecular Biology

(See Biochemistry 314s and Biological Sciences 314f)

315s Experimental Methods

Uses extended research-style projects to introduce advanced techniques in physical measurement (e.g., high-resolution spectroscopy, calorimetry, electrochemistry), separation and analysis (e.g., gas- and liquid-phase chromatography, mass spectrometry), and chemical synthesis (e.g., catalytic and enantioselective methods, biomolecules, polymers). Students will increase their repertoire of laboratory skills while learning to integrate concepts from different subdisciplines of chemistry into a unified experimental approach to problem solving.

Does not meet a distribution requirement.

S. Decatur

Prereq. Chemistry 302; 2 lectures (75 minutes),
1 discussion (50 minutes), 1 lab (4 hours);
4 credits; enrollment limited to 20

*317s Principles of Polymer Chemistry

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.

Does not meet a distribution requirement.

W. Chen

Prereq. Chemistry 302; 2 meetings
(75 minutes); 1 discussion (50 minutes);
4 credits

Offered once every three years

325s Atomic and Molecular Structure

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. *Meets Science and Math II-B requirement.*

J. Van Wijngaarden

Prereq. Chemistry 200 or 201, 202, Mathematics 202, Physics 216 with grade of C or better; 2 meetings (75 minutes), 1 discussion (50 minutes), 1 lab (4 hours); 4 credits; enrollment limited to 36

***333f Protein Structure and Function**

This course introduces the subject of how the three-dimensional molecular structures of proteins determine and modulate their function. Topics will include fundamentals of protein chemistry and structure, comparisons of various structural motifs, and a survey of a wide range of protein functions. Examples will be drawn from the current literature on enzyme mechanisms, photosynthetic systems, motor proteins, ion channels, and topics of student interest. *Does not meet a distribution requirement.*

M. Nunez

Prereq. Chemistry 302; 2 meetings (75 minutes), 1 discussion (50 minutes); 4 credits

Offered every other year

***334s Advanced Inorganic Chemistry**

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. *Does not meet a distribution requirement.*

D. Cotter

Prereq. Chemistry 302, 325; 2 meetings (75 minutes), 1 discussion (50 minutes); 4 credits; enrollment limited to 20

Offered every other year

***336s Organic Synthesis**

This course emphasizes recent developments in synthetic organic chemistry and deals with general synthetic methods and specific examples of natural product synthesis. It covers such topics as new methods of oxidation and reduction, stereospecific olefin formation, ring-forming reactions, and methods of carbon-carbon bond formation. The application

of these reactions to the synthesis of naturally occurring compounds is examined. A general strategy for the synthesis of complex molecules is also presented.

Does not meet a distribution requirement.

D. Hamilton

Prereq. Chemistry 302; 3 meetings (50 minutes); 4 credits; enrollment limited to 35

Offered every other year

337f Physical Organic Chemistry

An introduction to the concepts and methods of physical organic chemistry. Examination of reaction mechanisms and the experimental results that support these mechanisms. Topics include structure and reactivity, reaction kinetics, mechanism determinations, and Woodward-Hoffman Rules.

Does not meet a distribution requirement.

S. Browne

Prereq. Chemistry 302, 308; 2 meetings (75 minutes); 4 credits; enrollment limited to 35

Offered every other year

338f Organic Chemistry III

An elective sequel to Organic Chemistry II, this course will build directly upon the standard organic chemistry sequence to add both depth of understanding and breadth of application. The course will draw heavily from the reaction classes covered in the earlier courses and add conceptual frameworks to support discussion of rearrangements of carbon skeletons, migrations to electron-deficient centers, the formation and reactions of carbenes, and symmetry control of electrocyclic processes. Recognizing that a key goal of contemporary organic chemistry is the preparation of new carbon frameworks, a brief introduction to the use of retrosynthetic analysis will also be included.

Does not meet a distribution requirement.

D. Hamilton

Prereq. Chemistry 302; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***344f Advanced Physical Chemistry**

An introduction to topics in molecular spec-

troscopy and group theory.

Does not meet a distribution requirement.

The department

Prereq. Chemistry 325; 2 meetings (75 minutes); 4 credits

Offered once every three years

***345f Physical Biochemistry**

This course introduces the fields of biophysical chemistry and molecular biophysics, where biological systems are probed and described by physical techniques and models. Topics will include the physical properties of biological molecules (proteins, nucleic acids, carbohydrates, and lipid membranes); applications of spectroscopy to biological systems, both in vitro and in vivo; the mechanisms of light harvesting and energy conversion; and technological developments inspired by biological systems. Lecture sessions (two per week) will be complemented by a weekly discussion of papers from the contemporary literature.

Does not meet a distribution requirement.

S. Decatur

Prereq. Chemistry 302 required; Chemistry 212, Biochemistry 311 or Biology 220 recommended, or permission of instructor; 2 lectures (75 minutes), discussion section (75 minutes); 4 credits

395fs Independent Study

Independent work in chemistry can be conducted with any member of the department.

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department; 1 to 8 credits

NOTE: See safety training restrictions in description of Chemistry 295.

399fs Comprehensive Seminar

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 lead-

ers, and each student will write a paper on a presentation of her choice.

Does not meet a distribution requirement.

The department

Prereq. sr; 1 meeting (90 minutes); 1 credit; enrollment limited to 20

Classics

The majors and minors in classics, Greek, Latin, and ancient studies are administered by the Department of Classics and Italian: Associate Professors Arnold, Debnar, Sumi (*chair*); Visiting Assistant Professor Landon (spring 2007).

Contact Persons

Susan LaBarre, *senior administrative assistant*
Geoffrey Sumi, *chair*

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) and to use those tools that have placed the study of antiquity at the forefront of computer-based research and education (e.g., Perseus, the Thesaurus Linguae Graecae, and the Packard Humanities Institute CD-ROMs).

The department offers four majors. The broadest is ancient studies, a 32-credit major approaching the ancient civilizations from an interdisciplinary and inclusive perspective (see Ancient Studies).

Students may also major in Greek or in Latin. These majors require 32 credits in one of the ancient languages and its literature.

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 (see p. 7).*

Requirements for the Majors

Ancient studies: For requirements and a list of advisers from other departments, see Ancient Studies.

Greek or Latin:

- A minimum of 32 credits
 - At least 20 of the 32 credits must be at the 200 level or above in the chosen ancient language; at least 12 of these credits must be at the 300 level.
 - For the remaining credits, after consulting with her adviser, a Latin or Greek major may choose from a variety of courses in art history, classics (in English), history, language, philosophy, politics, or religion at the 200 level or above.
 - In the case of a second ancient language, 8 credits at the 100 level may count toward the major.

Classics:

- A minimum of 40 credits, including:
 - At least 20 credits at the 300 level, 12 of which must be in Latin or Greek (either language or both)
 - At least 24 total credits in Greek or Latin at the 200 level or above (at least 8 credits in each language)
 - After consulting with her adviser, for other credits, 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. In the case of the second (or a third) language, 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 Minors

Ancient studies: See Ancient Studies.

Greek or Latin:

- A minimum of 16 credits above the 100 level in the ancient language, including at least 4 at the 300 level

Classics:

- 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 adviser 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 enroll in summer sessions of the American School of Classical Studies at Athens.

Classics Courses (No Greek or Latin Required)

106f Socratic Questions

(Writing-intensive course; first-year seminar) Socrates left behind no written works, but conversations with him made such a powerful impression on his contemporaries that he inspired several philosophical "schools" as well as a new genre ("the defense of Socrates"). By examining the contradictions among several ancient portraits of Socrates, and by placing Socrates within the historical context of fifth-century Athens, we will try to understand why the Athenians thought that they should put him to death. In doing so we will consider the limits of civil disobedience and freedom of speech, and the nature of the "good life." Readings will include works of Plato, Xenophon, Aristophanes, and others (all in English).

Meets Humanities I-A requirement.

P. Debnar

Prereq. fy and soph only; 2 meetings (75 minutes); all readings are in English; appropriate for anyone interested in ancient Greek literature, philosophy, and society; 4 credits; enrollment limited to 16

*211 Gods and Mortals: Myth in Ancient Art and Literature

(Same as Art History 211) Many ancient images tell completely different versions of myth from those portrayed in Greek and Ro-

man literary sources. By juxtaposing distinctive modes of communication in the ancient world, students will analyze the rhetorical uses of myth, both then and now. Students will also examine the range of possibilities for translating and interpreting text and image, which will alert them to the vitality of myth as a language of its own, transcending historical parameters.

Meets Humanities I-A requirement.

B. Bergmann, P. Debnar

2 meetings (75 minutes); 4 credits

***212 Greek Tragedy and Film**

This course examines the evolution of tragedy in classical Athens from choral performance to sophisticated drama through the contributions of the three most important tragedians: Aeschylus, Sophocles, and Euripides. Attention is given both to the political context in which the plays were performed and to the dramatic effects employed by the playwrights that made the stage an influential medium of powerful artistry. Students will also study the influence of ancient tragedy on film by examining dramatic strategies modern directors employ and the allusions to Greek tragedy found in some innovative films by Roman Polanski, Woody Allen, Jules Dassin, Michael Cacoyannis, and others.

Meets Humanities I-A requirement.

B. Arnold

*2 meetings (75 minutes) plus 1 screening;
4 credits*

***216 Many-Colored Athena:**

The Formation of Greek Identities

Ancient Greece consisted of numerous independent and diverse cities scattered from the Black Sea to Marseilles. Despite frequent hostilities, often charged by the notion of Greek “races,” these cities believed that they shared a distinct culture that made them Greek. We will compare factors that constructed Greek identity (e.g., panhellenic oracles, Olympic games, Persian aggression) with those that threatened it (e.g., intra-hellenic ethnicity, the position of women, gendered views of “national” character). Readings include Herodotus, Euripides, Plutarch, ancient medical texts, philosophy, and poetry.

Meets either Humanities I-A or I-B requirement.

P. Debnar

2 meetings (75 minutes); 4 credits

***220 The Roman Empire**

(Same as History 225) From Gibbon to the present day, the history of the Roman Empire continues to fascinate historians who have used it as a model for understanding the phenomenon of empire and its often corrupting effects. In this course, which will cover the history of Rome from the fall of the Republic to the fall of the Empire of the west (31 BC–AD 476), we will examine the administration of the Empire, the defense of its frontiers, the spread of Christianity, and the often scandalous lives of the Roman emperors in order to understand how the Roman Empire endured so long and why it came to an end.

Meets either Humanities I-A or I-B requirement.

G. Sumi

2 meetings (75 minutes); 4 credits

226 Sport, Society, and Politics in the Roman World

(Same as History 226s) The Colosseum, a symbol of the grandeur of Rome, was also the arena for gladiatorial combat that was often bloody and violent. Gladiators and charioteers were at once celebrities and social outcasts. This course examines Roman sport—its inherent contradictions, its use as a form of social control and as a forum for the dissemination of propaganda and political symbols—against a backdrop of social institutions and practices (including the family, women, religion, and slavery).

Meets either Humanities I-A or I-B requirement.

G. Sumi

2 meetings (75 minutes); 4 credits

***232 From Hoplites to Legions: Warfare in the Ancient World**

Greeks and Romans viewed warfare as an abiding part of the human condition. The literature and artwork of this period are filled with images of the two faces of war: it conferred great glory on the victors as well as profound horror and suffering on all involved. In this course we will examine warfare from archaic Greece and the rise of the city-state (c. 800 BCE) to the fall of the Roman Empire in the West (c. 476 CE). We will con-

sider such topics as the culture and ethics of war and imperialism, logistics and strategies of warfare, as well as armor, weaponry, and battlefield tactics, by closely reading a variety of primary sources and secondary materials. *Meets Humanities I-A or I-B requirement.*

G. Sumi

2 meetings (75 minutes); 4 credits

260s Knowing God

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.

Meets either Humanities I-A or I-B requirement.

B. Arnold

2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of department; 1 to 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of department; 1 to 8 credits

Greek

101f–102s Elementary Greek: Homer's *Iliad*

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.

Does not meet a distribution requirement.

P. Debnar

4 meetings (50 minutes); 8 credits for the year; enrollment limited to 22

NOTE: Students must complete both Greek

101 (4 credits) and 102 (4 credits) to meet the language requirement.

201f Intermediate Greek Poetry and Prose

A review of ancient Greek grammar with continued reading of poetry and the introduction of prose through selections from Herodotus' *Histories*.

Meets language requirement; does not meet a distribution requirement.

G. Sumi

2 meetings (75 minutes) plus one additional meeting; 4 credits

NOTE: Students who have not completed Greek 102 should consult with the professor.

*213 Biblical and Early Christian Literature

(Same as Religion 213) Reading in the Synoptic Gospels; reading chosen from the Acts of the Apostles, the Fourth Gospel, the Pauline Epistles, the Septuagint, and the early Fathers.

Meets Humanities I-A requirement.

Prereq. Greek 102; 2 to 4 credits

222s Classical Greek Prose and Poetry

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). Greek 222 may be taken at the 300 level (see Greek 322).

Meets language requirement or Humanities I-A requirement.

P. Debnar

2 meetings (75 minutes); 4 credits

NOTE: Students who have not completed Greek 201 should consult with the professor.

250f Junior/Senior Tutorial

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.

Meets Humanities I-A requirement.

The department

Prereq. jr, sr, 8 credits of advanced work in department, permission of instructor; 1 meeting (2 hours); 2 to 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of department; 1 to 4 credits

***301 Herodotus and Thucydides**

Readings chosen to illustrate the development of historical thinking and the contributions of these two historians to the creation of an Athenian sense of identity.

Meets language requirement or Humanities I-A requirement.

P. Debnar

Prereq. Greek 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

***303 Greek Drama: Sophocles and Euripides**

Reading and analysis of one or two plays of each author, with special attention to the role of the dramatist in the life and thought of his time.

Meets language requirement or Humanities I-A requirement.

P. Debnar

Prereq. Greek 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

322s Classical Greek Prose and Poetry

See Greek 222s.

350fs Junior/Senior Tutorial

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.

Meets Humanities I-A requirement.

The department

Prereq. jr, sr, 8 credits of advanced work in department, permission of instructor; 1 meeting (2 hours); 2 to 4 credits

***360f Directed Reading in Original Sources**

For students enrolled in classics courses (i.e., courses with readings in English), there is the opportunity to pursue a directed program of reading in the original sources in Greek.

Meets Humanities I-A requirement.

The department

Prereq. permission of instructor; 2 to 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of department; 1 to 8 credits

Latin

101f–102s Elementary Latin

Offers study and practice in the grammar and syntax of classical Latin.

Does not meet a distribution requirement.

B. Arnold (fall); M. Landon (spring)

4 meetings (50 minutes); 8 credits for the year

NOTE: *Students must complete both Latin 101 and 102 to meet the language requirement.*

201f Intermediate Latin I

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.

Meets language requirement; does not meet a distribution requirement.

M. Landon

3 meetings (75 minutes); 4 credits

NOTE: *Students who have not completed Latin 102 must take the diagnostic exam.*

222s Intermediate Latin II

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.

Meets language requirement or Humanities I-A requirement.

G. Sumi

3 meetings (50 minutes); 4 credits; enrollment limited to 20

NOTE: *Students who have not completed Latin 201 should consult with the instructor.*

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of department; 1 to 4 credits

302f Cicero and the Enemies of the Roman Republic

The career of the Roman orator and statesman Marcus Tullius Cicero spanned the last

generation of the Roman Republic, a period of political instability and civil war. As the leading orator of his day, Cicero often used his rhetorical skills to thwart those who he believed were bent on the destruction of the Roman Republic. In this course, we will examine the role of public oratory in the political process in this period with a close reading of Cicero's speeches and letters concerning one of his political enemies (Catiline, Clodius, or Mark Antony).

Meets language requirement or Humanities I-A requirement.

The department

Prereq. Latin 222 or permission of the instructor; 2 meetings (75 minutes); 4 credits

***307 The Slender Muse**

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.

Meets language requirement or Humanities I-A requirement.

B. Arnold

Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

***309 Vergil: Aeneid**

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.

Meets language requirement or Humanities I-A requirement.

B. Arnold

Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

***310 Ovid: Metamorphoses**

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.

Meets language requirement or Humanities I-A requirement.

B. Arnold

2 meetings (75 minutes); 4 credits

NOTE: *Students who have not completed Latin 222 must consult with the professor.*

312s Roma Ludens: Comedy and Satire in Ancient Rome

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.

Meets language requirement or Humanities I-A requirement.

P. Debnar

Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits

***313 The Roman Historians**

In the minds of Romans, history and historiography were closely linked. Thus, in this course, we will examine equally form and content (i.e., how Romans wrote their history and what they tended to write about) in the works of Livy, Sallust, and/or Tacitus.

Meets language requirement or Humanities I-A requirement.

G. Sumi

Prereq. Latin 222 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***318 Views on Augustus**

Augustus came to power after a long period of civil unrest; he restored order and stability and established a peace that would endure for more than two centuries. As Rome's savior and its first emperor, his accomplishments were the subject of biography, history, and even poetry. He is a complex historical figure who eludes simple interpretation. Yet we will try in this course to understand Augustus'

character and accomplishments through a variety of sources, including Suetonius, Horace, and Augustus himself.

Meets language requirement or Humanities I-A requirement.

The department

2 meetings (75 minutes); 4 credits

NOTE: *Students who have not completed Latin 222 should consult with the instructor.*

350fs Junior/Senior Tutorial

Studies in Roman lyric, elegy, didactic poetry, the Roman novel, Roman use of myth in literature, or other authors or genres.

Meets Humanities I-A requirement.

The department

Prereq. jr, sr, with 8 credits of advanced work in Latin, permission of instructor; 2 to 4 credits

***360f Directed Reading in Original Sources**

For students enrolled in classics courses (i.e., courses with readings in English), there is the opportunity to pursue a directed program of reading in the original sources in Latin.

Meets Humanities I-A requirement.

The department

2 to 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of department;

1 to 8 credits

Complex Organizations Program

The minor in complex organizations is administered by the Complex Organizations Committee: Professors Amy (politics), Christiansen (economics), Ellis (history), McGinness (history, *chair*), Pyle (politics), Margaret Robinson (mathematics), Michael Robinson (economics), Schwartz (history); Associate Professors Gabriel (economics); Assistant Professor Guldi (economics); Visiting Professor Butterfield; Visiting Associate Professor Fox (politics).

Contact Persons

Patricia Ware, *senior administrative assistant*
Frederick McGinness, *chair*

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.

Requirements for the Minor

Credits

- A minimum of 16 credits selected from the complex organizations courses listed in this section. (With the chair's permission, comparable Five College courses may be elected.)

Courses

- Complex Organizations 299, Leadership and the Liberal Arts
- Any combination of the other complex

organizations courses at the 200 and 300 levels

- 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

201s Game Theory

(See Economics 201s)

204f Poverty in the United States

(Same as American Studies 290f(04)) Why are so many people poor in the most affluent of all nations? Are there self-perpetuating "cultures of poverty?" Is poverty the result of economic conditions; failed government programs; discrimination; out-of-wedlock births; inadequate parenting; divorce; poor schools, health, or housing; or defects of intelligence or moral character? This course will examine these and other conflicting explanations of poverty and potential remedies from a variety of social science and political perspectives, with special attention to recent laws affecting public assistance, medical care, and taxation. The course will include a community-based learning component.

Meets Social Sciences III-A requirement.

J. Fox, C. Pyle

2 meetings (75 minutes); 4 credits

206s Economics of Health Care and Health Service Organizations

(See Economics 206s)

212f Individuals and Organizations

(Same as Psychology 212f) 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 manager; and (3) behavioral skills in dealing with people. *Meets Social Sciences III-A requirement.*

D. Butterfield

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

215f Economics of Corporate Finance

(See Economics 215f)

***220f Winners and Losers: Taxation, Social Justice, and Economic Choices**

(Speaking-intensive course) The maze of laws that make up the U.S. tax system shape and define what our nation is and will be; they also create winners and losers. Who benefits from special relief provisions such as for housing, health care, education, retirement savings, charitable giving, and child care? What are the economic consequences? How are families taxed? Women? The poor? Capital gains? Should we have an estate tax, reform the income tax, or adopt a consumption tax? How can we save Social Security? All these issues and more are addressed, including a review of federal tax history from the Constitution to the present.

Meets Social Sciences III-A requirement.

J. Fox

Prereq. History 171, Politics 104, Economics 103 or 104, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

232f Ethical Issues in Complex Organizations

(Same as Philosophy 232s) There is much talk recently of the need for increased attention to “ethics” in organizational life. This course examines the basis for this concern and the underlying beliefs and structures that give rise to ethical issues, with the goal of helping students to clarify their own positions. Topics addressed will include profit, governance, consumption, distribution and the social contract. Readings will draw on philosophy, religion, economics, history, literature, management theory and current events.

Meets Social Sciences III-A requirement.

The department

Prereq. soph, jr, sr; 1 meeting (3 hours);

4 credits

295fs Independent Study

Does not meet a distribution requirement.

Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

299s Leadership and the Liberal Arts

(Speaking-intensive course) An interdisciplinary approach to the nature, operations, and direction of complex organizations. Investigates the position of women and men in organizations, with a consideration of the nature and styles of leadership and of the value of a liberal arts degree in organizational interaction, and with an exploration of issues affecting organizations (ethics, competition, legal rights, authority, globalization). Required for the minor in complex organizations.

Meets Social Sciences III-A requirement.

F. McGinness

2 meetings (75 minutes); 4 credits

***304f Labor Economics**

(See Economics 304f)

307s Seminar in Industrial Organization

(See Economics 307s)

310f Public Finance Seminar

(See Economics 310f)

***310s Public Expenditures and Taxation**

(See Economics 310s)

311f Organizational Governance

(Speaking-intensive course) This course is designed to explore policy issues associated with governance issues, as well as provide practical guidance to those interested in senior for-profit corporate and nonprofit management. The class will provide an introduction to the corporate organizational form, the “principal-agent” problem, stakeholder theory, and the evolution of share value maximization theory. After providing relevant legal and historical context, the course will cover in detail requirements imposed by Sarbanes-Oxley on the public, for-profit corporate sector and parallel requirements being advanced by the IRS and state attorneys general on the nonprofit sector.

Meets Social Sciences III-A requirement.

S. Bair

Prereq. jr, sr; 1 meeting (2 hours, 50 minutes);

4 credits; enrollment limited to 15

338s Money and Banking

(See Economics 338s)

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. sr, permission of department;

1 to 8 credits

Related Courses in Other Departments

Available for credit in complex organizations.

See department listings for course descriptions.

International Relations

270 American Foreign Policy

365 Ethics and International Relations

Politics

266 Environmental Politics in America

346 Seminar in Public Policy

349 International Organizations

367 Decision Making

Computer Science

The major and minor in computer science are administered by the Department of Computer Science: Professors Dobosh, Fennema, Weaver; Associate Professor Ballesteros; Assistant Professor Rollins; Instructor Strahman.

Contact Persons

Wendy Queiros, *senior administrative assistant*
TBA, *chair*

The Computer Science Program is designed to meet the broad needs of students in a liberal arts environment. Computer science students learn to write programs well, but our fundamental objective is to provide a broader perspective: the science of computing. The focus of computer science at Mount Holyoke is to investigate the power, the limitations, and the applications of computing. The current computer science offerings are designed to meet the needs of students whose fields of interest include the following.

- *Computer science:* The computer science major offers a solid preparation for graduate school. As part of their studies, students interested in this track usually work on a project for one and one-half to two years and write a thesis. They should also acquire a strong theoretical foundation by studying the theory of algorithms and computation.
- *Philosophy and psychology:* The field of computer science investigates many of the same questions found in these sister fields, but from a different perspective. Students of the philosophy of the mind or psychology can sharpen their arguments by including artificial intelligence and computer vision in their curriculum.
- *Economics, management, mathematics, and the sciences:* As computers continue to make their way into our everyday lives, managers should have a working knowledge of computer science to make quality decisions about how to use computers

in their operations. Economists, mathematicians, and scientists are routinely using computers as a modeling tool in their research. There is great potential for interdisciplinary research collaboration between computer scientists and colleagues from other disciplines.

Mount Holyoke College's computer science courses are taught with this mixture of objectives in mind, and individual studies are designed to emphasize special needs. The facilities used by computer science include an array of networked high-end UNIX- and Windows NT-based workstations located in Clapp Laboratory, together with workstations in Kendade Hall. Important computer science research tools include a virtual reality setup and several small mobile robots. They are housed in a new laboratory in Kendade Hall.

Requirements for the Major

(effective for the class of 2009)

Credits

- A minimum of 40 credits

Courses

- Computer science (36 credits):
 - 101, Problem Solving and Structured Programming
 - 102, Object-Oriented Intermediate Programming
 - 211, Data Structures
 - 221, Introduction to Computer Systems
 - 312, Algorithms
 - 324, Computer Architecture
 - 322, Operating Systems
 - Two additional 300-level computer science courses (8 credits)
- Mathematics (4 credits):
 - 232, Discrete Mathematics

As is the case with other sciences, the skills and abstract reasoning of mathematics are important in computer science. It is strongly recommended that students take additional mathematics courses (at least through

Mathematics 101 and 202, with 211 also very useful). Many advanced computer science courses assume a knowledge of calculus. Mathematics 211, Linear Algebra, is very useful for 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.

It is strongly recommended that students planning to pursue an advanced degree in computer science take additional computer science courses and include independent research leading to a thesis in their plans. These students should also consider additional courses in physics (e.g., Physics 216, 308), chemistry (e.g., Chemistry 201), mathematics (e.g., Mathematics 203, 211, 333), and statistics (e.g., Statistics 240, 340).

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Computer science:
 - 101, Problem Solving and Structured Programming
 - 102, Object-Oriented Intermediate Programming
 - 211, Data Structures
 - Two additional 300-level computer science courses (8 credits)

Please note that certain 300-level courses also require CS 221. Students interested in a computer science minor should consult with a member of the computer science faculty.

Getting Started

The recommended way to begin a study of computer science is with CS 101. This course is an introduction to the use of computers as a problem-solving tool. No previous experience with computers is required of students taking this course. A student considering a CS major should not omit it from her program unless she already has a strong computer science background. Computer Science 101 teaches problem-solving techniques and provides a thorough introduction to the C++

language. Because the concepts and skills learned are useful in many other disciplines and courses, students are advised to take this course early in their Mount Holyoke career. Students with a very strong background in C++ may consider beginning with 102. Any member of the computer science faculty can advise students who have questions about their course of study. Note that CS101 is offered only in the fall semester; CS 102 is offered only in the spring.

Honors

To graduate with honors in computer science, a student must complete a project and write a thesis. This is usually a two-year commitment. During her junior year, the student works with a faculty member to explore a topic in-depth by reading research papers, writing programs, and experimenting with ideas. At the end of her junior year, the student submits and defends a thesis proposal. If this proposal is approved by the department, she will continue her research as a major part of her senior year, write a thesis, and present a thesis defense. Some honors students attend conferences and/or coauthor papers with their mentors.

Programming-Intensive Courses

A number of our courses are designed to offer students significant software design and programming experience. The descriptions for these courses contain the phrase "This course is programming intensive."

The Computer Science Web Site

Additional information about computer science at Mount Holyoke can be found on the Web at www.mtholyoke.edu/acad/compsc/. This site contains links to details about courses, research programs, student projects, the faculty, the CS Club, and special events.

Course Offerings

100f An Introduction to Computer Science

An introduction to basic computer science concepts and issues. This course will enable students to understand the technology that underlies the World Wide Web and provide them with the skills needed to author Web pages. Students will learn the basics of HTML, the formatting language used to author World Wide Web documents, as well as techniques to develop more interactive Web pages. In addition, rather than simply learning how to use the Web as it is today, we will also examine the fundamental technologies that make the Web possible. These include digital encoding techniques, computer network organization, communication protocols, and encryption systems. This material will leave students better able to understand the impact of networking on their lives, addressing issues such as privacy, viruses, and spyware.

Meets Science and Math II-A requirement.

B. Lerner

2 meetings (75 minutes), 1 lab (2 hours);

students should not take this course after Computer Science 101; 4 credits

101f Problem Solving and Structured Programming

Introduces the C++ language and the use of structured programming techniques. Emphasizes the solution of complex computational problems by their analysis into smaller sub-problems that can be solved independently and then combined to form a complete solution. Introduces other topics relevant to computer science. Assumes no previous study or use of computers. This course is programming intensive.

Meets Science and Math II-A requirement.

L. Ballesteros

2 lectures (75 minutes), 1 lab (2 hours);

4 credits; enrollment limited to 50

102s Object-Oriented Intermediate Programming

This second course in the programming sequence focuses on object-oriented program design and intermediate programming concepts. This course also introduces fundamental data structures and complexity analysis. Topics include inheritance, polymorphism,

recursion, linked lists, stacks and queues. In addition, students will focus on the design and implementation of large programs in C++. This course is programming intensive.

Meets Science and Math II-A requirement.

The department

Prereq. Computer Science 101; 2 meetings (75 minutes); 4 credits; enrollment limited to 51

211f Data Structures

Using C++. 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.

Meets Science and Math II-A requirement.

D. Strahman (fall); L. Ballesteros (spring)

Prereq. Computer Science 101; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

221s Introduction to Computer Systems

This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture, software engineering, and the fundamentals of operating systems. Specific topics include assembly language programming, memory and I/O issues, and the techniques of software design, implementation, and testing as a group. This course is programming intensive.

Meets Science and Math II-A requirement.

L. Ballesteros

Prereq. Computer Science 101, Computer Science 211 recommended; 2 meetings

(75 minutes); 4 credits; enrollment limited to 20

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, permission of instructor;

1 to 4 credits

311f Theory of Computation

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.

Meets Science and Math II-A requirement.

The department

Prereq. Computer Science 101 and Mathematics 232; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

312s Algorithms

This course is an introduction to the theory of algorithms. The goal of this course is to enable the student to design efficient algorithms as well as to select appropriate existing algorithms for solving complex problems. Topics may include sorting, searching, advanced data structures, and graph algorithms. In addition to discussing the behavior of the algorithms, we will study algorithm performance using a formal mathematical model.

Meet Science and Math II-A requirement.

The department

Prereq. Computer Science 211 and Mathematics 232; 4 credits; enrollment limited to 20

322s Operating Systems

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. This course is programming intensive.

Meets Science and Math II-A requirement.

D. Strahman

Prereq. Computer Science 211 and 221; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

324f Computer Architecture

The goal of this class is to provide the student with a working knowledge of how comput-

ers operate and the general principles that affect their performance. New developments in hardware render current technologies obsolete within one to three years. Rather than focusing on specific technology, we cover the fundamentals that allow your understanding of technology to grow with future developments. You will also gain a better appreciation of the cost/performance trade-offs encountered in designing a computer system.

Meets Science and Math II-A requirement.

L. Ballesteros

Prereq. Computer Science 211 and 221; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

325s Computer Networks

This course is an introduction to computer networks, the mechanisms used in their construction, and the factors that affect their performance. Topics include network architecture, data transmissions, network protocols, error and connection management, internetworking, the Internet, client-server programming, examples, and applications. This course is programming intensive.

Meets Science and Math II-A requirement.

S. Rollins

Prereq. Computer Science 211, 221, and 322; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***327f Distributed Systems**

In decentralized systems, users often solve large problems by spreading effort over groups of computers. Problems involving information, computation, and hardware distributed at various locations must be solved. A distributed system of computers may not share a common memory or a clock. Therefore, efforts to work together require explicit communication and synchronization mechanisms. We will look at issues of problem solving with multiple processors, distributing workload, and providing access to shared resources such as I/O and storage devices and file systems, centralized and distributed methods for control of parallel activities and for detection, and resolution of conflicts.

Meets Science and Math II-A requirement.

D. Strahman

Prereq. Computer Science 211, 221, and 322 or permission of instructor; 2 meetings

(75 minutes); 4 credits; enrollment limited to 15

***331s Computer Graphics**

(Same as Mathematics 331s) The creation of pictorial images using a computer. Topics include: drawing of two- and three-dimensional scenes using OpenGL; 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.

Meets Science and Math II-A requirement.

R. Weaver

Prereq. Computer Science 101, 211, 221, and at least one of Mathematics 203, 211, 232 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

334f Artificial Intelligence

An introduction to AI research issues and models of intelligence. Topics include AI history, philosophical and research questions, LISP, state space representation, search, heuristics, connectionism, learning, and an introduction to advanced AI fields such as Natural Language Processing and Computer Vision. Course emphasis: understanding AI model development and how it relates to the theoretical issues. This course is programming intensive.

Meets Science and Math II-A requirement.

C. Fennema

Prereq. Computer Science 211, 221, and Mathematics 232; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***335s Introduction to Computer Vision and Robotics**

An introduction to theories that suggest how to provide a computer with the ability to "see" and how to use that ability to control the actions of a robot. The potential role that robot actions can play in making computer vision possible is also discussed. Specific topics include: the physics of vision, image processing, pattern recognition, image understanding, representations, planning, robot

control, architectures, and applications. This course is programming intensive.

Meets Science and Math II-A requirement.

C. Fennema

Prereq. Computer Science 334 and Mathematics 202; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

336s Intelligent Information Retrieval

Introduces the basic concepts, methodologies, and research findings in information retrieval. Special topics include Web searching, cross-language retrieval (query in one language, retrieve documents written in many languages), data mining (automatically identifying hidden relationships from large amounts of information), and data extraction (identifying prespecified types of information).

Meets Science and Math II-A requirement.

L. Ballesteros

Prereq. Computer Science 211 and 221 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

341f Topics

To keep students informed about current developments and topics not covered by the regularly scheduled courses, the department frequently offers special "topics" seminars.

Fall 2006: Software Design

Building large software systems introduces new challenges to software development. Large software is built in teams over a period of several years. Typically, no individual on the team understands the entire system. Making appropriate design decisions early in the development of software can make a major difference in the ability to develop correct and maintainable software. 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 will be done in Java, although no prior experience with Java is required.

Meets Science and Math II-A requirement.

B. Lerner

Prereq. Computer Science 334 or 335 or permission of instructor; Computer Science 322 recommended and may be taken concurrently; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of instructor;

1 to 8 credits

Critical Social Thought

The major and minor in critical social thought are administered by the Critical Social Thought Committee: Professors Ahmed (English), Cocks (politics, *director of advising*), Garrett-Goodyear (history; *chair*), Grayson (religion), Martin (English), Plesha-kov (Russian and Eurasian studies), Remmler (German studies), Tucker (sociology), Wilson (economics).

Affiliated faculty: Alderman (English), Blaetz (film studies), Cobb (mathematics), Gabriel (economics), Gill (politics), Gudmundson (Latin American studies), Lawrence (educational studies), Moseley (economics), Smith (politics), Wartenberg (philosophy)

Contact Persons

Patricia Ware, *senior administrative assistant*
Harold Garrett-Goodyear, *chair*
Joan Cocks, *director of advising*

Critical social thought is designed for students with a passion for ideas, a desire to ask normative 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 are generated by and generate 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.

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 advisers 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 advisers. 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 final draft of this proposal with the signatures of her two advisers shall be submitted to the program chair by the end of the first semester of the student's junior year, or by the end of the second semester of her sophomore year if she plans to be away in the fall of her junior year.

Requirements for the Major

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):*
 - 249, Enlightenment and Modernity *or*
 - 250, Classics in Nineteenth-Century Critical Social Thought *and*
 - 251, Twentieth-Century Theory and Its Discontents *or*
 - 252, Literature and Politics *or*
 - 253, Critical Race Theory *or*
 - 254, Postcolonial Theory *or*
 - 255, Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism *and*
 - 350, Seminar in Critical Social Thought (writing and speaking intensive; to be taken in junior or senior year)
- At least one course from four of the program's six fields. Illustrative courses that would satisfy this requirement are listed below; a student may substitute other courses in consultation with her advisers.

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 adviser from the program faculty. In consultation with her adviser, 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.

Requirements for the Minor

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 take CST 100, An Introduction to Critical Social Thought, and/or to select courses with a critical or philosophical slant at the 100 and lower 200 level in the traditional disciplines. Examples of such courses are: History 150/ Medieval Studies 102, Europe and the Atlantic World, 1300–1700; Politics 233, Invitation to Feminist Theory; Economics 210, Marxian Economic Theory; Film Studies 101, Film and History: The Remake.

First-year students interested in critical social thought are invited to arrange a meeting with the program chair and the director of advising.

The Introductory and Intermediate Courses

Introduction to Critical Social Thought is a 100-level course recommended for students who are curious about the program. Majors may take all of the intermediate core courses but must take two: either 249 or 250, and one of the following: 251, 252, 253, 254, 255.

The Capstone Course

The Seminar in Critical Social Thought is a one-semester, 300-level, speaking and writing course in which students will prepare and present a final analytical/research paper on some aspect of their CST theme. Required for all critical social thought majors.

The Fields and Illustrative Courses

Social and Political Theory: On key tendencies and genres of critical inquiry, and competing conceptions of freedom, power, justice, and the good life

- Philosophy 201, Philosophical Foundations of Western Thought: The Greek Period
- Philosophy 350, Social and Political Philosophy

- Sociology 223, Development of Social Thought
- Politics 391, Contemporary Political Ideas: The Idea of Conservatism
- English 334, Projects in Critical Social Thought
- English 349, Globalization's Ghosts: Neoliberalism and Literature
- Religion 323, Feminist Theologies

Order and Transformation: On the interplay between continuity and change, stability and disorder, tradition and experimentation in thought and practice

- Russian and Eurasian Studies 350, Revolutions
- Art 342, Seminar in Twentieth-Century Art: Reconstructing Modernity
- History 141, Violence and Social Change in Modern Africa
- Politics 345, Memories of Overdevelopment
- History 150/Medieval Studies 102, Europe and the Atlantic World, 1300–1700

Cultural Expression and Social Reality: On the interpenetration of cultural representations, modes of perception, technological innovations, and practical reality

- Art 243, Building the Modern Environment: Architecture 1890–1990
- Religion 230, Spirituals and the Blues
- History 301, Reading the *New York Times*: Journalism, Power, History
- History 241, African Popular Culture
- English 325, Victorian Literature and Visual Culture

Class and Political Economy: On different social organizations of material production and their implications for relations among individuals, social groups, regions, and peoples

- Economics 210, Marxian Economic Theory
- Economics 315, History of Economic Thought
- Geography 311, Third World Development
- Latin American Studies 289, Slavery in the Americas
- Economics 314, Economic Development in the Age of Globalization
- Anthropology 212, Shopping and Swap-

ping: Cultures of Consumption and Exchange

- Educational Studies 260, Mission and Market: Higher Education

Race, Ethnicity, and Nationality: On racial power relations, colonial and postcolonial identities, ethnic and communal solidarities and hostilities, and varieties of nationalism

- Film Studies 320, Topics in National/Transnational Cinemas: Specters, Monsters, and the Mind
- History 323, Germans, Slavs, and Jews: 1900–1950
- Educational Studies 240, Researching Race and Racism in Education
- English 375, The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture
- Anthropology 316, Globalization and Transnationalism
- Latin American Studies 388/History 388, Postmodernism and Latin America
- Politics 380, The Politics of Ethnic Conflict

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

- English 286, Sexuality and Women's Writing
- History 276, American Women's History since 1890
- Sociology 305/Gender Studies 333, Sociology of Gender
- Religion 207/Gender Studies 210, Women and Gender in Islam
- Religion 306/Gender Studies 333, Sex and the Early Church
- History 301/Gender Studies 333, Bodily Desires: Sexuality in the U.S. from 1900 to the Present

Course Offerings

101f An Introduction to Critical Social Thought

This course will examine the relationship between the lives of thinkers who broke with their own worlds, the new visions of reality

they created, and the historical context that provoked and in turn was provoked by their ideas. Readings will include short theoretical and fictional works, memoirs and biographies, historical narratives, and secondary critical commentaries.

Meets Social Sciences III-A requirement.

C. Pleshakov

Prereq. fy, soph, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

249s Global Diversity/European Modernity
(Same as English 232s) For two centuries, Western intellectual disciplines have been articulated around the premise that early modern Europe laid the foundation of “modernity”—scientific method, markets, mobility, democracy, and global exchange, or, in a word,—“progress”—and then brought it to the rest of the world. But what was the world, both in Europe and outside, that modernity superseded? How did the eighteenth-century’s own authors—Dryden, Locke, Defoe, Rousseau, Diderot, Smith, Kant, Bentham, Sade, Edgeworth—perceive those other worlds? Studying global differences at the origins of their erasure, this class aims to rethink what actually constitutes the peculiar modernity that came to shape our lives.

Meets Humanities I-A requirement

S. Ahmed

Prereq. so, jr, sr, or permission of instructor; 1 meeting (3 hours); meets English department 1700–1900 requirement; 4 credits; enrollment limited to 25

250f Classics in Nineteenth-Century Critical Social Thought

Fall 2006: Religion and Revolution in the Nineteenth-Century West

(Same as Religion 219f) By focusing on nineteenth-century texts, this course will critically assess notions of “revolution” in the West using two case-studies—the 1848 “Freiheit” Movement (Germany) and American slavery (U.S.)—to determine the influence religion and humanistic ideas had within key moments of social reform. Contemporaneous social upheavals will also be considered. Primary texts will include selections from Hegel’s *Logic* and *The Phenomenology of Mind*; Walker’s *Appeal*; and Douglass’s *My*

Bondage and My Freedom. Supplemental readings will include Rousseau, Feuerbach, Marx, Nietzsche, Kierkegaard, Truth, Emerson, Brown, Chapman, and Stanton.

Meets Social Sciences III-A requirement.

J. Grayson

Prereq. soph, jr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 26

***251s Twentieth-Century Theory and Its Discontents**

(Speaking-intensive course; same as German Studies 231s(02)) An introduction to thinkers who broke with prevailing social theories to address the crises and upheavals of the twentieth century. We will examine the ideas of, for example, Frantz Fanon, Walter Benjamin, Hannah Arendt, Michel Foucault, and Edward Said. We also will probe the connections between theory and practice by relating those ideas to case studies of contemporary issues. Students of German studies may focus primarily on German thinkers. This course will be conducted in English.

Meets Humanities I-A requirement.

K. Remmler

Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

252s Literature and Politics

What did it mean to think critically in the twentieth century and to express that criticism through fiction? What were the specific challenges of that turbulent and brutal century, which saw so many revolutions and wars but also immense progress in human rights and social fairness? What did rebellious novelists such as Franz Kafka, Albert Camus, Gabriel Garcia Marquez, V. S. Naipaul, Iris Murdoch, and Umberto Eco perceive as their cause? Did they have a cause? What were their solutions to the ills of humankind?

Meets Humanities I-A requirement.

C. Pleshakov

Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

253s Critical Race Theory

(Same as African American and African

Studies 208) 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, Richard Delgado, among others.

Meets multicultural requirement; meets Social Sciences III-A requirement.

L. Wilson

Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***254s Postcolonial Theory**

(Same as English 254s) Postcolonial theory probes the centrality of colonialism and imperialism to modernity, and examines vital forms of anticolonial insurgency as models for critiques of domination and hegemony. This course will explore these imperatives from Marxist, feminist, and psychoanalytic perspectives, paying particular attention to nationalism, the state, globalization, and identity formation in the context of empire. Readings will include the work of Fanon, Said, Spivak, Chakrabarty, and Lloyd.

Meets Humanities I-A requirement.

A. Martin

Prereq. Critical Social Thought 249 or 250 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***255f Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism**

(Same as Economics 204f and History 301f)

This seminar examines evidence and theories on the origins, development, and dynamics of capitalism and the modern state. We shall focus on the transition to (agrarian) capitalism in early modern England, the industrialization of production in nineteenth-century Europe and the United States, and the political and economic crisis of the 1930s

depression. As we ask how fundamental changes in human communities come about, we shall consider the relative contributions of individual agency and social determination to the creation of a world so many now regard as either natural or inevitable.

Does not meet a distribution requirement.

H. Garrett-Goodyear, J. Christiansen

Prereq. Critical Social Thought 249 or 250 or permission of instructor (prerequisites for students taking the course for economics or history credit will differ); 1 meeting (3 hours); 4 credits; enrollment limited to 25

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, permission of department; 1 to 4 credits

350f Seminar in Critical Social Thought

(Speaking- and writing-intensive course)

A seminar for CST juniors and seniors in which both participating faculty and students present their independent research, respond critically to one another's work, and lead discussions on relevant secondary readings. Every student will be expected to produce a substantial essay on a question in the broad field of social thought by the end of the semester. Students will be encouraged to cultivate agility in speaking, arguing, and writing.

Meets Social Sciences III-A requirement.

J. Cocks

Prereq. Critical Social Thought jr, sr, or permission of instructor; 1 meeting (3 hours); seniors who intend to write a thesis must take 4 credits of Critical Social Thought 395 in the fall, in addition to this course; 4 credits; enrollment limited to 12

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Dance

A Five College Department

Mount Holyoke Faculty

Professors Coleman, Freedman; Associate Professors C. Flachs (*chair*), R. Flachs; Lecturer Jones; Visiting Guest Middleton

Five College Faculty

Professors Lowell (Hampshire College, Five College *chair*), Nordstrom (Hampshire College), Schwartz (UMass), Waltner (Smith College), Woodson (Amherst College); Associate Professors Blum (Smith College), Brown (UMass), Hill (Five College); Lecturers Arslanian (UMass), Devi (UMass), Robinson (Smith College), and Visiting Guest Artists

Contact Persons

Joan Perez, *senior administrative assistant*
Charles Flachs, *chair*

The Five College Dance Department is one of the largest dance departments in the country and 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. Each semester, a listing of the current Five College dance courses, with specified times and locations, is available online at <http://www.fivecolleges.edu/sites/courses/>.

The Major

How does the body speak? What physical practices and aesthetic principles inform the embodiment and mastery of different dance techniques? How do particular cultural and historical traditions shape the language of dance expression? 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 comprehensive curriculum emphasizing a balance between technical training, creative experimentation, and critical/theoretical understanding. The major requirements are sufficiently flexible to accommodate the interests of serious dance performers and students with choreographic and/or interdisciplinary interests. There are also numerous offerings for students with little or no prior exposure to dance, as well as opportunities to minor in dance. The department is renowned for its extensive studio offerings in ballet technique, modern technique, and repertory/performance, as well as its regular offerings in West African dance and rotating offerings in tap, jazz, contact improvisation, and other forms. Theory courses range from Scientific Foundations of Dance to Twentieth-Century Dance History to Choreography and Dance Aesthetics. This range of classes is further augmented by more than 100 theory and studio courses offered annually through the Five College Dance Department.

The major considering a performing career or graduate school should work closely with the dance faculty when developing her program. Daily technique class is strongly advised. All majors and minors must serve on crew for dance concerts. Intensive summer study is recommended. To fulfill major requirements, a student should plan to travel to other Five College campuses. Students at MHC may choose to combine dance with other fields of study to develop interdisciplinary or special majors.

Requirements for the Major

Credits

- A minimum of 52 credits, including nine core history and theory courses

Courses

- Required core courses for all majors:
 - Dance 151, Elementary Composition
 - Dance 171, Dance in the Twentieth Century
 - Dance 241, Scientific Foundations of Dance
 - Dance 252, Intermediate Composition
 - Dance 272, Dance and Culture
- One of the following is also required:
 - Dance 285, Laban Movement Analysis I *or*
 - Dance 287, Analysis of Rhythm from a Dancer's Perspective
- Three 300-level theory courses
- Students interested in a performance and choreography emphasis are expected to reach advanced-level technical expertise in one or more forms and should take at least 8 technique courses (2 credits each).
- Students interested in dance theory and history are expected to reach intermediate-level technical expertise in at least one form and should take at least 6 technique courses (2 credits each) and an additional theory course.
- Students may repeat technique courses for credit.

Other

- No more than four technique courses in a single idiom will be counted toward the major.
- Independent study (295, 395) is encouraged but should not be counted toward the major requirements.

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 serve on crew for dance concerts. Minors must be approved by the department chair.

Credits

- A minimum of 24 credits

Courses

- Dance 151, Elementary Composition
- Dance 171, Dance in the Twentieth Century
- Dance 241, Scientific Foundations of Dance
- Four courses of dance technique (2 credits each)
- An additional 4 credits of theory or technique at the 200 level or above

Other

- Minors must achieve intermediate-level technical skill in at least one idiom.

Please consult the Five College Dance Department Web site at www.fivecolleges.edu for up-to-date listings, faculty, and guest artists.

Dance Theory

*151fs Elementary Composition

A study of the principles and elements of choreography through improvisation and composition assignments.

Does not meet a distribution requirement.
P. Schwartz (fall); J. Coleman (spring)
2 meetings (2 hours); 4 credits; enrollment limited to 25

*153f Introduction to Dance as an Art Form

This course offers an experiential introduction to dance as an art form, with special attention to the body as a source of movement imagery and expression, and to broadening the ways we see, feel, describe, and interpret dance. Course work will include regular movement practice in a variety of idioms, video and concert viewings, creative experiments, and readings on the history, aesthetics, and cultural contexts of different dance traditions. The course is designed for students with little or no previous dance experience.

Meets Humanities I-A requirement.
J. Coleman
2 meetings (90 minutes); 4 credits

*154f Community Crossover

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.

Does not meet a distribution requirement.

A. Dowling

2 meetings (2 hours); 4 credits; enrollment limited to 12

171s Dance in the Twentieth Century

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 dance experimentation, African American dance forms, jazz dance, and other cultural dance traditions.

Meets Humanities I-A requirement.

C. Flachs

4 credits

Also offered at UMass

241f 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.

Meets Humanities I-A requirement.

T. Freedman

2 meetings (90 minutes); 4 credits; enrollment limited to 20

252f Intermediate Composition

This course will continue developing the compositional tools and approaches to choreography introduced in Elementary Composition, including phrasing, formal design, and counterpoint. The context for this work will be sound, sound design, and

musical structure as a basis for choreography. Beginning with simple experiments in listening and moving, voice work, rhythm, syncopation, and counterpoint/polyphony, students will go on to explore and develop short choreographic projects inspired by four different musical traditions: Minimalism, Classical/Baroque, Pop/Contemporary, and Sound Collage/Found Sounds.

Does not meet a distribution requirement.

J. Coleman, P. Jones

2 meetings (90 minutes); 4 credits

***272fs Dance and Culture**

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political, and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewings, research projects, and dancing.

Meets Humanities I-A requirement.

The department

2 meetings (90 minutes); 4 credits

***287fs Analysis of Rhythm from a Dancer's Perspective: Music for Dancers**

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.

Meets Humanities I-A requirement.

P. Jones

2 meetings (90 minutes); 4 credits; enrollment limited to 25

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

305f Ballet Repertory

Fall 2006: Ballet Repertory

This course is designed for the intermediate

to advanced ballet student and will serve as the rehearsal period for the ballet repertory to be performed for the Mount Holyoke College Faculty Dance Concert. There is the possibility of additional performing opportunities. Students are expected to be fully warmed up and ready to dance at the beginning of class.

Does not meet a distribution requirement.

C. Flachs, R. Flachs

1 meeting (2 1/2 hours), additional rehearsals will be scheduled; performance intensive; 2 credits; enrollment limited to 20

Fall 2006: Modern Repertory

Paul Dennis will restage an excerpt from Jose Limon's "A Choreographic Offering 1964." By audition only the first day of class.

Does not meet a distribution requirement.

P. Dennis

2 meetings (90 minutes); 2 credits; enrollment limited to 20

***309fs Dance Repertory: Classical Ballet Variations**

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 classical ballets. Requirements outside of the classroom include viewing videotapes, researching choreography, and attending live performances.

Pointe shoes are optional.

Meets Humanities I-A requirement.

R. Flachs

2 meetings (90 minutes); 4 credits; enrollment limited to 20

***342s Advanced Scientific Foundations of Dance**

This course will continue the investigation of human movement through biomechanics, anatomy, and physiology. After a brief review of the musculoskeletal system (the main focus of Dance 241), we will examine a number of fundamental principles as they apply to the dancing body. Emphasis will be placed on oral presentation of selected topics, and the final project will focus on a detailed analysis of a specific dance movement sequence and

its mechanical principles. Additional topics to include: body therapies, injury prevention, and rehabilitation and other systems.

Meets Humanities I-A requirement.

T. Freedman

Prereq. Dance 241 or permission of instructor; 2 meetings (90 minutes); 4 credits; enrollment limited to 20

***353fs Advanced Composition**

Advanced study of the principles and elements of choreographic form. Emphasis on the construction of finished choreography, including solo, duet, and group compositions. Readings and written critical analyses of selected performances.

Does not meet a distribution requirement.

J. Coleman

2 meetings (2 hours); 4 credits; enrollment limited to 20

***387fs Analysis of Rhythm from a Dancer's Perspective II**

A continuation of Dance 287 with further emphasis on score reading, ear training, musical terminology, rhythmic clarity in dancing, studio recording techniques, and instrumental proficiency.

Meets Humanities I-A requirement.

P. Jones

Prereq. Dance 287; 2 meetings (90 minutes); 4 credits; enrollment limited to 20

395fs Independent Study

Does not satisfy a distribution requirement.

Prereq. soph, jr, sr, and permission of department; 1 to 8 credits

495s Independent Study

Does not satisfy a distribution requirement.

Prereq. permission of faculty; 8 credits

Dance theory courses offered on other campuses:

***285s Laban Movement Analysis I**

Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy, and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for

expanding personal repertoire and developing skills in observation and analysis of the movement of others.

Meets Humanities I-A requirement.

The department

2 meetings (2 hours); 4 credits

NOTE: *Please consult printed Five College Dance Department schedule.*

***011f *AC TH/DA Language of Movement**

An introduction to movement as a language.

In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Selected readings and viewing of video and live performance.

Meets Humanities I-A requirement.

W. Woodson

1 class/studio meeting (2 hours), 1 production workshop (2 hours); 4 credits; enrollment limited to 20

Offered at Amherst College

***054s *AC TH/DA Performance and Video**

We will explore the connections between choreography/performance and video/film. The emphasis will be experimental—to learn by doing. We will work with cinematographic and choreographic terms and languages to discover similarities and differences. Encouraging reciprocity and dialogue between choreography and video/film will be the principle spirit that animates the course. Studio practice with choreography and the camera (primarily video hi 8), class discussions, viewing of videos and films, basic editing techniques, and assigned readings.

Meets Humanities I-A requirement.

Prereq. permission of instructor; previous experience in choreography, directing, or video/film useful but not required; 4 credits

***365s Dance Theatre Production**

All aspects of theatre production as related to dance. Organization, planning, and coordination plus application of basic principles of scenery, costume, and lighting design. Practical experience on crews for dance concerts.

Meets Humanities I-A requirement.

2 meetings (90 minutes); 4 credits

NOTE: *Please consult printed Five College Dance Department schedule.*

***373f Issues in Dance History: Western Dance before 1900**

A hands-on course of practice and theory, including medieval dance, baroque dance, and ballet, as well as contradances and English country dances.

Meets Humanities I-A requirement.

C. Hill

4 credits

***375fs Anthropology of Dance**

This course is a study of the history and development of dance from ritual to performance and investigates dance as a cultural expression of varied aspects of social life. Through lectures, readings, and films, the literature of dance anthropology is revealed. The importance of myth, religion, ritual, and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as functional behavior, and methods of studying dance are reviewed. Comparative studies of dance from Australia, Africa, Indonesia, Europe, the Circumpolar regions, and the Americas illustrate the importance of dance in past and present societies.

Meets Humanities I-A requirement.

2 meetings (90 minutes); 4 credits

NOTE: *Please consult printed Five College Dance Department schedule.*

***377fs Advanced Studies**

***377f(01) Balanchine 100**

Commemorating the centennial of his birth, this seminar pays tribute to the aesthetic vitality of George Balanchine, the foremost classical choreographer of the twentieth century. In our time, Balanchine (1904–1983)

transformed the classic dance from its nineteenth-century codification into a steadily evolving language capable of expressing the most subtle yet profound of human emotions. We will identify the major themes in Balanchine's works, some of which include Diaghilev, waltzes, Tchelichev and surreality, Tchaikovsky, Americana, narratives, abstraction, Stravinsky and apotheosis. Each week we will view, discuss, and analyze at least one major work within the theme.

Meets Humanities I-A requirement.

C. Hill

Prereq. dance history class; 1 meeting (3 hours); 4 credits

NOTE: *Highly recommended for students interested in music, dance, and choreography.*

***377(10) Black Traditions in American Dance**
Explores the forms, contents, and contexts of black traditions that played a crucial role in shaping American theatrical dance in the twentieth century and acknowledges such African American dance artists as Katherine Dunham, Bill Robinson, Pearl Primus, and Alvin Ailey—along with Isadora Duncan, Martha Graham, and Doris Humphrey—as the pioneering movers and shapers of our modern American dance tradition.

Meets Humanities I-A requirement.

C. Hill

2 meetings (90 minutes); 4 credits; enrollment limited to 20

***377s(01) Jazz Tap Dancing in America: History and Practice**

This course explores the history of jazz tap dancing in America in the classroom and dance studio, enabling students to view and embody the classic jazz and tap choreographies representing our 300-year tradition of American percussive dance.

Meets Humanities I-A requirement.

4 credits

***377s(02) Fleeting Images: Choreography on Film**

This course presents a survey of choreography on film and video with a focus on works that have most successfully effected a synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance;

the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body.

Meets Humanities I-A requirement.

4 credits

***377s(03) Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop**

This course presents a survey of late twentieth-century dance that moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body, and a radically changed dance aesthetic—to the radical postmodernism of the nineties.

Meets Humanities I-A requirement.

4 credits

***392s Dance Pedagogy: Teaching Seminar**

Meets Humanities I-A requirement.

4 credits

NOTE: *Please consult printed Five College Dance Department schedule.*

Performance Studies

Placement for technique classes in all styles is held during the first class meeting. After successful completion of the course requirements, including some written and reading assignments and outside concert viewing, 2 academic credits and 2 units in physical education will also be granted.

Students are required to take an FCDD placement class to register for the 300 level of ballet, jazz, and modern technique classes. This placement class is offered at the beginning of the fall semester and before preregistration in the spring.

***104s Pilates**

Pilates is a method of physical and mental conditioning. It is a unique method of toning, stretching and strengthening. It utilizes special apparatus to achieve balance in the body and create harmony of body, mind and spirit. Joseph Pilates, who came to the U.S. in the 1920s, originally developed the Pilates method. The goal of this course will be to use specific Pilates exercises to strengthen and elongate muscles, improve bodily alignment, and solidify kinesthetic awareness. This course will focus on creating a conditioning

routine that is suited for students interested in improving their ballet and modern technique. Assignments will include readings and a final paper.

Does not meet a distribution requirement.

M. Madden

2 meetings (90 minutes); 2 credits; enrollment limited to 20

Technique courses:

113f Modern I

An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required.

Does not meet a distribution requirement.

The department

2 meetings (90 minutes); 2 credits; enrollment limited to 30

114s Modern II

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.

Does not meet a distribution requirement.

J. Coleman

2 meetings (90 minutes); 2 credits; enrollment limited to 30

119s Contact Improvisation

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, counter-balance, jumping, weight sharing, and spirals.

Does not meet a distribution requirement.

F. Wolfzahn

*Taught in conjunction with Dance 219;
1 meeting (90 minutes); 2 credits; enrollment limited to 30*

120f Ballet I

Students will be taught the basic movements and fundamentals of classical dance. The movements will be taught in a pure form, at a relaxed pace before proceeding to more complex combinations. Ballet I sets the groundwork for the musicality of the ballet lesson.

Does not meet a distribution requirement.

R. Flachs

2 meetings (90 minutes); 2 credits; enrollment limited to 30

121s Ballet II

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.

Does not meet a distribution requirement.

The department

2 meetings (90 minutes); 2 credits; enrollment limited to 30

***130fs Jazz I**

Introduction to fundamentals of jazz dance technique: polyrhythms, body isolations, movement analysis, syncopation. Performance of simple dance phrases using fundamentals.

Does not meet a distribution requirement.

J. Gervais

2 credits; no repeats; enrollment limited to 35

***131fs Jazz II**

An elaboration of fundamentals of jazz dancing with an emphasis on more extensive movement vocabulary.

Does not meet a distribution requirement.

J. Gervais

2 meetings (90 minutes); 2 credits; enrollment limited to 30

132fs Intro to Hip-Hop

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.

Does not meet a distribution requirement.

J. Weber

1 meeting (80 minutes); 1 credit; enrollment limited to 30

136f Tap I

For beginning to low-intermediate students. This class focuses on gaining an excellent

technical start, learning the stylistic variations of soft shoe, paddle 'n' roll, rhythm, buck 'n' wing and hittin', perfecting two-time steps and a traditional repertoire piece, and delving into the jazz history of tap.

Does not meet a distribution requirement.

P. Raff

1 meeting (80 minutes); 1 credit; enrollment limited to 20

142fs Cultural Dance Forms

These studio courses introduce students to the practices and cultural contexts of different dance forms. These include dances both from distinct regional dance cultures and intercultural forms. The specific foci of these courses will vary with the individual visiting artist.

142fs(01) West African Dance

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.

Does not meet a distribution requirement.

M. Middleton, S. Sylla (fall);

M. Middleton (spring)

2 meetings (90 minutes); 2 credits; enrollment limited to 35

142s(02) Classical Indian Dance

(Same as Asian Studies 142J(06)) 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. *Does not meet a distribution requirement.*

R. Devi

2 meetings (90 minutes); 2 credits; enrollment limited to 30

**142fs(03) Flamenco*

Does not meet a distribution requirement.

C. Mora

2 meetings (90 minutes); 2 credits

**142fs(04) Javanese*

Does not meet a distribution requirement.

M. Sumarsam, S. Sriman

1 meeting (3 hours); 2 credits

**142s(05) Tango*

This course will introduce students to the Argentine tango, a dance form known for the precision and complexity of its partnered, improvisational style. In addition to learning the fundamentals of the tango vocabulary and aesthetic, students will explore ways of giving this style new meaning in the context of more contemporary modern and postmodern forms. Regular work in technical fundamentals will serve as the basis for the development of a longer repertoire piece to be presented at the spring student dance concert.

Does not meet a distribution requirement.

2 credits; enrollment limited to 30

**142fs(06) Comparative Caribbean Dance*

Does not meet a distribution requirement.

Y. Daniel

2 meetings (90 minutes); 2 credits

147fs Renaissance and Baroque Dance

(Same as Music 147D) 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.

Meets Humanities I-A requirement.

N. Monahin, M. Pash

1 credit; enrollment limited to 20

***207fs Contemporary Repertory**

This course will involve students in the creation and performance of a new dance, set to a medley of popular British and American

rock songs from the 1950s and 1960s. The dance will be presented at the faculty concert in November.

Meets Humanities I-A requirement.

T. Freedman, J. Coleman

Prereq. intermediate technical level in ballet, jazz, or modern dance, or permission of instructors; 2 credits

215f Modern III

Practice in personal skills (mobilizing weight, articulating joints, finding center, increasing range, and incorporating strength) and movement expressivity (phrasing, dynamics, and rhythmic acuity).

Does not meet a distribution requirement.

T. Freedman

2 meetings (90 minutes); 2 credits; enrollment limited to 15

***216fs Modern IV**

*216f(01) Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

Does not meet a distribution requirement.

J. Coleman

2 meetings (90 minutes); 2 credits; enrollment limited to 20

***216s(01) Modern IV**

Modern dance technique after the Limon/Humphrey style. Floor work, center, and locomotor exercises geared to enhance the student's strength, coordination, balance, flexibility, spatial awareness, rhythmic understanding, and dynamics of movement. Attention is given to isolated movements and full combinations across the floor. Throughout the course we will be dealing with various interwoven aspects of dance such as alignment, succession, opposition, potential and kinetic energy, fall, weight, recovery and rebound, suspension, isolation, breath.

Does not meet a distribution requirement.

P. Dennis

2 meetings (90 minutes); 2 credits; enrollment limited to 30

219s Contact Improvisation II

This course will continue the exploration of the contact form and develop an experiential method of relating to dancers moving in a symbiotic relationship.

Does not meet a distribution requirement.

F. Wolfzahn

Prereq. Dance 119 or permission of instructor; taught in conjunction with Dance 119;

1 meeting (90 minutes); 1 credit; enrollment limited to 7

222f Ballet III

At this level, class 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.

Does not meet a distribution requirement.

C. Flachs

2 meetings (90 minutes); 2 credits; enrollment limited to 20

223s Ballet IV

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.

Does not meet a distribution requirement.

The department

2 meetings (90 minutes); 2 credits; enrollment limited to 30

232fs Intermediate Hip-Hop

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.

Does not meet a distribution requirement.

J. Weber

1 meeting (80 minutes); 1 credit; enrollment limited to 30

***233fs Jazz IV**

Does not meet a distribution requirement.

The department

2 meetings (90 minutes); 2 credits; enrollment limited to 35

236f Tap III: Intermediate

For the intermediate to advanced student. This class focuses on technical prowess, new repertoire for performance in MHC's fall dance concert (performance participation not required), at least one traditional repertoire piece, improvisation, and delving into the jazz history of tap.

Does not meet a distribution requirement.

P. Raff

1 meeting (80 minutes); 1 credit; enrollment limited to 20

***243fs Cultural Dance Forms II**

These studio courses introduce students to the practices and cultural contexts of different dance forms. These include dances both from distinct regional dance cultures and intercultural forms. The specific foci of these courses will vary with the individual visiting artist.

***243fs(01) West African II**

Does not meet a distribution requirement.

M. Middleton

Prereq. Dance 142(01) or permission of instructor; 2 credits; enrollment limited to 35

***243fs(02) Comparative Caribbean II**

Does not meet a distribution requirement.

Y. Daniel

2 credits

Offered at Smith College***243fs(03) Flamenco II**

Does not meet a distribution requirement.

C. Mora

2 credits

317f Modern V

Refinement of personal technical clarity and performance skills (musicality, interpretation, phrasing).

Does not meet a distribution requirement.

P. Dennis (fall); T. Freedman (spring)

Prereq. advanced placement; 2 meetings (90 minutes); 2 credits; enrollment limited to 20 (fall) and 15 (spring)

***318s Modern VI: Advanced Modern Technique**

This course focuses on the integration of technique and repertory and will introduce students to a variety of contemporary technical and performing styles in modern dance.

Does not meet a distribution requirement.

C. McLaughlin

Prereq. advanced placement; 2 meetings (90 minutes); 2 credits; enrollment limited to 20

324f Ballet V

Emphasizes stability (aplomb) in various turning movements and exercises done on demipointe and full pointe. The students will work on improving their classical form through emphasis placed on the plasticity of the arms and torso. As the semester progresses, all possible approaches to the given movements will be developed. At this level the musical interpretation will enhance the complexity of the ballet exercises. The last half hour of class will be devoted to strengthening pointe technique.

Does not meet a distribution requirement.

C. Flachs, R. Flachs

Prereq. advanced placement; 2 meetings (90 minutes); 2 credits; enrollment limited to 20

325s Ballet VI

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.

Does not meet a distribution requirement.

The department

Prereq. advanced placement; 2 meetings (2 hours); 2 credits

***379s Senior Choreography Lab**

This course will be team taught by members of the faculty and will be required of all senior majors and minors who wish to present choreographic works in the senior dance concert. Faculty will advise and direct students in the development of their individual choreographic projects, focusing on issues of musicality, visual design, movement phrasing, overall structure, background research,

DANCE

and content.

Does not meet a distribution requirement.

The department

Prereq. major or minor in the department;

1 meeting (2 hours); 1 credit

**Courses Counting toward the Major
and Minor**

Music

147 Renaissance and Baroque Dance

Economics

The economics major and minor are administered by the Department of Economics: Professors Christiansen, Gabriel, Moseley, Paus (Director of Global Initiatives), Rapoport, Robinson (*chair*); Associate Professors Hartley, Wilson (Director of Academic Development); Assistant Professors Guldi, Schneider; Visiting Professor Khan; Visiting Assistant Professor Cordero; Visiting Lecturer Johnson.

Contact Persons

Dawn Larder, *senior administrative assistant*
Michael Robinson, *chair*

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.

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, or Psychology 201, or Statistics 140) (*A course outside the Department of Economics does not count toward the 32-credit 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 Microeconomics (103) and Introductory Macroeconomics (104). These courses are the prerequisites for the required intermediate courses. Which course is taken first makes no difference.

Other

- Majors are encouraged to undertake independent study and research projects under faculty supervision (395fs) in their senior year and to prepare for this research by taking the Junior Research Seminar (390s) in the spring of their junior 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, 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

Introductory Courses

Students may begin the study of economics with either one of the traditional introductory courses, Introductory Microeconomics (103) or Introductory Macroeconomics (104). Which course is taken first makes no difference. Students can also start with either of the first-year seminars: 100(01) Introduction to the Chinese Economy or 100(02) Economics of Education.

Students who are fairly certain that they want to major in economics are encouraged to take either one of the introductory macro- or microeconomics courses. 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.

Course Offerings

100-Level Courses without Prerequisites

100f Introductory Economics Topics

(01) *Introduction to the Chinese Economy* (First-year seminar) This course explores the nature of the current transition, the role of debates over Marxian theory in this transition, the development of new labor and stock markets, the differences between rural and urban China, the restructuring of financial and industrial institutions, and the China-globalization nexus.

Meets Social Sciences III-A requirement.

S. Gabriel

2 meetings (75 minutes); 4 credits; enrollment limited to 17

(02) *Economics of Education* (Writing-intensive course; first-year seminar) The seminar explores answers to the question, Why is schooling important to democracy? Readings and discussion are used to examine the role of formal education in expanding individuals' real capabilities for democratic engagement in a capitalist society like the U.S. Economic analysis helps us understand issues related to education: myths and realities of educational opportunity—who gets to learn?; K-12 schooling and public policy; merit, money and educational opportunity; returns to education; education as a signal; the educational value of diversity; theories of achievement gaps; classic education and the liberal arts; education as a way to reduce, rather than increase, inequality.

Meets Social Sciences III-A requirement.

L. Wilson

Prereq. fy only; 2 meetings (75 minutes); 4 credits; enrollment limited to 17

**Economics in Popular Film*

(Writing-intensive; first-year seminar) An introduction to political economy using a wide range of popular films as the object of analysis. For example, students will discuss slavery based on the film *A Respectable Trade* and the economics of the environment in the context of Erin Brockovich. The basic goal of the course is to provide theoretical tools for applying economic analysis in understanding both historical events and processes and

more contemporary issues. See <http://www.econfilm.us> for a more detailed description. *Meets Social Sciences III-A requirement.*

S. Gabriel

2 meetings (75 minutes) plus 1 film showing (3 hours); 4 credits; enrollment limited to 17

***Global Economy**

(Speaking- and writing-intensive course; first-year seminar) This course introduces students to the economic forces that have led to an ongoing integration of economies worldwide over the past centuries. We will examine both the benefits and the costs that have resulted from this development. Topics will, among others, include the increasing economic inequality on a world scale, global environmental degradation, and economic integration (e.g., NAFTA and the EU). See <http://www.mtholyoke.edu/courses/jchristi/econ100/homepage.html> for a more detailed description. Eight film showings will provide students with visual images of the issues under discussion.

Meets Social Sciences III-A requirement.

J. Christiansen

2 meetings (75 minutes) plus one film showing (2 1/2 hours, eight weeks); 4 credits; enrollment limited to 17

103fs Introductory Microeconomics

Studies the tools of microeconomic analysis and their applications. Supply and demand for products and for factors of production; production functions and costs; performance of the United States economy in producing and distributing products; and international trade.

Meets Social Sciences III-A requirement.

P. Schneider, L. Wilson (fall);

M. Guldi, J. Hartley (spring)

2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

104fs Introductory Macroeconomics

Introduces theories of the determinants of output, employment, and inflation; the role of government expenditure and taxation; the nature and control of the money supply and alternative analyses of its influence; current policy debates; and international trade and finance.

Meets Social Sciences III-A requirement.

J. Cordero, S. Khan (fall);

S. Khan, F. Moseley (spring)

2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

200-Level Courses without Prerequisites

These 200-level courses investigate a particular topic in economics at some depth without presupposing prior knowledge of economics. Many students may find one or more of these courses useful complements to majors and minors other than economics. These courses are not open to first-year students as their first course in economics.

201s Game Theory

(Same as Complex Organizations 201f)

The course will illustrate and analyze the strategies used in making interrelated decisions. Concepts from game theory will be developed using examples and cases drawn from economics, business, politics, and even sports. Applications will include the Prisoner's Dilemma and related games, signaling, bargaining, voting and power, brinkmanship, and nuclear deterrence.

Does not meet a distribution requirement.

M. Robinson

Not open to first-year students as

their first course in economics; 2 meetings (75 minutes); 4 credits

203s Environmental Economics

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 non-depletable natural resources.

Meets Social Sciences III-A requirement.

The department

Not open to first-year students as

their first course in economics; 2 meetings (75 minutes); 4 credits; enrollment limited to 24

***204f Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism**

(Same as Critical Social Thought 255 and

History 301) This seminar examines evidence and theories on the origins, development, and dynamics of capitalism and the modern state. We shall focus on the transition to (agrarian) capitalism in early modern England, the industrialization of production in nineteenth-century Europe and the United States, and the political and economic crisis of the 1930s depression. As we ask how fundamental changes in human communities come about, we shall consider the relative contributions of individual agency and social determination to the creation of a world so many now regard as either natural or inevitable.

Does not meet a distribution requirement.

J. Christiansen, H. Garrett-Goodyear

Prereq. Not open to first-year students as their first course in economics; 1 meeting (3 hours); 4 credits; enrollment limited to 25

***205s Labor Economics: Women in the United States Economy**

(Same as Complex Organizations 205s)

Introduction to labor economics with a particular focus on the evolving position and status of women in the American economy. Topics will include gender differences in labor force participation, nonmarket time, educational attainment, occupations, and earnings. Economics of the household including marriage and fertility decisions, family structure, and balancing career versus family responsibilities. Differential impacts of recent development in the labor market such as restructuring, unemployment, and income inequality. Consideration of various government policies such as affirmative action, child care, and welfare reform.

Meets Social Sciences III-A requirement.

M. Robinson

Prereq. Not open to first-year students as their first course in economics; 4 credits

206s Economics of Health Care and Health Service Organizations

(Same as Complex Organizations 206s) Economic aspects of the delivery and financing of health care in the United States. Analysis of

private markets, economic organizations, and public policy issues. Consideration of such questions as: What determines the fairness and efficiency of providing medical services? What influences do factors other than medical care, such as prevention, lifestyle modification, and environment, have on health, and how can policies affect them? How does the U.S. health care system compare to those of other countries?

Meets Social Sciences III-A requirement.

J. Rapoport

Not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits

209s United States Economic History

(Same as History 209s) Examines the historical development of the U.S. economy from the colonial period to the present from a variety of theoretical perspectives. The main questions addressed are: What are the reasons for the successes of the U.S. economy (growth, increased productivity, increased living standards, etc.)? What are the causes of the problems or failures in the U.S. economy (unemployment, inflation, inequality, poverty, etc.)? How have different groups in society (classes, races, and genders) been affected differently by these successes and failures? What has been the role of the government in the U.S. economy? To what extent have wars in U.S. history been caused by economic conflicts?

Meets Social Sciences III-A requirement.

F. Moseley

Not open to first-year students as their first course in economics; 2 meetings (75 minutes); 4 credits

210f Marxian Economic Theory

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.

Meets Social Sciences III-A requirement.

F. Moseley

Not open to first-year students as

their first course in economics; 2 meetings (75 minutes); 4 credits

200-Level Courses with Prerequisites

The following 200-level courses require one or two introductory economics courses as prerequisites. They include the core theory courses that are required for the major and minor, as well as several applied courses that assume an introductory background in economics.

211fs Macroeconomic Theory

Intermediate macroeconomic theory. Analysis of causes of long-run economic growth and short-run business cycles. Study of the microeconomic foundations of 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.

Meets Social Sciences III-A requirement.

J. Cordero

Prereq. Economics 104 or permission of instructor; 2 meetings (75 minutes); 4 credits

NOTE: *Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.*

212fs Microeconomic Theory

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.

Meets Social Sciences III-A requirement.

M. Guldi

Prereq. Economics 103 and Mathematics 101 or permission of instructor; 2 meetings (75 minutes); 4 credits

NOTE: *Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.*

213fs Economic Development: A Survey

After an intensive exposure to the concepts of economic growth, development, poverty, and

inequality (including measurement issues), the major competing theoretical perspectives on economic growth, development, and underdevelopment up to the current state of the controversy in the field will be covered. These controversies will be carried through to major topics pertaining to economic globalization such as foreign aid, international trade, debt, foreign investment, and IMF/World Bank-led structural adjustment. Poverty and the role of governments and markets are key themes of the course.

Meets multicultural requirement; meets Social Sciences III-A requirement.

S. Khan

Prereq. Economics 103 and 104; 2 meetings (75 minutes); 4 credits

215f Economics of Corporate Finance

(Same as Complex Organizations 215s) 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.

Does not meet a distribution requirement.

S. Gabriel

Prereq. soph, jr, sr, Economics 103 and 104; 2 meetings (75 minutes); 4 credits

216f International Trade

This course investigates reasons why nations trade and factors that determine trade patterns. Using the basic tools of microeconomics, it explores theoretical explanations to these questions and considers the welfare and distributional impacts of free trade among countries. Further topics include barriers to trade, reasons for limiting trade, economic integration, and some current trade policy issues. The objective is to provide students with basic concepts and theories in international trade and to apply them to current issues in the economic and political arena.

See <http://www.mtholyoke.edu/courses/psch>

neid/econ216.

Meets Social Sciences III-A requirement.

P. Schneider

Prereq. Economics 103 and 104; 2 meetings (75 minutes); 4 credits

217s International Finance

A one-semester course in open-economy macroeconomics and international finance. There are two objectives for this course: first, to introduce students to basic concepts and models in international finance; second, to provide an opportunity for students to apply these concepts and models to a selection of current policy issues in international finance. The emphasis is on recent theoretical and empirical work dealing with the post-Bretton Woods international monetary system.

See <http://www.mtholyoke.edu/courses/psch-neid/econ217> for a more detailed description. *Meets Social Sciences III-A requirement.*

P. Schneider

Prereq. Economics 103 and 104; 2 meetings (75 minutes); 4 credits

220fs Introduction to Econometrics

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.

Does not meet a distribution requirement.

M. Robinson

Prereq. 4 credits in department or other social science; 2 meetings (75 minutes); 4 credits

249f Topics in Economics

Fall 2006: Monetary Policy in Developing Countries

The course analyzes the application of monetary policy measures in developing countries under various foreign exchange rate arrangements. It starts with a brief review of the basic operation of a monetary sector and its relationship with the balance of payments. It then goes on to examine how the foreign exchange-rate regime affects the ability to control inflation and economic activity. Alternative monetary regimes will be studied, going from the debate on "rules vs. discretion" to the application of "inflation targeting" strategies. The analysis of monetary policy will be directly linked to recent

stabilization experiences in South America, Central America, and Asia.

Does not meet a distribution requirement.

J. Cordero

Prereq. Economics 103 and 104; 1 meeting (2 1/2 hours); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

300-Level Seminars

The following seminars have 200-level prerequisites and are intended to provide the student with an extensive and in-depth analysis of a particular subject.

***304f Labor Economics**

(Same as Complex Organizations 304f) This course examines modern theories of labor markets and reviews empirical evidence in support or contradiction of those theories. Topics include the supply and demand of labor, human capital theory, household and family behavior, worker mobility, union activities, wage inequality, and gender and racial discrimination. The course will also consider current public policy debates of relevance to labor markets, including minimum wages, welfare reform, educational policy, and free trade agreements.

Does not meet a distribution requirement.

Prereq. jr, sr, Economics 212, 220; 2 meetings (75 minutes); 4 credits

***306f Political Economy of "Race" in the U.S.**

(Speaking-intensive course) A colloquium on the political economy of race-based discrimination. Topics include the role of culture in economic performance, poverty/underclass discourse, ethnic success/failure, urban underdevelopment, efficiency and ethics of affirmative action, punishment industry, and environmental racism. The ways race is overdetermined by power/class/gender are discussed. Main goals: analyze the context, collective behavior, conflicting interests, and strategies for transforming race effects in the economy; investigate the productive and unproductive uses of race for different racial and ethnic groups; explore how race is a

fundamental, constitutive element of modern economic theory and practice.

Does not meet a distribution requirement.

L. Wilson

Prereq. Economics 212; 1 meeting (3 hours); 4 credits

307s Seminar in Industrial Organization

(Same as Complex Organizations 307s)

Analysis of theoretical models and empirical studies on the economic performance of industries. Approaches studied include transactions costs economics, game theory, and pricing models. Topics include advertising; research and development; relationships between government and business such as regulation and antitrust laws. Students will conduct and present individual research projects.

Does not meet a distribution requirement.

J. Rapoport

Prereq. jr, sr, Economics 212; 1 meeting (2 1/2 hours); 4 credits

310f Public Finance Seminar

Overview of the public sector in the U.S. and the scope of government intervention in economic life through taxation and government spending. Basic principles of taxation as well as who bears the burden of taxes and the consequences for efficiency, employment, and economic growth. Theory of public goods and externalities including an evaluation of specific programs such as education and national defense. Economic principles of income redistribution and social insurance as well as applications to current policy areas such as health, welfare, unemployment insurance, and Social Security.

Does not meet a distribution requirement.

M. Guldi

Prereq. Economics 211, 212; 1 meeting (2 1/2 hours); 4 credits; enrollment limited to 18

312s Seminar in International Trade

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. See <http://www.mtholyoke.edu/courses/pschneid/econ312> for a more detailed description.

Does not meet a distribution requirement.

P. Schneider

Prereq. jr, sr, Economics 216, 212 recommended; 1 meeting (3 hours); alternates with Economics 313; 4 credits; enrollment limited to 15

***313 Seminar in International Finance**

Advanced course in selected topics in international finance, which include: models of balance-of-payments crises, target zones, financial crises in emerging markets, contagion, capital controls, and the economics of currency areas (dollarization and the European Monetary Union).

See www.mtholyoke.edu/courses/pschneid/econ313 for a more detailed description.

Does not meet a distribution requirement.

P. Schneider

Prereq. jr, sr, Economics 217, Economics 211, and Mathematics 101 recommended; 1 meeting (2 hours); alternates with Economics 312; 4 credits

314s Economic Development in the Age of Globalization

(Speaking-intensive course) How does globalization affect the prospects for economic development? Theories and applications of how foreign investment, international trade, and global capital flows can improve or hinder economic development in the twenty-first century. Particular challenges faced by transition economies and sub-Saharan Africa, the different development paths in Latin America and East Asia, and the need and institutional space for pro-active government policies. Extensive use of case method and debates.

See www.mtholyoke.edu/courses/epaus/econ314 for a more detailed description.

Does not meet a distribution requirement.

E. Paus

Prereq. jr, sr, Economics 213 and either 216 or 217; 1 meeting (3 hours); 4 credits; enrollment limited to 15

315f History of Economic Thought

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.

Does not meet a distribution requirement.

F. Moseley

Prereq. jr, sr, Economics 211 and 212;

1 meeting (3 hours); 4 credits

320f Econometrics

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.

Does not meet a distribution requirement.

M. Robinson

Prereq. jr, sr, Economics 211, 212, 220;

2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

321f Comparative Economic Systems

A seminar course in the comparative analysis of variant types of capitalist and noncapitalist social formations and the transition of social formations from one set of prevalent characteristics to a new and radically different set. The course focuses upon economic phenomena; the role of cultural, political, and environmental processes in shaping economic differences between societies is also discussed.

See <http://www.mtholyoke.edu/courses/sgabriel/321.html> for a more detailed description.

Does not meet a distribution requirement.

S. Gabriel

Prereq. jr, sr, Economics 211 and 212 or permission of instructor; Economics 213 recommended; 1 meeting (3 hours); 4 credits

335s Advanced Corporate Finance

This course allows students who have taken Corporate Finance (Economics 215) to pursue more advanced topics in the field. Among the topics to be covered are hedging, options and derivatives, agency theory, behavioral finance, costs of financial distress, asset pricing for state-owned enterprises, and theories of

corporate control and regulation. See <http://www.mtholyoke.edu/courses/sgabriel/317.html> for a more detailed description.

Does not meet a distribution requirement.

S. Gabriel

Prereq. Economics 215 and 220; 1 meeting (3 hours); 4 credits

338s Money and Banking

(Same as Complex Organizations 338s)

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; important episodes in monetary history (e.g., the Great Depression).

Does not meet a distribution requirement.

J. Hartley

Prereq. jr, sr, Economics 211; Mathematics 101 recommended; 2 meetings (75 minutes); 4 credits

***340s Comparative Economic Performance of the G-7**

(Speaking- and writing-intensive course)

This course will look at employment, income equality, productivity, and real wages as measures to judge economic performance in the G-7 (Canada, France, Germany, Italy, Japan, U.K., U.S.). In our attempts to explain differences among these countries, we will focus primarily (but not exclusively) on labor relations and their institutional structure. The course will emphasize policy analysis: What can be done to improve economic performance?

Does not meet a distribution requirement.

J. Christiansen

Prereq. jr, sr, permission of instructor; Economics 211, 212, and 220 required; 320 recommended; 1 meeting (3 hours); 4 credits

349fs Advanced Topics in Economics

Fall 2006: Lessons from South Asian Economic Development

This seminar focuses on significant South Asian initiatives and successes that are often neglected because of the current focus on

economic globalization. Using sustainable development as the overarching theme, we will explore case studies from South Asia including harnessing and guiding social capital for collective action and rural development, micro-credit for poverty alleviation, devolution for service delivery, export promotion, containing population growth, attaining human development, and debates pertaining to the recent economic growth in India and Pakistan. Students will prepare and present case studies, discussant reports, and article summaries, and will engage in group work. *Does not meet a distribution requirement.*

S. Khan

Prereq. jr, sr, Economics 211, 212, and 220 or Economics 213 and 220 or permission of instructor; 1 meeting (3 hours); 4 credits

Spring 2007: Seminar on Economic Growth

An analysis of economic growth in both advanced and developing economies. It starts with a brief overview of the classical approaches, followed by the initial contributions of the twentieth century (Harrod and Solow). The notion of alternative closures (Sen, Marglin, Taylor) is introduced to make sense of alternative theoretical biases: Keynesian-Kaldorian-Kaleckian, and neo-classical. Structuralist models are utilized to formalize developing open economies. Optimal growth is later introduced, followed by an introduction to endogenous growth. The course closes with a review of empirical research on the determinants of economic growth.

Does not meet a distribution requirement.

J. Cordero

Prereq. Economics 211 and 212; 1 meeting (3 hours); 4 credits

390s Junior Research Seminar

This seminar is designed to prepare students to do independent research in economics. It is meant especially, but not exclusively, for students who are considering writing a thesis in economics during their senior year. The course is a study of how to do research in economics. The topics include how to find a suitable research topic, how to find literature and data relating to the topic, how to read professional economic work, how to work with theoretical economic models, and how to devise and evaluate empirical tests of a

hypothesis. Course graded on a credit/no credit basis.

Does not meet a distribution requirement.

The department

Prereq. jr; 1 meeting (1 hour); 2 credits

391f Senior Thesis Seminar

This seminar is organized around students who are writing honors theses. It is meant to provide a group context for the thesis-writing process, where students present their research at various stages, critique each other's work, and discuss similarities and differences in the analytical processes they are working through. Course graded on a credit/no credit basis.

Does not meet a distribution requirement.

F. Moseley

Prereq. sr; 1 meeting (1 hour); 2 credits

395fs Independent Study

Each student carries out a research project of her own choice under close faculty supervision and submits a documented paper on her findings.

Does not meet a distribution requirement.

The department

Prereq. jr, sr, Economics 211 and 212, and permission of instructor; 1 to 8 credits

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.

Juniors who may be interested in writing a thesis during their senior year are urged to enroll in Economics 390 in the spring semester of their junior year. Economics 390 is a 2-credit seminar that focuses on research methods in economics.

A student works individually on her thesis, usually over a two-semester period, by registering for Economics 395 (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 adviser.

Students pursuing a thesis should also enroll in Economics 391, a 2-credit seminar, in the fall of their senior year. In Economics 391, students present their research at various stages, critique each other's work, and discuss similarities and differences in their analytical processes.

A one-semester 395 project may not be counted toward the three courses required for the major at the 300 level. For a two-semester 395 project, culminating in a thesis, the second semester may count toward this requirement.

Accounting

105s Financial Accounting

The Department of Economics does not offer a business major. However, we do offer an accounting course that will be of interest to students interested in business. The accounting course does not serve as an introduction to economics or as a part of the major. 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. See <http://www.mtholyoke.edu/courses/cljohnso> for a more detailed description.

Does not meet a distribution requirement.

C. Johnson

*Not open to first-year students; 2 meetings
(75 minutes); 4 credits*

Educational Studies

The minor in educational studies is administered by the Educational Studies Committee: Professor Garrett-Goodyear (history); Associate Professors Arnold (classics), Lawrence (psychology and education, cochair), Smith (politics), Wilson (economics); Assistant Professors Carlisle (psychology and education, cochair), McKeever (sociology and anthropology); Lecturer Glasser (English).

Contact Persons

Sandra M. Lawrence, *cochair*
Lenore Carlisle, *cochair*

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 the 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 that will require that students analyze and synthesize key ideas that have emerged from their focused study. Students will work with a faculty adviser 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.

Requirements for the Minor in Edu-

cational Studies

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.)
- 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.

A Sampling of Courses Illustrating Possible Areas of Study within the Educational Studies Minor

One of the following core courses (4 credits):

- Education 205f, Whiteness, Racism, and Inequality in Schools and Society
- Educational Studies 215, Ideas and Ideals in Public Education
- Education 220s, Foundations in Multicultural Education
- Educational Studies 290, Capstone in Educational Studies (2 credits)

Plus three courses (12 credits) related to the area of study, such as:

Knowledge and the Humanities

- Classics 260, Knowing God
- Critical Social Thought 251s, Introduction to Critical Social Theory

- Philosophy 202s, Philosophical Foundations of Western Thought: The Modern

Period

National and International Perspectives on Education

- History 301, Affirmative Action
- Sociology 216s, Issues in Sociology: Sociology of Immigration
- Politics 244f, Urban Politics and Policies

Gender and Education

- Asian Studies 296f, Women in History: Women in Chinese History
- English 270, Women Writers: Nineteenth-Century American Women Writers
- Politics 207s, Women and Law

Teaching and Learning

- Psychology 233, Educational Psychology
- Philosophy 280f, Philosophy for Children
- Educational Studies 301, Education in South Africa

Courses in educational studies offered at the other Five Colleges may also be selected.

Course Offerings

109f Whiteness: The Other Side of Racism

(Writing-intensive course; first-year seminar) What is whiteness—an identity, an ideology, a racialized social system? How is it related to racism? This course will examine the historical, social, psychological, and legal frameworks of whiteness, how whiteness is enacted in everyday practice, and how it influences the lives of whites and people of color. Some of the concepts this course will explore include privilege, dominance, the “new” racism, color-blindness, cultural capital, racial identity, racial stratification, power, and antiracism.

Does not meet a distribution requirement.

S. Lawrence

2 meetings (75 minutes); 4 credits; enrollment limited to 16

215s Ideas and Ideals in Public Education

Using an interdisciplinary framework, this course will examine the social, historical, legal, philosophical, economic, and political foundations of education in the United States. It is designed to engage students in an examination of the enduring questions, debates, and tensions that revolve around the institution of schooling in the U.S. Topics

covered will include an examination of political ideologies that have informed past and current education reform movements; an historical perspective on access to education; and an analysis of trends in funding of public education; among others.

Meets Social Sciences III-A requirement.

L. Carlisle

2 meetings (75 minutes); 4 credits

240s Researching the Enterprise of Education

Provides an overview on the nature and practice of educational research. Students critique published research, explore ethical considerations, and examine the uses of educational research. Students also propose and conduct a small-scale research project of their own. Particular methodological approaches are stressed in different iterations of this course. Qualitative approaches such participant-observation, grounded theory, ethnography, teacher research, case study and interview studies are central in some courses; in others the quantitative analysis of data on education will be emphasized.

Spring 2007: Researching Race and Racism in Education

The central elements of this course include reading qualitative research, writing qualitative research, and conducting qualitative research. These three acts of inquiry explore how race matters in education and provide a deeper understanding of the racial realities of everyday life in schools. Readings and discussions highlight the paradigms, methodological approaches, and uses of qualitative research. Class demonstrations and activities focus on developing research skills. The independently designed research study provides further exploration of the complexities involved in researching racial matters. *Meets multicultural requirement; meets Social Sciences III-A requirement.*

S. Lawrence

Prereq. prior coursework involving race or Education 205, 220, or 109, or Psychology 233, or permission of instructor; 2 meetings (75 minutes); 4 credits

250s Special Topics in Educational Studies

Spring 2007: Education as a Global Phenomenon

This seminar provides a forum for the critical examination of the role that education has played in shaping modern societies. Persistent global inequality raises questions about the role that education continues to play in social, political, and economic development. Students will explore the relationship between education and international development and the range of educational issues and dilemmas that have emerged in the twentieth century, through country/case study research. *Meets Social Sciences III-A requirement.*

The department

Prereq. soph, jr, sr or permission of instructor; 1 meeting (3 hours); 4 credits

2260f Mission and Market: Higher Education

Is Mount Holyoke a school or a business? Is the institution one sees today what Mary Lyon had in mind in 1837? This course will look at the development of U.S. higher education from upstart colonial colleges into a multi-billion-dollar industry. We will look closely at the tension between education mission and market forces, and how the interaction between academe and society has played out, from the founding of the republic through women's rights, the world wars, and 60s counterculture. We will touch on a range of contemporary topics such as access and affirmative action, standardized testing, athletics, and e-learning. Mount Holyoke will serve as a recurring case study.

Meets Social Sciences III-A requirement.

J. Lytle

2 meetings (75 minutes); 4 credits

290fs Capstone in Educational Studies

This 2-credit independent study course is the culminating experience of the educational studies minor which requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty adviser of the Educational Studies Program Committee as they plan, write, and present a capstone paper.

Does not meet a distribution requirement.

S. Lawrence (fall), the department (spring)

Prereq. Educational Studies 205, 215, or 220

and permission of instructor; 2 credits

301s Education in South Africa

(Community-based learning course) This course will consist of seven meetings during the spring semester, designed to allow for participants to build their knowledge of the educational system of South Africa, followed by a three-week, full-time placement in either a South African public school or the Center for the Study of AIDS.

Does not meet a distribution requirement.

M. McKeever, B. Bell, L. Carlisle

Prereq. soph, jr, permission of instructor; 4 credits; enrollment limited to 10

NOTE: For students pursuing teacher licensure this course may be taken in lieu of Educational Studies 332j or 324j to fulfill one of the requirements of the education minor for teacher licensure. This course requires students to complete three weeks of experiential learning in May–June 2007 in South Africa.

English

The English major and minor are administered by the Department of English: Professors Benfey (on leave spring 2007), Berek (on leave spring 2007), Brownlow, Collette, Demas (on leave 2006–2007), Ellis, Hill, Lemly (on leave spring 2007), Quillian, Shaw, Weber (*chair*); Associate Professors Brown, Stephens (on leave 2006–2007), Young; Assistant Professors Ahmed, Alderman, Martin; Lecturers Glasser, Leithauser, Pyke, Salter, Sutherland; Instructor Grant; Visiting Professors Clayton, Frank; Visiting Associate Professor Davis; Visiting Assistant Professors Harris, Mule, Snediker; Visiting Lecturer Johnson; Visiting Instructors Murphy, Pain-ton, Park, Wilson.

Contact Persons

Maryanne Alos, *senior administrative assistant*
Donald Weber, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- English 200, Introduction to the Study of Literature
- Two courses in literature written in English before 1700 at either the 200 or 300 level
- One course in literature written in English between 1700 and 1900 at either the 200 or 300 level (Course descriptions indicate which courses fulfill one of these historical requirements.)
- Four courses at the 300 level, two of which must be taken at Mount Holyoke and one of which must be a designated seminar

Other

- English 101, First-Year Seminar, does not count toward the requirement of 36 credits.
- English 295/395, Independent Study, does not count toward the requirement of courses at the 200/300 level.

The English major at Mount Holyoke makes it possible for students to study over a thousand years of literature in English written by people of many nationalities and races dwelling all over the world. A student of English should be acquainted with texts from different historical periods and different national traditions, as well as with works in a variety of genres, including fiction, nonfiction, poetry, and drama.

English is a complex field with a variety of intellectual approaches. The English department expects each major to take advantage of the variety of departmental offerings by thoughtfully devising her own path of study while gaining familiarity with all genres. Certain core requirements insure exposure to a body of material and a range of critical methodologies generally held to be essential to the mastery of the field.

We encourage our majors to explore the creative process by taking writing courses. We also urge them to link the study of literature in English with the study of history, art, and other literatures. Courses in classical and modern languages and literatures, art history, philosophy, religion, and history complement and supplement courses in English.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- Two at the 200 level *and*
- Two at the 300 level

Other

- The department expects that at least one course at each level will 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, and the approval of the chair is

necessary for any exception to the requirements.

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 coincides with course work required for licensure; in other cases, it does not. 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 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 English department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Writing

The Department of English offers two courses specifically designed for first-year students: 101 and 200, offered every fall and spring. English 101 is a writing-intensive first-year seminar intended to aid students in the transition from high school to college writing; 200 is intended to introduce students to the study of English literature and to practical criticism. English 200 is required of all English majors.

Students who take English 101 or another first-year seminar in the fall and are considering a major in English will ordinarily take English 200 in the spring. Competent writers who want to try their hand at creative writing may enroll in English 201, Introduction to Creative Writing; first-year students require the permission of the instructor. With the permission of the course instructor, sophomores, juniors, and seniors who have experience in creative writing may proceed directly

to 200-level genre courses such as 203, Short Story Writing; 204, Verse Writing; and 205, Playwriting, instead of 201.

101fs Seminars in Reading, Writing, and Reasoning

(Writing-intensive courses) Though sections of English 101 differ in specific content, all develop the skills of careful reading and effective writing essential to the liberal arts and sciences. Students will write frequently and have an opportunity to revise their work. By active participation in class discussion, students will develop their speaking skills and learn to ask critical questions, formulate answers, and frame persuasive arguments. Students who do not take the course in the fall should consider enrolling in the spring. Like other first-year seminars, English 101 is intended primarily for students at the start of their college career.

Fall 2006

101f(01) Into Africa

(First-year seminar) An introduction to some topics in African studies, reading and writing about such contemporary authors as Ama Ata Aidoo, Tsitsi Dangarembga, Bessie Head, Ayi Kwei Armah, Nuruddin Farah. Studying both fiction and essays, the course focuses on recent political situations (Ghana, Congo, South Africa), on images of women, and on representations of Africa in news media and in cinema, both from Africa and the West. *Meets multicultural requirement; meets Humanities I-A requirement.*

J. Lemly

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: *Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.*

101s(01) Extinction

(First-year seminar) Enlightenment philosophers posed a question that has not ceased to preoccupy intellectuals since: how is today different from yesterday? How are we different from them? Their question nags because it holds promise—as we answer it, we begin to transcend our historical limits and exit the

present—but also poignancy. They intuited what is now evident: ours is a time of mass extinction, our very form of life—its endless technological, economic, and military expansion—destroying what resists. This course will return through the Enlightenment to literary traditions, as old as antiquity, attuned to the tragedy of history, in an effort to appreciate what we are about to become—and to extinguish.

Meets Humanities I-A requirement.

S. Ahmed

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.

101f(02) Metaphor, Allegory, Symbol, Myth (First-year seminar) This seminar will explore how we read and think about diverse cultural objects from works of fiction and poetry to cultural spaces. It will allow you to hone your critical thinking skills and make a graceful transition to college writing and speaking. The course will also provide you with an introduction to research resources at Mount Holyoke as well as some important basics of college work such as proper citation, collaborative projects, and intellectual community. We will read works in this course by several authors including Mary Shelley, Anthony Trollope, Audre Lorde, Frank O'Hara, Virginia Woolf, and Anne McClintock.

Meets Humanities I-A requirement.

F. Brownlow

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.

101s(02) Gender and War

(First-year seminar) This seminar will explore language closely to consider the role of gender in depictions of war in American literature. Works will be selected from diaries, journals, letters, essays, poetry, and fiction by such writers as Thoreau, Whitman, Crane, Twain, Hemingway, O'Brien, Dickinson, Alcott, Amy Lowell, Cather, Wharton, Yamada; selections will also draw from Writing

between the Lines: An Anthology on War and Its Social Consequences. Assignments will focus on analytical reading and writing.

Meets Humanities I-A requirement.

L. Glasser

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.

101f(03) Coming of Age

(First-year seminar) In many coming-of-age tales, the protagonist separates from a group, and thereby becomes a distinct individual; the "group" can be a family, peers, a gang, a religion, etc. By contrast, many other coming-of-age stories and rites of passage are at heart about taking one's place in a group—becoming a grown member of a tribe or clan, joining the army or the fight for a cherished cause, getting on the team or into the ballet company, starting a new family, etc. Why both? How do we reconcile these two? More questions: how is storytelling itself part of the rite of coming of age? And finally, what role do your own memories and experiences play in shaping your investigation of this literature?

Meets Humanities I-A requirement.

S. Davis

2 meetings (75 minutes); 4 credits enrollment limited to 16

NOTE: Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.

101f(04) Reading Nonfiction

(Speaking- and writing-intensive course; first-year seminar) Training in reading current books, newspapers, and magazines on cultural and political issues. Frequent writing assignments.

Meets Humanities I-A requirement.

E. Hill

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.

101f(05) Multicultural Families

(First-year seminar) This course examines the various ways the multicultural family in contemporary American, British, and European culture is imagined by writers and filmmakers. Issues to be explored include: generational conflict, the struggle to “break away,” the claims of memory and nostalgia. Above all, the course seeks to compare how these themes find expression in a range of cultural forms.

Meets multicultural requirement; meets Humanities I-A requirement.

D. Weber

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: *Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.*

101f(06) Dramatic Revisions

(First-year seminar) The relationships between parents and children, between individual conscience and state law, between private desires and public morals, between performing roles and authentic selfhood, have always preoccupied dramatists. In this seminar we will examine how modern playwrights have revised earlier ones in order to modernize such themes. We will begin with some Greek and Shakespearian plays, before going on to read some contemporary works by Beckett, Stoppard, and others.

Meets Humanities I-A requirement.

N. Alderman

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: *Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.*

101f(07) Varieties of English Comedy

(First-year seminar) We will look at English comedy in various genres. Readings to include a Shakespeare play, a Shaw play, a Waugh novel, a Wodehouse novel, selections from Byron's *Don Juan*, and light verse.

Meets Humanities I-A requirement.

B. Leithauser

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: *Only first-year students may preregis-*

ter for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.

101f(08) Some Cultural Representations of Women

(First-year seminar) We begin with a reading of Woolf's *A Room of One's Own* and a consideration of Mount Holyoke as such a “room” as an introduction to thinking about some of the ways in which women have been traditionally represented (or not represented) in Western culture. After working with a variety of short fictions by men as well as women, we will focus on one particularly notable literary representation of women, Edith Wharton's *House of Mirth* (both the novel and the recent film). Through John Berger's *Ways of Seeing* we will extend our discussion to the tradition of oil painting, contemporary advertising, and the media. Writing intensive; brief weekly exercises; research paper.

Meets Humanities I-A requirement.

W. Quillian

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: *Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.*

101f(09) A Little Learning

(Speaking- and writing-intensive course; first-year seminar) Readings centering around the theme of education, mostly of the sort acquired outside of school. Texts include novels such as *Spark*, *The Prime of Miss Jean Brodie*, *Yeziarska*, *Bread Givers*; *Hurston*, *Their Eyes Were Watching God*; and others; also assorted short stories and essays.

Meets Humanities I-A requirement.

R. Shaw

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: *Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.*

101f(10) Contemporary American Autobiography: Race, Sexuality, Style

(Speaking- and writing-intensive course; first-year seminar) We will examine contemporary American writers who explore

autobiography through a variety of genres. Through close readings of auto-fiction, poetry, the lyric essay, memoir, and journals, we shall interrogate how African American, Asian American, and Queer aesthetics intersect and address this difficult question: What is an American story of the self? Writers include Wayne Koestenbaum, Gary Fisher, Toi Derricotte, June Jordan, Claudia Rankine, Andy Warhol, Justin Chin, D.A. Powell, and Meena Alexander. Students will write and revise several short creative and critical pieces, each piece becoming part of a cohesive final project.

Meets multicultural requirement; meets Humanities I-A. requirement.

R. Wilson

2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: *Only first-year students may preregister for this course. Sophomores, juniors, and seniors may inquire if there is space available during the first two weeks of class.*

103f English for Multilingual Speakers I

(Writing-intensive course) This writing-intensive course will enable international and multilingual students to refine their English writing skills by focusing on subjects such as grammar, style, usage, textual analysis and research techniques at the college level. It can be taken as a single course in the fall semester or as part of a two-course sequence with English 104s in the spring semester.

Does not meet a distribution requirement.

J. Brownlow

Prereq. by permission of instructor; 2 meetings (75 minutes) plus one-hour individual tutorial; 4 credits; enrollment limited to 12

104s English for Multilingual Speakers II

(Writing-intensive course) This writing-intensive course for international and multilingual students will focus on English grammar, style, usage, textual analysis and research techniques at the college level. It may be taken as a follow-up to English 103f or as a single course in the spring semester.

Does not meet a distribution requirement.

J. Brownlow

Prereq. by permission of instructor; 2 meetings (75 minutes) plus one-hour individual tutorial; 4 credits; enrollment limited to 12

105fs Writing across Cultures

(Speaking- and writing-intensive course)

This course is designed as a workshop for international and multilingual students who want to improve their critical reading and writing skills. We will explore the forms of academic discourse through analysis, argument, and research. Readings may include short stories, poetry, drama, and essays. In class, we'll explore themes of culture and identity. Attention will be given to speaking skills through class discussion and oral presentations.

Does not meet a distribution requirement.

S. Johnson

Prereq. by permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

200fs An Introduction to the Study of Literature

English 200, required for the English major, introduces students to critical issues in the study of English literature. Students considering a major in English who take English 101 or another first-year seminar in the fall will ordinarily take English 200 in the spring.

(Writing-intensive course) 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.

Meets Humanities I-A requirement.

*A. Ahmed, P. Berek, E. Young, J. Pyke (fall); N. Alderman, S. Davis, A. Martin, M. Salter, R. Shaw, M. Snediker, D. Weber (spring)
2 meetings (75 minutes); 4 credits; enrollment limited to 18*

Creative Writing and Journalism

201fs Introduction to Creative Writing

(Writing-intensive course) 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.

Does not meet a distribution requirement.

K. Osborn, L. Glasser, Gaige (fall);

S. Grant, R. Wilson (spring)

Prereq. soph, second-semester fy with permission of instructor; 1 meeting (3 hours);

4 credits; enrollment limited to 15; instructor may require a writing sample to settle enrollments

202fs Introduction to Journalism

(Speaking- and writing-intensive course)

This course offers analysis of and practice in various forms of journalistic writing, including news, feature, and science writing, editorial and opinion pieces, personal essays, and humor columns. The emphasis is on newspaper journalism, along with a semester-long article suitable for magazines. There are weekly writing assignments and discussions of peers' work. Producing a published story is a course goal.

Does not meet a distribution requirement.

M. Murphy

Prereq. soph, second-semester fy with permission of instructor; 1 meeting (3 hours);

4 credits; enrollment limited to 15

203s Short Story Writing I

(Writing-intensive course) 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. Exercises will focus on exploring the sensual (that is, physical) world of characters and on developing what John Gardner called "the fiction dream." Students will write and submit two stories and one revision.

Does not meet a distribution requirement.

S. Grant

Prereq. soph or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

204f Verse Writing I

(Writing-intensive course) 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.

Does not meet a distribution requirement.

R. Shaw

Prereq. soph, second-semester fy with permission of instructor; 1 meeting (3 hours);

4 credits; enrollment limited to 15

302s Nonfiction Writing: Writing Journalistic Narratives for Magazines and Books

(Speaking- and writing-intensive course)

This course will focus on the techniques and skills needed to research and write compelling narratives about the recent and more distant past. In addition to regular writing and interviewing assignments, students will read and analyze the work of literary journalists who emphasize context and creative storytelling about events and trends. This course focuses on the reporting and writing of longer, in-depth articles, suitable for publication in magazines, journals, or books.

Meets Humanities I-A requirement.

M. Murphy

Prereq. English 202 or other 200-level writing course, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

303s Short Story Writing II

(Writing-intensive course) 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.

Meets Humanities I-A requirement; meets English department seminar requirement.

J. Frank

Prereq. jr, sr, 8 credits in department beyond English 101, including 203, submitted writing sample, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

304s Verse Writing II

(Writing-intensive course) This workshop allows students to explore traditional verse forms as well as to invent some of their own. Each meeting provides time for discussion not only of student work but of poetry of other periods and sensibilities.

Meets Humanities I-A requirement; meets English department seminar requirement.

M. Salter

Prereq. jr, sr, 8 credits in department beyond English 101, including 204, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

307f Can You Trust a Journalist?

In the age of Jayson Blair, Judy Miller, and Mary Mapes, it is hard to remember that there are rules, expectations, and obligations to the job of finding out the truth about a situation. This course, given by *Time* magazine's executive editor, will examine what they are, where they came from, if they make sense, and how they are ignored. It will also look at all the tools journalists use to make a story seductive, and the ones editors use to make a magazine an arresting experience.

Meets Humanities I-A requirement.

P. Painton

Prereq. jr, sr, 8 credits in department beyond English 101, including either English 201 or 202 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

309f Writing the Novella

(Writing-intensive course) An advanced-level writing workshop devoted to the reading and writing of novellas. We will study such novellas as Tolstoy's *The Death of Ivan Ilyich*, Jane Smiley's *The Age of Grief*, Saul Bellow's *Seize the Day*, William Gass's *The Pedersen Kid* in order to get a sense of the parameters and scope of this in-between form. Students will write up to ten pages per week with the aim of composing and revising a work of 70–80 pages by the end of the semester.

Meets Humanities I-A requirement.

S. Grant, J. Frank

Prereq. permission of instructor; English 201 and 203 preferred; 1 meeting (3 hours); 4 credits; enrollment limited to 12

NOTE: This course will be team taught with Professor Judith Frank of Amherst College; classes will be conducted on the Mount Holyoke campus.

Intermediate Literature Courses

210s The Development of Literature in English: Medieval through Commonwealth

This introduction to English literary history focuses on works, authors, forms, conventions, and ideas in chronological order and historical setting. Readings include *Beowulf*, selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, a Shakespeare play, and selections from such authors as Malory, Spenser, Sidney, Marvell, Donne, and Milton.

Meets Humanities I-A requirement; meets English department pre-1700 requirement.

F. Brownlow

Prereq. soph or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

211fs Shakespeare

(Speaking-intensive course; same as Theatre Arts 281fs) A study of some of Shakespeare's plays, emphasizing both the poetic and the dramatic aspects of his art, with attention to the historical context and varieties of critical interpretations, including those of the twentieth century. Nine or ten plays.

Meets Humanities I-A requirement; meets English department pre-1700 requirement.

F. Brownlow (fall), E. Hill (spring)

Prereq. soph or permission of instructor; 2 meetings (75 minutes) or 3 meetings (50 minutes); 4 credits; enrollment limited to 25

212f Jewish American Fiction

(Same as Jewish Studies 210f(01)) An introduction to the literature of some of the great Jewish-American writers, including Henry Roth, Saul Bellow, Philip Roth, E. L. Doctorow, Art Spiegelman, Isaac Bashevis Singer, Bernard Malamud, Cynthia Ozick, Grace Paley, and Nathan Englander. The course will address questions of Jewish identity in America, cultural adaptation and assimilation, the complex ties to the Jewish European past, and Jewish-American religious sensibilities. What makes Jewish-American writing Jewish? What makes it American?

Meets Humanities I-B requirement.

J. Clayton

2 meetings (75 minutes); 4 credits; enrollment limited to 20

230f The Development of Literature in English: Late Victorian through Contemporary

An introduction to English literary history from 1850 to the present, focusing on works, authors, forms, conventions, and ideas in chronological order and historical setting. As the course progresses, the range of writers studied will broaden to include writers from postcolonial societies formerly belonging to the British Empire. Frequent reference will be made to political, economic, philosophical, and cultural contexts in which works of literature were composed and read. This course is recommended for students thinking of pursuing graduate degrees in English.

Meets Humanities I-A requirement.

W. Quillian

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

232s Global Diversity/European Modernity

(Same as Critical Social Thought 249s(01))

For two centuries, Western intellectual disciplines have been articulated around the premise that early modern Europe laid the foundation of “modernity”—scientific method, markets, mobility, democracy, and global exchange, or, in a word—“progress”—and then brought it to the rest of the world. But what was the world, both in Europe and outside, that modernity superseded? How did the eighteenth century’s own authors—Dryden, Locke, Defoe, Rousseau, Diderot, Smith, Kant, Bentham, Sade, Edgeworth—perceive those other worlds? Studying global differences at the origins of their erasure, this class aims to rethink what actually constitutes the peculiar modernity that came to shape our lives.

Meets Humanities I-A requirement.

S. Ahmed

Prereq. soph, jr, sr, or permission of instructor; 1 meeting (3 hours); meets English department 1700–1900 requirement; 4 credits; enrollment limited to 25

240f American Literature I

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.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement.

C. Benfey

Prereq. soph or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

241s American Literature II

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.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement.

E. Young

Prereq. soph, second-semester fy with permission of instructor; 2 meetings (75 minutes); 4 credits

250f Twentieth-Century and Contemporary African American Literature: Innovation, Strategy, and Form

(Speaking-intensive course) This course will explore twentieth-century and contemporary African American writers of great political import and innovation, beginning in the 1950s before the Black Arts movement with Gwendolyn Brooks, Ralph Ellison, James Baldwin, and Lorraine Hansberry, turning to writers such as June Jordan, Amiri Baraka, and Ishmael Reed. Postmovement writers may include Lucille Clifton, Toi Derricotte, Toni Morrison, Alice Walker, Harryette Mullen, Rene Gladman, Gary Fisher, and Anna Deveare Smith. Students will address the role of artistic strategy in these writers’ works—poem, essay, play, novel, particularly in thinking about issues of race, gender and sexuality, and (black) self-representation.

Meets multicultural requirement; meets Humanities I-A requirement.

R. Wilson

Prereq. soph or permission of instructor; 2 meetings (75 minutes); 4 credits

253s Twentieth-Century Literatures of Africa

An introduction to the major genres and writers of modern Africa. Novels and dramas from every region of Africa, focusing on the way in which they draw upon traditional oral cultures, confront over a century of European colonialism on the continent, and represent contemporary postcolonial realities. Texts, some written in English and others translated from French, Swahili, and Arabic, will include Achebe's *Things Fall Apart*, Ngugi's *The River Between*, Ama Ata Aidoo's *Changes: A Love Story*, Penina Mlama's *Mother Pilar*, Bessie Head's *Maru*, Sembene Ousmane's *God's Bits of Wood*, and Soyinka's *Death and the King's Horseman*.

Meets multicultural requirement; meets Humanities I-A requirement.

K. Mule

2 meetings (75 minutes); 4 credits

274s Introduction to Asian American Literature

(Writing-intensive course; same as American Studies 290s(03)) This course will consider the development of Asian American literature from the 1930s to the present day. We will discuss Asian immigration to the United States after the Chinese Exclusion Act of 1885, Asian American identity and World War II, as well as race/gender debates concerning cultural "authenticity." Readings will include works by Younghill Kang, Bienvenido Santos, Hisaye Yamamoto, Maxine Hong Kingston, David Henry Hwang, Jhumpa Lahiri, and others.

Meets multicultural requirement; meets Humanities I-A requirement.

G. Park

2 meetings (75 minutes); 4 credits

280s Literary Criticism and Theory

(Writing-intensive course) This course is designed to offer students a broad historical overview of literary theory as well as exposure to contemporary debates about "theory" and literary representation. The course is both an exercise in practical criticism and a survey of the Western critical tradition from Plato to Derrida. Beginning with the question of why Plato wished to ban poets from his ideal Republic, the course will go

on to consider such topics as the Classic vs. Romantic theories of the imagination, the "invention" of psychology and the necessary difficulty of much modern literature, the relation of gender and ethnicity to literary expression, and the uncertainties of literary interpretation.

Meets Humanities I-A requirement.

W. Quillian

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

286f Sexuality and Women's Writing

(Same as Gender Studies 204f(01)) and American Studies 290f(03)) An examination of how U.S. women writers in the twentieth century represented lesbian, queer, and homoerotic possibilities in prose. Topics to include: literary strategies for encoding sexuality; thematic interdependencies between sexuality and race; historical contexts such as the "inversion" model of homosexuality and the Stonewall rebellion; theoretical issues such as the "heterosexual matrix," the "epistemology of the closet," and tensions between lesbian and queer models of sexuality. Authors studied may include Allison, Brown, Cather, Gomez, Larsen, McCullers, Moraga, Nestle, Pratt, Stein, and Woolson; theorists may include Butler, Lorde, Rich, and Sedgwick.

Meets Humanities I-A requirement.

E. Young

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

Advanced Literature Courses

Prerequisites for Advanced Courses

The stipulated prerequisites for course work at the 300 level in the major are junior and senior standing and 8 credits of completed work beyond English 101, including in most cases 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. Those who do not have the stipulated prerequisites but feel qualified for a course by interest or other training should consult the instructor about possible admission.

Seminars and Courses on Special Topics

The purpose of these courses is to provide a structure for the most advanced work a student undertakes in her study of English and American literature. Drawing on different periods and genres for readings, these courses aim for depth and specific focus and require of every student both original work and partial responsibility for leading class discussions.

The department is offering a variety of upper-level seminars and special topics courses in 2006–2007. Enrollment in all these seminars and courses is restricted (20 or fewer in tutorials and seminars; 35 or fewer in courses). Students seeking admission should pay particular attention to the prerequisites; admission may have to be determined on the basis of year, with preference given to seniors.

310f Old English

Old English is the language of the Anglo-Saxon kingdoms of Britain before the Norman Conquest. In this course, you will learn it. We will translate major Old English poems and prose pieces (including riddles, “The Dream of the Rood,” and “Judith”). We will also study the historical and intellectual contexts of Anglo-Saxon literary production.

Meets Humanities I-A requirement; meets English department pre-1700 requirement.

S. Harris

Prereq. jr, sr, 8 credits in department, or per-mission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

311f Chaucer’s Stories and Tellers:

The Canterbury Tales

This course provides a close reading of the greater part of *The Canterbury Tales*, with collateral study of their intellectual, social, and historical context. The goal of the course is to understand the complex interplay among poetic form, social criticism, humor, sexuality, and spirituality that characterizes the stories.

Meets Humanities I-A requirement; meets English department pre-1700 requirement

C. Collette

Prereq. jr, sr, or Medieval Studies 101; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

312s Shakespeare Adapted and Interpreted, 1660–2006

“The history of Shakespeare’s work is the history of the European imagination.” By focusing on a small group of plays (*The Tempest*, *A Midsummer Night’s Dream*, *Hamlet*, and *Macbeth*), the seminar will study the post-Shakespearean adventures of Shakespeare’s work in the arts of music and painting as well as in the theater and in literature. Topics will include *The Tempest* as semi-opera, *A Midsummer Night’s Dream* and Victorian fairy painting, *Hamlet* as an orchestral prince, and *Macbeth* as opera; but students will be expected to pursue and report upon independent projects to be chosen from a wide and fascinating field of material.

Meets Humanities I-A requirement; meets English department seminar requirement; does not meet pre-1700 requirement

F. Brownlow

Prereq. jr, sr, 8 credits in department beyond 101, including English 211 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

313s Milton

A study of Milton’s major works, both in poetry and prose, with particular attention to *Paradise Lost*.

Meets Humanities I-A requirement; meets English department pre-1700 requirement.

E. Hill

Prereq. English 210 or permission of instructor; 3 meetings (50 minutes); 4 credits; enrollment limited to 20

316f Topics in Medieval Literature

316f(01) The Matter of Britain: Stories of Arthur and the Grail

(Speaking- and writing-intensive course; same as Medieval Studies 300f(01)) This course focuses on the various forms the legends of King Arthur take from the twelfth to the twentieth centuries in the literature of both England and France. While focused on medieval English versions of the Arthur myth, the course considers the political and cultural forces at work to produce evolving versions of the story over time, especially in the fifteenth and nineteenth centuries with Malory’s and Tennyson’s tellings. We will conclude with consideration of current

interest in the Holy Grail in contemporary popular culture.

Meets Humanities I-A requirement; meets English department pre-1700 requirement; meets English department seminar requirement.

C. Collette

Prereq. jr, sr, Medieval Studies 101, or 8 credits in English/Medieval studies or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

317f Gender and Power in Early Modern Theater

(Same as Theatre Arts 334f(01)) How is gender represented, and how is power gendered, in plays by Shakespeare's contemporaries and successors? Examples: unruly Alice Arden murdering her husband, Kate "tamed" in *The Taming of the Shrew*, Fletcher's "reply," *The Tamer Tamed*, and Middleton and Dekker's *Roaring Girl*, *Moll Cutpurse*. Topics such as boy actors, cross-dressing, early modern theories of sexuality and the cultural construction of same-sex relationships. Readings in plays by such writers as Kyd, Marlowe, Jonson, Elizabeth Cary, Beaumont and Fletcher, Dekker, Middleton, Webster and Ford, and in recent criticism. Substantial opportunity for independent work reflecting each student's own interests.

Meets Humanities I-A requirement; meets English department pre-1700 requirement; meets English department seminar requirement.

P. Berek

Prereq. 8 credits in department beyond English 101 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

318f John Donne

The life and works of John Donne, in both verse and prose.

Meets Humanities I-A requirement; meets English department pre-1700 requirement; meets English department seminar requirement.

E. Hill

Prereq. jr, sr, 8 credits in department, including English 210, and permission of instructor; 1 meeting (3 hours); 4 credits

319s The English Language

This course combines a survey of the forms,

evolution, and development of English from Old English to global English at the end of the twentieth century, with a focus on the social, economic, and political factors that have shaped the various forms of English over its history, especially in the medieval and contemporary periods. Readings drawn from letters, literature, and poetry, and from contemporary assessments of the language from different periods.

Meets Humanities I-A requirement; meets English department pre-1700 requirement.

C. Collette

Prereq. jr, sr, 8 credits in department, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits; enrollment limited to 18

320f Jane Austen: Readings in Fiction and Film

(Same as Film Studies 380f(03)) A study of Austen's six novels through the lenses of Regency culture and of twentieth-century filmmakers. How do these modest volumes reflect and speak to England at the end of world war, on the troubled verge of Pax Britannica? What do the recent films say to and about Anglo-American culture at the millennium? What visions of women's lives, romance, and English society are constructed through the prose and the cinema?

Meets Humanities I-A requirement; meets English department 1700–1900 requirement; meets English department seminar requirement.

J. Lemly

Prereq. jr, sr, 8 credits in English/film studies beyond 101; prior work in eighteenth- to nineteenth-century literature, history, or film recommended; students should have read at least two Austen novels; 1 meeting (3 hours); plus screenings; 4 credits; enrollment limited to 15

323s The English Novel in the Nineteenth Century: Gender and Class in the Victorian Novel

(Same as Gender Studies 333s(04)) This course will investigate how representations of gender and class serve as a structuring principle in the development of the genre of the Victorian novel in Britain. We will devote significant attention to the construction of Victorian femininity and masculinity in relation to class identity, marriage as a sexual

contract, and the gendering of labor. The texts chosen for this course also reveal how gender and class are constructed in relation to other axes of identity in the period, such as race, sexuality, and national character. Novelists will include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement.

A. Martin

Prereq. jr, sr, 8 credits in department including English 220, 230, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

324s East of Eden: Milton and the Romantics

Beginning with Milton's *Paradise Lost*, the course will concentrate on some of the nineteenth-century Romantic writers who in various ways remember, revive, sometimes radically revise, Milton's work and vision: Blake, Wordsworth, Coleridge, Byron, Mary Shelley, Keats.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement.

V. Ellis

Prereq. jr, sr, 8 credits in department beyond English 200, preferably including English 313, or permission of instructor; 2 meetings (75 minutes); 4 credits

325f Victorian Literature and Visual Culture

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.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement; meets English department seminar

requirement.

A. Martin

Prereq. English 220 or English 323 and at least 4 credits in art history or film studies, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 16

329f British Literature since 1945

A survey of British literature since 1945 that will include plays, novels, and poems as well as crucial essays of social and cultural thought. Authors will include Spark, Rhys, Churchill, Larkin, and Ishiguro.

Meets Humanities I-A requirement; meets English department seminar requirement;

N. Alderman

Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

331s Modern Poetry

(Writing-intensive course) A transatlantic study of poetry written in English in the first half of the twentieth century. The modernist revolutions in style and subject matter will be explored. A typical list of poets may include Hardy, Yeats, Eliot, Pound, Muir, H. D. Moore, Frost, Stevens, Williams, Langston Hughes, and Auden.

Meets Humanities I-A requirement; meets English department seminar requirement;

R. Shaw

Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; English 230 recommended; 1 meeting (3 hours); 4 credits

332f Modern Drama

332f(01) (Same as Theatre Arts 332f) Classics of modern European and American drama from the late nineteenth century to the present. Readings include plays by Ibsen, Strindberg, Chekhov, Shaw, Wilde, O'Neill, Williams, Stoppard. We will also look at one or two musicals.

Meets Humanities I-A requirement; meets Theatre Arts department seminar requirement (Theatre Arts 350).

B. Leithauser

Prereq. jr, sr, 8 credits in English or in theatre arts, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited

to 15

341f American Literature III: Between the Wars

(Same as American Studies 290f(01)) This course explores the range and variety of American literary expression from the 1920s through the early 1940s. We will locate the works in social history and in literary history, as modernity and modernism co-created new language and projects for American writers. Let's ask as we go: what historical moment was the author participating in and is the text some kind of intervention or comment upon that moment? We will consider the "lost generation" modernists, the Harlem Renaissance, immigrant authorship, the literary Left, the popular "middlebrow" writers, and the pulp writers.

Meets Humanities I-A requirement.

S. Davis

Prereq. 8 credits in English beyond 101 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

344s Projects in Critical Thought

This course will explore the work of a range of the most important cultural theorists of the last 50 years and consider what they can contribute to the analysis of all forms of cultural works, both past and present. We will be particularly interested in writers who attempt to construct models that seek to explain everything, who in their intellectual projects try to think the totality. Thinkers will include Judith Butler, Jacques Derrida, Ann Douglas, Michel Foucault, Paul Gilroy, Donna Haraway, Fredric Jameson, and Gayatri Spivak.

Meets Humanities I-A requirement; meets English department seminar requirement.

N. Alderman

Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

345f Studies in American Literature: The Career and Legacy of Richard Wright

(Same as American Studies 301f) 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 on

and political legacy to a range of modern and contemporary authors, including Zora Neale Hurston, Chester Himes, Ousmane Sembene, James Baldwin, and Toni Morrison.

Meets multicultural requirement; meets Humanities I-A requirement; meets English department seminar requirement.

D. Weber

Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

348s Prison Literature and Creative Writing

(Writing-intensive course; same as American Studies 301s(01)) In this course we will look at media and legal representations of prisoners and especially at the writing of prisoners themselves. Authors include Barbara Harlow, Jennifer Gonnerman, Mumia Abu-Jamal, George Jackson, and Salwa Bakr. Movies may include *Dead Man Walking* and *Aileen Wuornos: The Selling of a Serial Killer*. Some are castigated as rule breakers; structures are built for them, and in these realms men and women are cordoned off, envisioned and held separately in their transgressions—what stories emerge from the prisoners' mouths? Do those stories challenge the deep architecture of the prisons themselves?

Meets Humanities I-A requirement.

S. Davis

Prereq. jr, sr, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 8

349f Globalization and Culture

This class will probe the global conflicts exploding around us to find the material forces hidden there. We will briefly study market cultures from time out of mind to recover how Greek and Renaissance literature reconciled "civilization" with the ancient powers that precede it and remain occulted within it. Topics will include neoliberalism and neoconservatism; terrorism, counter-terrorism, and torture; and, inevitably, the U.S. in the Middle East. Fiction by Coetzee, Ondaatje, Rushdie, Devi, and Subcomandante Marcos; documentary film on the Caribbean and Chiapas as well as the backrooms of U.S. foreign enterprise; theory by Klare, E. Ahmed, Khalidi, Mamdani, and Chomsky, among others.

Meets Humanities I-A requirement; meets English department seminar requirement.

S. Ahmed

Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

374s Hitchcock and After

(Same as American Studies 301s(02) and Film Studies 320s) 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.

Meets Humanities I-A requirement.

E. Young

Prereq. jr, sr, at least 4 credits in film studies, and at least 4 credits in English beyond 101, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

375s The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture

(Same as American Studies 301s(04)) We will explore the black body through the visual artists Ellen Gallagher, Kara Walker, William Pope, and Adrian Piper as well as pop icons Michael Jackson, Missy Elliot, and Jay Z. How does their work complicate representations of blackness through painting, video, text, music, and performance, whether through the black body's realness, abstraction, opulence, or annihilation? Using theoretical discussions by Michele Wallace, Roland Barthes, Tricia Rose, Homi Bhabha, Fred Moten, and others, students will write several very short creative and critical pieces, each one becoming part of a larger, cohesive final project.

Meets multicultural requirement; meets Humanities I-A requirement.

R. Wilson

Prereq. jr, sr, or permission of instructor;

1 meeting (3 hours); 4 credits; enrollment limited to 16

376s Queer Theory: Past/Present/Future

(Same as Gender Studies 333s(07)) This course will examine Queer Theory as it intersects with literature, psychoanalysis, and film. Authors considered will include Foucault, Sedgwick, Butler, and Bersani. As much a critical practice as a critical vocabulary, Queer Theory articulates and complicates a person's relation to sexuality and gender; beyond this, however, Queer Theory challenges and extends how we might more rigorously think about persons, interpersonality, affect, knowledge, and aesthetics. The course will consider not only where Queer Theory has been, but where it might go: its ethical and theoretical importance to an ever-shifting critical, cultural, and political field.

Meets Humanities I-A requirement.

M. Snediker

Prereq. sr, or permission of instructor; 1 meeting (3 hours); 4 credits

383f Just Joyce

Seminar on Joyce's major texts excluding *Finnegan's Wake*. Beginning with *Dubliners*, the seminar will consider recent trends in critical theory as they pertain to Joyce's work. Half the semester will be spent on a careful reading of *Ulysses*. Students will be responsible for seminar reports as well as a midterm paper (7–10 pages) and a final paper (15–20 pages).

Meets Humanities I-A requirement; meets English department seminar requirement.

W. Quillian

Prereq. jr, sr, 8 credits in the department including English 200 or permission of instructor; English 230 and 280 highly recommended; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Independent Study

Students with special interests they wish to pursue, and who can demonstrate both sufficient preparation and a capacity to work productively on their own, may apply for independent study.

Sophomores, juniors, and seniors with particular interests or needs may take 295 for 1 to 4 credits, provided suitable directors for the proposed projects are available.

Juniors and seniors who have devised projects in literary criticism or scholarship, or in original writing, and who can demonstrate strong preparation and ability in the chosen area, may take 395 for 4 credits. A sample paper and a two-page proposal must be submitted along with the registration form (see below) to the Committee on Honors and Independent Work. While the committee will try to provide advisers for all students who meet the above criteria, there is no guarantee a student will be allowed to undertake an independent project; preference will be given to students who can demonstrate thorough preparation for their proposed project, normally through successful completion of course work at the 300 level.

Seniors who have shown promise in a 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 and the Committee on Honors and Independent Work, continue the independent work for an additional 4 credits, with a view toward submission for honors.

Application forms for English 295 or 395, available in the English department office, must be filled out in consultation with the student's major adviser and returned to the department during preregistration. Any questions should be directed to the chair of the Committee on Honors and Independent Work.

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of department; 1 to 8 credits

Environmental Studies

The major and minor in environmental studies are administered by the Department of Earth and Environment. Because of the interdisciplinary nature of the major, curricular recommendations are provided by the Environmental Studies Advisory Committee: Professors Amy (politics), Browne (chemistry), Christiansen (economics, on leave 2006–2007), Dunn (geology), Kebbede (geography), Rachootin (biological sciences), Savoy (environmental studies, geography, geology), Schwartz (history), Werner (geology); Associate Professors Bergmann (art), Bubier (environmental studies), Millette (geography); Assistant Professor Hoopes (biology); Visiting Assistant Professor DiChiro.

Contact Persons

Cecile Vasquez, *senior administrative assistant*
Lauret Savoy, *environmental studies adviser*
TBA, *chair, Department of Earth and Environment*

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 and the effects the environment has on people.

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).

Requirements for the Major

Credits

- A minimum of 44 credits, including an area of concentration

Courses

- Environmental Studies 100, Introduction to 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 the natural sciences and three courses (12 credits) must be from the humanities and social sciences.
- Five courses (20 credits) at the 300 level:
 - Environmental Studies 390, Senior Seminar in Environmental Studies
 - At least three additional courses (12 credits) at the 300 level in the area of concentration. Independent study may be substituted for one of the required advanced level courses, but may not substitute for Environmental Studies 390.
 - One course (4 credits), at the 300 level, which must be in a division different from the concentration.
- In addition to the 44 credits required for the major, students must take one course in statistics: Economics 220, *or* Statistics 140 or 240, *or* Biology 334, *or* Psychology 201. These credits are not counted in the major, although required for the major.

Other

- Concentration within the major can be disciplinary, regional, or topical (see details below).

Environmental studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

Upon completing the major, the student 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.

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 a prerequisite 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 who want to learn more about the environment include introductory biology, chemistry, and geology (Biology 151, Chemistry 101, and Geology 100, 102, 103, or 104), World Regional Geography (Geography 105), and Environmental Geology (Geology 101).

All students must take a course in statistics—either Statistics 140 or 240, *or* Psychology 201, *or* Economics 220, *or* Biology 334. These credits are not counted in the major, although required for the major.

Intermediate Courses

Twenty credits (five courses) at the 200 level are required, of which 8 credits (two courses) must be from the natural sciences (one course must be Environmental Studies 200, Biology 223, Ecology, or Geology 203, Surface Processes). Twelve credits (three courses) must be in different disciplines from the humanities and social sciences (one social science course must be either Politics 266, Environmental Politics, or Economics 203, Environmental Economics. At least one of these three courses must be an approved humanities course. These courses should be chosen from the list of courses approved by the Environmental Studies Advisory Committee (see list below). This list of courses is also available at the department office or from any member of the advisory committee.

Other courses may be counted toward this requirement with the approval of the environmental studies adviser, Lauret Savoy.

Advanced Courses

Environmental studies majors must take five 300-level courses; one *must* be Environmental Studies 390, Senior Seminar, three 300-level courses within the concentration (see below), and one 300-level course outside the concentration. Thus, if a student's concentration is in the social sciences or humanities, a course in the natural sciences is required. Independent study (Environmental Studies 395) may be substituted for one of the required advanced courses.

Areas of Concentration

Environmental studies majors must choose an area of concentration around which to organize their advanced course work. This concentration may be disciplinary (for example, environmental geology or environmental politics); regional (focusing on environmental issues in geographic regions such as Africa or Latin America); or topical (such as biodiversity or global change). Students write a statement articulating the rationale for their concentration by advising period of the second semester of their sophomore year. The concentration must be approved by the student's adviser and the Environmental Studies Advisory Committee.

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 one course (4 credits) at the 300 level. Of these, 8 credits should be from the natural sciences and 8 from the social sciences and/or humanities.

These courses should be chosen from the list of approved courses (see below), which is available at the department office or from any member of the Environmental Studies

Advisory Committee. Other courses may be counted toward the minor with the approval of the environmental studies adviser, Lauret Savoy.

Course Offerings

100fs Introduction to Environmental Studies

This course introduces students to the complexity of selected environmental problems, attempts to foster an understanding of their origins, and discusses potential solutions. In addition, it introduces basic ecological principles, economic, political, and cultural concepts, and their importance to understanding and solving environmental problems.

Does not meet a distribution requirement.

B. Hooker (fall), M. Hoopes (spring)

2 meetings (75 minutes); 4 credits

200f Environmental Science

(Community-based learning course) Most of our society's environmental problems are complex and interdisciplinary in nature. Environmental science is a course designed to teach integrative thinking, the "scientific method," and problem solving. Lectures will be drawn from a variety of scientific fields including ecology, hydrology, chemistry, geology, and biology with an emphasis on ecosystems and biogeochemical cycles. The course will use case studies of regional environmental problems, practical hands-on problem solving, and landscape analysis. Training in field and laboratory techniques is an integral part of the course. Priority given to environmental studies majors.

Meets Science and Math II-B requirement.

J. Bubier

Prereq. Environmental Studies 100 or Environmental Geology 101; one course in statistics is recommended; 4 credits; enrollment limited to 24

256f Interpreting Nature: Environmental Thinking in Europe from the Seventeenth Century to the Present

(See History 256f)

*257s The International Protection of the Environment

(See International Relations 256s and Politics 256s)

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of instructor; 1 to 4 credits

*301s Colloquium: Food and Famine in African History

(See History 301)

321fs 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.

Fall 2006

321f(01) Environmental Justice: Theory and Practice

Examines the historical, theoretical, and political foundations of environmental justice. Drawing connections between the exploitation of the environment and broader social dynamics of inequality, environmental justice links concerns with ecological degradation and sustainability with issues such as civil rights and socioeconomic inequalities. Uses interdisciplinary approaches from geography, anthropology, history, and political economy to explore diverse environmental justice struggles in both U.S. and international contexts. Examines interconnections between environmental justice theory and practice in contemporary issues focusing on health, livelihood, and community sustainability. *Meets Social Sciences III-A requirement.*

G. Di Chiro

Prereq. jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

321f(02) Race, Gender, and Environment

(Same as Gender Studies 333f(02)) An investigation into the sociocultural histories, definitions, and causes of environmental problems. Explores how race, gender, and class are embedded in social, scientific, and political formations, including perceptions of "environment." Using multiple theoretical traditions the course examines ways that different cultures and societies confront questions of identity, power, and knowledge in their ideas and actions to protect the environment.

Draws on contemporary scholarship and social activism from national and international contexts, and addresses environmental topics including ideas/theories of nature, feminist environmentalism, environmental justice, and sustainable development.

Does not meet a distribution requirement.

G. Dichiro

Prereq. jr, sr or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2007

321s(01) Sustainable Agriculture and Agroecosystems

This interdisciplinary science course examines agricultural ecosystems through the study of nutrient cycling, soil processes, hydrology, and plant ecology. The course focuses on reading the primary scientific literature regarding issues of nutrient management, environmental impacts of agricultural practices on adjacent ecosystems, and contributions of agricultural systems to global climate change. Conventional, low-input, and organic agricultural practices are analyzed from the standpoint of environmental impacts. Field trips explore the application of agronomic practices in organic and low-input production systems, with an emphasis on local approaches to sustainable agriculture.

Does not meet a distribution requirement.

B. Hooker

Prereq. at least 8 credits of biology, chemistry, or environmental science, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 14

321s(02) Urban Ecology

(Community-based learning course) Examines theoretical and practical issues concerning the urban environment focusing on current developments in the fields of sustainable/green cities and environmental justice. Taking an historical perspective we explore the social, economic, and environmental factors that influence the development patterns of cities in the U.S. that have led to a host of social and ecological problems affecting the quality of life of people and the health of the environment. This semester we will examine more closely issues relating to urban pollution and disparities in environmental health,

with a focus on environmental justice issues facing the low-income communities in the city of Holyoke.

Does not meet a distribution requirement.

G. DiChiro

Prereq. permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***325s Photography and Landscape: Earth as Visual Text**

Our understanding of the world around us is deeply influenced by the visual images created in response to human experience of nature. This course explores photography as a way of seeing and interpreting landscape and environment through time. Projects allow students to examine visual elements of landscape, develop photographic techniques, and create photo narratives of their own. Using readings, observations, and photographs we consider how cultural and environmental issues and insights are communicated through photographic media. Basic understanding of photography and access to a camera are required.

Does not meet a distribution requirement.

L. Savoy

Prereq. Art Studio 200 or permission of instructor; 4 credits; enrollment limited to 15

344s Biogeochemistry of Northern Ecosystems

(Speaking- and writing-intensive course; same as Biological Sciences 344s) Global climate models and recent evidence show that ecosystems in the northern latitudes are extremely sensitive to climate change. This interdisciplinary science course examines boreal, subarctic, and arctic ecosystems through the study of nutrient cycling, plant ecology, hydrology, soil processes, and biosphere-atmosphere interactions. Topics include fundamentals of biogeochemical elements such as carbon and nitrogen at scales from the microscopic to global, sensitivity, feedbacks to climate change, and disturbance processes such as fire and permafrost degradation.

Does not satisfy a distribution requirement.

J. Bubier

Prereq. At least 8 credits of either biology, chemistry, or environmental science, and permission of the instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

390f Senior Seminar in Environmental

Studies

(Community-based learning course) 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. See the course catalogue supplement for topics, which change from year to year.

Does not meet a distribution requirement.

L. Savoy

Prereq. major; 4 credits

395fs Independent Study

Does not satisfy a distribution requirement.

The department

Prereq. jr, sr, and permission of instructor;

1 to 8 credits

Courses Offered in Other Departments

With the exception of Environmental Studies 100, 200, 267, 295, 321, 325, 344, 390, and 395, all 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 of Earth and Environment or from any member of the Environmental Studies Advisory Committee. 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 the environmental studies adviser, Lauret Savoy.

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 the environmental studies adviser, Lauret Savoy.

Core Intermediate Courses

All students must take *two* courses from Group A and *three* courses from Group B.

In Group A, one of the courses must be Environmental Studies 200, Environmental Science, Biology 223, Ecology, or Geology 203, Surface Processes. In Group B, one of the courses must be Economics 203, Environmental Economics, or Politics 266, Environmental Politics in America. One of the three Group B courses must be a humanities course.

Group A

One of the following is required:

- Environmental Studies 200, Environmental Science *or*
- Biology 223, Ecology *or*
- Geology 203, Surface Processes

And one of the following:

- Biology 213, Ecology and Evolution
- Geography 205, Mapping and Spatial Analysis
- Geography/Geology 225, Evolution of North American Landscapes
- Geology 226, Ocean Environments
- Geology 240, Geological Resources and the Environment

Other courses may be taken with approval from the environmental studies adviser, Lauret Savoy.

Group B

One of the following is required:

- Economics 203, Environmental Economics *or*
- Politics 266, Environmental Politics in America

And two of the following:

- Art History 290(01), Representing Environment
- English/Environmental Studies 267, Reading and Writing in the World
- Geography 204, Human Dimensions of Environmental Change
- Geography 209, Women and the Environment
- Geography 227, Indigenous Peoples of North America
- History 256, Interpreting Nature: Environmental Thinking in Europe from the Seventh Century to the Present
- History 283(02), Mapping the Memorable:

- A Cultural and Environmental History of the Mount Holyoke College Campus
- History 284, History, Ecology, and Landscape
 - Philosophy 240, Nature/Culture/Values
 - Politics 256, International Protection of the Environment
 - Russian Studies 242, Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

At least one course must be an approved humanities course. Other courses may be taken with approval of the environmental studies adviser, Lauret Savoy.

Advanced Courses (300 Level)

Environmental studies majors must take five 300-level courses. All environmental studies majors must declare a concentration, normally at the end of the sophomore year, and submit a concentration statement by advising period, second semester of the sophomore year. This concentration may be (a) disciplinary (e.g., environmental geology, environmental politics); (b) regional (e.g., environmental issues in Africa); or (c) topical (e.g., global warming, biodiversity). Students must take at least three courses at the 300 level that constitute their concentration, one 300-level course in a division different from their concentration, and Environmental Studies 390f, Senior Seminar in Environmental Studies. Environmental Studies 395, Independent Study, may be substituted for one of the required 300-level courses in the concentration. The concentration must be approved by the student's adviser and the Environmental Studies Advisory Committee. Note that many advanced courses will have additional prerequisites that may not count toward core course credit to an environmental studies major.

Examples of advanced environmental studies courses include (*but are not limited to*):

- Biological Science*
- 321(01) Comparative Biomechanics
 - 331 Advanced Ecology
 - 334 Biostatistics
- Chemistry*
- 306 Methods of Measurement

- English*
- 301 Science Writing: The Environment
 - 373 Nature and Gender
- Environmental Studies*
- 325 Photography and Landscape: Earth as Visual Text
 - 344 Biogeochemistry of Northern Ecosystems
 - 390 Senior Seminar (required)
 - 395 Independent Study
- Geography*
- 304 Planning and the Environment
 - 307 Remote Sensing
 - 311 Seminars
 - 312 Seminars
 - 317 Perspectives on American Environmental History (same as Geology 317)
 - 319 Africa: Problems and Prospects
- Geology*
- 326 Global Change
- History*
- 301(01) Food and Famine in African History
 - 355 Contest of Cultures: Amerindians and Europeans in North America, 1500–1800
 - 361 Environmental History: Nature and Industrialization in Britain, 1780–1914 (same as Environmental Studies 361)
- Latin American Studies*
- 387 U.S./Mexico Borders
 - 389 Agrarian America
- Politics*
- 345 Memories of Overdevelopment
 - 346 Seminar on Public Policy

European Studies

The major and minor in European studies are administered by the European Studies Committee: Professors Christiansen (economics), Davis (German), Gill (politics), Jones (Russian, *chair*), Lass (anthropology), Remmler (German studies), Schwartz (history), Vaget (French), Varriano (art); Associate Professors King (history), LeGouis (French), Romero-Diaz (Spanish); Assistant Professors Crumbaugh (Spanish), Frau (Italian).

Contact Persons

Dawn Larder, *senior administrative assistant*
Stephen Jones, *chair*

European thought and culture inform much of the liberal arts curriculum. The European studies major offers students the opportunity to develop a critical, focused understanding of European topics through interdisciplinary study. The major, which is particularly useful for students wishing to integrate work in the arts and humanities (art, literature, music, theatre, etc.) with studies in history and the social sciences, requires competence in and encourages mastery of at least one European language other than English. In close consultation with one or more members of the European Studies Committee, each student shapes her own course of study to reflect her interests.

Requirements for the Major

When a student declares a European studies major, she must submit, for approval by the committee, an essay describing her goals and plans for the major (including a list of courses to be taken). An updated version of this essay, including a list of courses for the major, is required by the end of the first month of the student's senior year. As a major, she must choose a member of the committee as her primary adviser.

Credits

- A minimum of 40 credits divided between at least two disciplines (no more than 8 credits at the 100 level)
- Five courses (20 credits) at the 300 level

- Only 4 credits of independent work can count toward the requirement for courses at the 300 level.

Courses

- One semester of European Studies 316, European Studies Seminar

Other

- Each student, by her senior year, must be able to conduct research with original documents and sources in at least one European language other than English.
- Normally, the student will achieve competence at the 300 level in the language of research.

Students are encouraged to spend one or two semesters in study abroad and to undertake a senior independent project.

Each student's course of study must strike a balance between breadth and concentration. While each student should acquire depth in one discipline, she will also integrate courses from other disciplines into a coherent whole. A major might be organized in one of the following ways: work in several disciplines on a single century; two disciplinary approaches to European themes or problems; a thematic focus within a general European focus, such as art and revolution, labor, the modern novel, the opera as "total" art form, political thought, popular culture, women.

NOTE: No more than 32 credits may be devoted to a single country, century, or theme.

Students particularly interested in medieval Europe should consult members of the Medieval Studies Committee.

European studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

A student wishing to pursue this minor must present a short proposal demonstrating the cohesiveness of her minor; this proposal must be approved by the chair of the European Studies Committee.

Credits

- A minimum of 20 credits beyond the 100 level distributed between at least two departments
- At least 8 credits at the 300 level

Courses

- One semester of European Studies 316, European Studies Seminar

Other

- Courses taken in modern language departments must be beyond the level of the College language requirement.

Course Offerings

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

316s European Studies Seminar

Spring 2007: Foreigners Within, Foreigners Without: Europe and Its New Neighbors

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?

Does not meet a distribution requirement.

S. Jones

Prereq. jr, sr, or permission of instructor, at least one course at the 200 or 300 level relevant to European studies; 1 meeting (3 hours); 4 credits

**Reality and Poetry: Anthropology, Linguistics, and the Modern Imagination*

(Writing-intensive course; same as Anthropology 316) From the early 1900s to the late 1960s, from the Futurists to the Surrealists and Abstract Expressionists, from Moscow to Prague or Paris, via the Amazon rainforest and Mexico to New York City (even South Hadley) and back, this seminar will retrace the development and influence of linguistics and anthropology in the context of modern art and social thought.

Does not meet a distribution requirement.

A. Lass

Prereq. jr, sr, or permission of instructor, at least one course at the 200 or 300 level relevant to European studies; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Europe and the Euro*

During the past few years, the European Union has adopted the euro as their new currency, welcomed ten new members into its fold, and agreed on a constitution. These historic events will be our starting point for exploring broader questions concerning the future of European diversity and integration. Will the new Europe develop its own identity while sustaining and fostering national and regional identities? What will become of European diversity in political and legal traditions, culture, technology, and other institutions? We will examine and evaluate these issues in their historical, cultural, economic, and political context, both from an internal and an external perspective.

Does not meet a distribution requirement.

J. Christiansen

Prereq. at least one course at the 200 or 300 level relevant to European studies or permission of the instructor; 1 meeting (3 hours); 4 credits

NOTE: Mr. Christiansen will be teaching in collaboration with other members of the European studies program.

***375f Sex and the City: Gender-Power Relations in Early Modern Europe**

(See Romance Languages and Literatures
375(01))

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Film Studies

The Five College Film Studies major and the minor in film studies are administered by the Film Studies Steering Committee: Staiti (art), Wartenberg (philosophy); Associate Professors Blaetz (film studies, *chair*), Sinha (art), Young (English); Assistant Professors Crumbaugh (Spanish), Gundermann (Spanish); Visiting Artist Perlin (Five Colleges).

Contact Persons

Bridget Barrett, *secretary*

Rose Ryan, *senior administrative assistant*

Robin Blaetz, *chair*

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.

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

1. One introduction to film course (normally taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately 50 years of international film history)
3. One film theory course
4. One film genre or authorship course
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic

8. One film, video, or digital production course, but no more than two courses may be used toward the major.
9. Two electives from any of the above categories

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental), and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements.

Other

- 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
- Three courses (12 credits) at either the 200 or 300 level
- At most one shall be a component course.
- At least two shall be core courses.

Course Offerings

101f Film and History: The Remake

(Writing-intensive course; first-year seminar)
How do films about historical figures and events differ from written versions? Why do Hollywood and the world's film industries continually re-imagine the events of the past (there have been over 40 films made about Joan of Arc alone), and what do audiences enjoy in these films? Through readings, discussion, and film screenings we will examine the relationship between cinema and history. *Meets Humanities I-A requirement.*

R. Blaetz

Prereq. only first-year students may preregister for this course; soph, jr, and sr may inquire if there is space available during the first two weeks of class; 2 meetings (75 minutes), with an evening screening; 4 credits; enrollment limited to 15

201s Introduction to Film

This course teaches the basic concepts and critical skills involved in interpreting film. Through lecture, reading, discussion, and screening of films both in and outside of class, the student will become a more informed and sophisticated observer of the cinema. During the first half of the semester, the class will study form and style in narrative film as well as in nonnarrative practices such as avant-garde and documentary filmmaking. For the remainder of the course, the class will examine some of the major critical approaches in the field.

Meets Humanities I-A requirement.

R. Blaetz

2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 40

202f Talking Pictures: An Introduction to Film

(Same as Art History 202) 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*.

Meets Humanities I-A requirement.

P. Staiti

2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 40

203f Introduction to Spanish and Latin American Film

(See Spanish 221f)

210f Production Seminar in the Moving

Image

210f(01) Space, Silence, Splicing, Sound: Beginning Video Production

This beginning video course is an intensive introduction to digital video cameras, microphones, lights, and digital video editing. The "space" section investigates basic shooting strategies. In the "silent" section, we study the silent film genre, viewing historical and contemporary works. "Splicing" looks at editing as a primary focus for the creation of meaning. The "sound" section examines audio as an aesthetic world with a life of its own. The course requires production assignments and numerous readings, and weekly evening screenings. Final projects entail the creation of one or more videos of your own devising. *Meets Humanities I-A requirement.*

J. Perlin

1 meeting (3 hours), 1 screening (3 hours); a lab fee may be charged; 4 credits; enrollment limited to 12

***220 Special Topics in Film Studies**

***220(01) Music and Film**

(See Music 220)

***220(02) Religion and Film**

(See Religion 213)

***220(03) Screenwriting**

(See Theatre 243)

***220(04) Economics in Popular Film**

(See Economics 100)

***220(05) American Media History**

(See History 283(06))

***220(06) American Popular Culture, 1945 to the Present**

(See History 283(01))

***230s Documentary Film**

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.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes) plus 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

*240 Experimental Film

This course examines some aspect of the history and aesthetics of cinema made outside of the narrative practice of the classical Hollywood model. Some areas of focus include: surrealism and the cinema, American avant-garde cinema, or women's experimental cinema.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 hours); 4 credits; enrollment limited to 25

250s History of World Cinema

This course offers an historical survey of the cinema as a developing art form and a means of communication. We consider the national, economic, and social conditions of an international medium that has existed for over a century. The national and thematic focus of the course shifts through the semester. For example, we focus on U.S. film in studying the earliest developments in film technology and narrative, Soviet and French films to study the formal and social experimentation of the 1920s, and films made in Cuba and Brazil to elucidate political filmmaking in the 1960s. The course provides a background for understanding film history and pursuing further studies in the field.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits; enrollment limited to 40

260f 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.

260f(01) The Musical Film

(Same as Gender Studies 204f(02)) This course explores the American musical film from its first appearance in the early 1930s in the films of Busby Berkeley to its 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.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes) and 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

*260s(01) The Science Fiction Film

This course explores various manifestations of the science fiction film as it has appeared from the beginning of film history. Examples include the early "magic" films of Mèliès and Clair, as well as the numerous examples of the genre from the 1950s, and more contemporary films such as *2001* and *Videodrome*. The course traces the formal and thematic history of the genre, with attention paid to the figuration of modern science, the evolution of social roles, the technological body, and postmodern representations of time and space.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes) and 1 screening (2 1/2 hours); 4 credits; enrollment limited to 25

270s 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.

Spring 2007: Specters, Monsters, and the Mind (Writing-intensive course; same as German Studies 231s) We study the phenomena of the "Gothic" and "Grotesque" in film and literature and the cross-cultural influences on their form. Texts and films include Mary

Shelley's *Frankenstein* and the 1931 film classic starring Boris Karloff; Bram Stoker's *Dracula*, adaptations with actor Bela Lugosi, director Coppola, and German expressionist and New Cinema auteurs, Murnau and Herzog; Poe's *The Masque of the Red Death*; Meyrink's *The Golem* and Gaileen's impressionist film; Kafka's *Metamorphosis* and Nemec's film; and Dürrenmatt's *The Visit*, the films starring Ingrid Bergman and Anthony Quinn, and Hyenes (1991) by Senegalese director Ousmane Sembène.

Meets Humanities I-A requirement.

G. Davis

2 meetings (75 minutes) and 1 screening (2 1/2 hours); 4 credits; enrollment limited to 30

280f Film Authorship

Offers a critical, historical, and theoretical approach to one or more of the people or institutions involved in the production of film.

Fall 2006: Films of Margarethe von Trotta (Writing-intensive course; same as German Studies 223f) Award-winning contemporary filmmaker Margarethe von Trotta has created controversy both as a woman in a "male" domain and through her women protagonists. We study unconventional women who challenge their worlds and themselves, trying to forge a place in society and relationships which break through traditional patterns. The course also introduces basic film vocabulary and explores such cultural topics as lifestyle changes (in the comedy *Mit fünfzig küssen Männer besser*), German terrorism and the tabloid press (*The Lost Honor of Katharina Blum*), love in divided Germany (*The Promise*), a women's boycott which saved their Jewish husbands (*Rosenstraße*), and the "secret" police (*Die andere Frau*).

Meets Humanities I-A requirement.

G. Davis

Prereq. open to students who have completed an intermediate-level German course, or permission of department chair; 2 meetings (75 minutes), 1 screening (2 hours); 4 credits; enrollment limited to 25

***290f Philosophy and Film Theory**

(See Philosophy 275f)

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of department; 1 to 4 credits

310s Production Seminar on the Moving Image

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.

Meets Humanities I-A requirement.

J. Perlín

Prereq. permission of instructor only; 1 meeting (3 hours), 1 screening (2 1/2 hours); a lab fee may be charged; ; 4 credits; enrollment limited to 10

NOTE: *Students must apply for entrance into this course. Please go to the film studies office for an application. Seniors will have priority.*

320fs Seminar in Film Studies

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.

Fall 2006:

320f(01) Visualizing Cultures
(See Anthropology 310f)

**320f(03) Modernism and the Cinema*

This seminar examines the history of modernism in 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.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. 8 credits in the department including 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 12

Spring 2007:

320s(01) Representations of Animals in Ameri-

can Film

(See Theatre Arts 350s and American Studies 301s(03))

***330f Topics in Documentary Film**

Examines the history and aesthetics of non-fiction cinema.

Meets Humanities I-A requirement.

The department

Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

***340 Topics in Experimental Film**

Examines some aspect of the history and aesthetics of cinema made outside of the narrative practice of the classical Hollywood model. Some areas of focus include: surrealism and the cinema, American avant-garde cinema, or women's experimental cinema.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

***360 Topics in Film Genres**

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 films.

**360 Film, Melodrama, and Horror*
(See English 381)

Meets Humanities I-A requirement

The department

Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

370fs Topics in National/Transnational Cinemas

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.

Meets Humanities I-A requirement.

The department

Prereq. 8 credits in the department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

Fall 2006

370f(01) Coitus Interruptus: Indian Film and Its Attractions
(See Art History 360)

Spring 2007

370s(01) Seminar in Spanish and Latin American Film: Feeling the Fake: Pedro Almodovar
(See Spanish 320s)

370s(02) From Kaiser to Hitler: Berlin 1871–1933 in Text and Film

(Same as German Studies 325s; taught in German) We explore Berlin from the *Gründerjahre* to the end of the Weimar Republic, a period of unprecedented economic growth, scientific development, and political and cultural change, studying documents from history, politics, science, philosophy, literature, and the arts. Topics may include: Jewish culture in Berlin; Naturalism and the scientific revolution; Expressionism and Weimar Cinema; the New Woman and the Golden Twenties; post-WWI economic depression. Selected texts about and by: Bismarck; Nietzsche; Fontane, Hauptmann, Döblin, Brecht; Helene Lange; Einstein; Zille and Käthe Kollwitz; films: *Der Hauptmann von Köpenick*, *Berlin: Sinfonie einer Großstadt*, *Metropolis*, *Berlin Alexanderplatz*.
Meets Humanities I-A requirement.

G. Davis

Prereq. sr, 12 credits beyond 220, including one 300-level course, non-seniors by permission of the department chair; 1 meeting (2 1/2 hours); 4 credits; enrollment limited to 16

370s(03) From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American Cinemas
(Same as Spanish 361s, Italian 361s, French 321s, and Romance Languages and Literature 375s)

**370(02) Seminar in American Film: Hollywood Film*
(See Art History 350)

**370(04) Courses in Francophone Studies:*

Ousmane Sembene

(See French 341)

**370(05) Topics in German Literature and Culture: BunTesdaDeutschland*

(See German Studies 315)

**370(06) Nostalgia and Utopia: Nineteenth-Century German Literature and Utopia*

(See German Studies 311)

**370s(07) Seminar: Reality in Latin American Film*

(See Spanish 320)

380fs Topics in Film Authorship

Offers a critical, historical, and theoretical approach to one or more of the people or institutions involved in the production of film.

Meets Humanities I-A requirement

The department

Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

Fall 2006: The Eighteenth Century:

Jane Austen: Readings in Fiction and Film

(Writing-intensive course; see English 320)

Spring 2007: Hitchcock and After

(See English 374s)

**380(02) Shakespeare on Film*

(Writing-intensive; see English 384)

**380(04) Henry James into Film*

(Writing-intensive course; see English 345f(01))

***390 Topics in Film Theory**

Offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

Meets Humanities I-A requirement

The department

Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits; enrollment limited to 15

**390 Philosophy and Film*

(Writing-intensive course; see Philosophy 375)

**390 Feminist Theory and Film*

(Writing-intensive course; see English 385)

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of department; a lab fee may be charged; 1 to 8 credits

French

The major and minor in French are administered by the Department of French: Professors Gadjigo, Gelfand, LeGouis (on leave spring 2007), Rivers (*chair*, on leave spring 2007), Switten, Valet; Senior Lecturer Holden-Avard; Visiting Assistant Professor Guévremont; Visiting Lecturer Bloom.

Contact Persons

Mary Fanelli, *senior administrative assistant*
Christopher Rivers, *chair; on leave spring 2007*

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 French-speaking world. It also offers familiarity with the interdisciplinary exchanges—art, literature, history, politics, music, philosophy—that inform French studies today. All courses are conducted in French (except 220). In language courses, students work with native French and Francophone assistants in small supplementary conversation groups. Technological resources (Web, WebCT, email, computer-assisted applications, CD-ROMs, video, and various multimedia tools) are used in courses at all levels to foster individual learning and to promote communication with the international community. 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.

The department offers courses in language, culture, and literature at all levels.

Department Web Site

<http://www.mtholyoke.edu/acad/fren/>

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

- Two intermediate courses in culture and literature (215, 219, 225, or 230)
- One 4-credit elective in culture and literature at the 200 or 300 level
- Three courses in culture and literature at the 300 level. At least one must deal (in whole or substantial part) with culture and/or literature prior to 1800, and at least one other must deal (in whole or substantial part) with culture and/or literature after 1800. Independent study (295 and 395) and courses taught in English translation will not be counted among these courses.
- One advanced-level seminar (370)
- Advanced language study in phonetics as well as in grammar, composition, or stylistics, equivalent to 4 Mount Holyoke credits and subject to approval by the French department. 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.
- 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. Independent study will not be counted among these courses.
- 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.

Other

- 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; classicism; symbolism; travel literature, etc. She should work closely with a faculty adviser 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.
- 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. By taking appropriate courses, a student may bring back the equivalent of 4 Mount Holyoke credits in advanced language study (two in phonetics, and two in grammar, composition, or stylistics) as well as two courses at the 300 level to count toward the major. 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.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- Two intermediate courses in culture and literature (215, 219, 225, 230)
- Two advanced courses in culture and literature (300 level)

Other

- Independent study (295 or 395) does not count toward the minor.
- Students spending their junior year in France or a Francophone country with a program approved by the department may bring back one course at the 300 level.

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 adviser or the chair of the French 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 French department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Junior Year in France or a Francophone Country

Study abroad in France or in a Francophone country is 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).

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. Please consult

the French department and the 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 Center for Global Initiatives. See <http://www.mtholyoke.edu/acad/programs/global/>.

Course Selection

A student who has never studied French should enroll in French 101/102, a two-semester course for beginners. An entering student planning to enroll in a French course her first semester, and any student who has not previously taken a French course at Mount Holyoke, must take a placement test and complete a language questionnaire. Both are available online at http://www.mtholyoke.edu/acad/fren/forms/quest_lang.html.

Students who have previously studied French at Mount Holyoke and who wish to continue must have the prerequisites stipulated for specific courses.

Course Offerings

101f–102s Elementary French

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 and a varied laboratory program. Recommended for students with no previous training in French or a maximum of one year of French at the high school level. Students must complete both French 101 and French 102 to fulfill the language requirement.

Does not meet a distribution requirement.

C. Bloom, N. Holden-Avard, the department

Prereq. no previous study of French or a placement score of 0–150; 5 meetings (50 minutes), or 2 meetings (75 minutes) and 2 meetings (50 minutes), plus conversation lab; 4 credits; enrollment limited to 16

201fs Intermediate French

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 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 nonliterary texts; and, guided oral expression through structured discussions and exercises. Meetings in small groups with French or Francophone assistants will provide additional practice using the language in cultural contexts.

Meets language requirement; does not meet a distribution requirement.

C. Bloom, N. Valet, the department

Prereq. French 102, or placement score of 150–350, or department placement; 2 meetings (75 minutes) and 1 meeting (50 minutes), plus conversation lab (50 minutes); 4 credits; enrollment limited to 16

203fs Advanced Intermediate French

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 biweekly essays, class discussion, and grammar review. Students spend an additional hour each week with native French and Francophone assistants in small supplementary conversation groups.

Meets language requirement; does not meet a distribution requirement

S. Gadjigo, E. Gelfand, F. Guévremont (fall), F. Guévremont, N. Valet (spring)

Prereq. French 201, or placement score of 350–450, or department placement; 2 meetings (75 minutes), 1 meeting (50 minutes), plus conversation lab; 4 credits; enrollment limited to 16

Intermediate Level Courses in Culture and Literature

215fs Introduction to the Literature and Culture of France and the French-Speaking World

(Writing-intensive course) 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.

Meets language requirement or Humanities I-A requirement.

E. Gelfand, C. LeGouis (fall);

E. Gelfand, the department (spring)

Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

219fs Introduction to the French-Speaking World

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.

Meets multicultural requirement; meets language requirement or Humanities I-A requirement.

S. Gadjigo

Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

225f Introduction to Contemporary Culture and Media of France and the French-Speaking World

(Speaking-intensive course) The primary purpose of this course is to familiarize students with contemporary issues in French

culture as they are represented in French-speaking media of today. This course will introduce students to contemporary popular culture in France and the French-speaking world, largely through the study of recent (post-1995) 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.

Meets language requirement or Humanities I-A requirement.

C. Rivers

Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

230s Intermediate Courses in Culture and Literature

In order to explain the complexity of present-day France, this course will explore its most conflictual historical moments — feudalism, absolute monarchy, political and social revolutions. Students will learn the social and historical context of French art and architecture.

230s(01) Introduction to the Civilization of France

(Speaking-intensive course) While exploring the decisive periods of France's past, students will also examine the development of art and architecture, from the Middle Ages to the twentieth century, and familiarize themselves with the mentality of each period (emphasis on medieval cathedrals and Renaissance castles, Baroque and Rococo works of art, and nineteenth-century paintings). Course content can be found at <http://www.mtholyoke.edu/courses/nvaget/230/syllabus230.html>.

Meets language requirement or Humanities I-A requirement.

N. Vaget

Prereq. French 203, or placement score of 450+, or department placement; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

295fs Independent Study

Does not meet a distribution requirement.

The department

*Prereq. soph with permission of department;
1 to 4 credits*

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. Specific courses that satisfy the pre-1800 requirement for the major are indicated in parentheses after the course title. All courses that do not bear this indication satisfy the post-1800 requirement.

311fs 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.

Fall 2006: Eroticism and Courtliness: Medieval Stories of Desire (Pre-1800)

A study of how medieval stories propose simultaneously the celebration of sexuality and its containment within the social fabric. Against what constraints do individuals pursue their desires? Are masculine and feminine desires equally represented? After initial review of the Tristan legend, readings will include courtly romances placed beside bawdy and humorous tales to engage the full spectrum of emotions and relationships and to ask if those relationships differ (and if so, how they differ) from relationships that pertain today.

Meets Humanities I-A requirement.

N. Margolis

*Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor;
1 meeting (2 hours, 50 minutes); 4 credits;
enrollment limited to 16*

Spring 2007: From Hope to Despair: Life and Letters in Interwar France

Study of French society, politics, literature, 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, and class differences mark the period? What issues still resonate today? Authors and artists from among: Gide, Cocteau, Dulac, Clair, Breton, Dali, Colette, Pagnol, Mauriac, Giono, Malraux, Nizan, Aragon, Weil, Beauvoir, Sartre, Renouir, Césaire, Brasillach, Pétain, Vercors, de Gaulle.

Meets Humanities I-A requirement.

E. Gelfand

*Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor;
1 meeting (2 hours, 50 minutes); 4 credits;
enrollment limited to 16*

***320 French Studies in English Translation with Advanced Course Work in French**

Students may enroll in French 320 if they wish to take French 220 and fulfill a 300-level course requirement. Readings and written work must be done in French. There may be additional readings, discussion hours, and papers assigned beyond the French 220 course work.

Meets Humanities I-A requirement.

Prereq. two of the following courses: French 215, 219, 225, or 230, and permission of department chair and course instructor; students will schedule extra meetings with the instructor in addition to the scheduled French 220 meetings; 4 credits; enrollment limited to 20

321s Seminar in Romance Languages and Literatures

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 are expected to read works and write papers in French.

Spring 2007: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New Cinemas

(Taught in English; same as Spanish 361s, Italian 361s, Film Studies 370s, and Romance Languages and Literatures 375s) In this seminar, we will study the cross-cultural influences between Italian neo-realism, the French *nouvelle vague*, and the New Latin American Cinemas. Both the Italian and the French movements represent models and counterpoints for those Latin American filmmakers of the 1950s and 60s who sought to redress the dominance of the realist American model in Latin America and the domination of the markets by the products of Hollywood. The New Latin American Cinemas, in turn, paved the way toward the emergence of Third Cinema. We will study films, as well as cinematic theory, from Italy, France, the Soviet Union, Japan, Cuba, Brasil, Argentina, and Mexico. *Meets multicultural requirement; meets Humanities I-A requirement.*

C. Gundermann

Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

NOTE: Students who wish to receive 300-level credit in French must write their papers and do appropriate course readings in French.

331fs 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.

Fall 2006: From Rococo to Revolution: Marivaux, Beaumarchais, and the Birth of a Republic (Pre-1800)

A paradox of the eighteenth century lies in the disparity between those who selfishly seek individual happiness and others who generously die for social justice. We will read plays from the Rococo period by Marivaux and Beaumarchais, who portrayed the elegant but fragile aristocracy; then study the French revolution of 1789 and view twentieth-century films that offer diverse perspectives on

the fall of the Old Regime and the triumph of the Bourgeoisie: Jean Renoir (*La Marseillaise*, 1937), Ettore Scola (*La nuit de Varennes*, 1982), Andrzej Wajda (*Danton*, 1987), and Eric Rohmer (*The Lady and the Duke*, 2003). This is a multimedia course. Digital Story Telling will replace a term paper.

Meets language requirement or Humanities I-A requirement.

N. Vaget

Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; technological support for iMovie is provided, and lab sessions are built into the syllabus; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

Spring 2007: Road Trips: Tales of Travel in the Americas

This class will explore the question of “américanité,” or the Québécois’ ambivalent cultural and individual sense of belonging to North America, through the study of travel literature and film. Where do the Québécois situate themselves, in the North American context? How is that different from the way the Americas have been perceived historically by French travelers? And, more fundamentally, why the need for such continental identities? Initial readings will focus on early French descriptions of the Americas, and on the *romans du terroir*, before turning to recent and contemporary novels and films. *Meets language requirement or Humanities I-A requirement.*

F. Guévremont

Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

*341s 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.

**(01) Ousmane Sembène: L'oeuvre d'un artiste-militant*

Né en 1923 au Sénégal, l'écrivain-cinéma Ousmane Sembène est un des rares témoins

des trois périodes marquantes de l'histoire contemporaine de l'Afrique dite franco-phone: la période coloniale, la lutte pour les indépendances politiques et économiques et l'effort de secouer le joug du néocolonialisme à travers la réhabilitation du patrimoine culturel du continent. Ce cours consacré à son oeuvre vise à explorer les grands faits marquants de sa vie, son engagement dans les mouvements de gauche européens, sa venue à l'écriture et surtout les caractéristiques dominantes de son oeuvre cinématographique.

Meets language requirement or Humanities I-A requirement.

S. Gadjigo

Prereq. two of 215, 219, 225, or 230; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

NOTE: *Interview with course instructor during fall advising period is mandatory.*

351f 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 theories of sexuality and sexual difference.

Fall 2006: "Every Secret Thing": Contemporary Women's Autobiographical Narrative in French
This course will examine contemporary autobiographical narratives written by women, with a particular focus on living authors whose works include fictional, nonfictional, and semifictional texts (Ernaux, Condé, Cusset, Nothomb). We will analyze the ways in which these authors present their life stories, especially traumatic or secret episodes, and the ways in which their works discuss the process of that presentation and of memory itself. Themes that are common to these autobiographical texts include: relationships with family, education, sexuality, class, and love. We will study several autobiographical films made by women.

Meets language requirement or Humanities I-A requirement.

C. Rivers

Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 1 meeting (2 hours, 50 minutes); 4 credits;

enrollment limited to 16

***361s 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.

***361s Atelier de traduction**

This course is designed to give students practical, hands-on experience in the translation, from French to English, of a literary work.

We will begin the semester with readings in translation theory before moving on to the selection (by students) of a literary text. Students will work collaboratively in teams on a collective translation; teams will meet on a weekly basis with the professor for a detailed review of the work in progress. At the end of the semester, each team will submit the definitive version of their translation as well as a paper reflecting on the particular linguistic challenges encountered and their resolution thereof.

Meets Humanities I-A requirement.

C. Rivers

Prereq. two of 215, 219, 225, or 230; or permission of department chair and course instructor; 1 meeting (2 hours, 50 minutes); 4 credits

NOTE: *Limited to students who have taken at least two 300-level French courses or, in special cases, per instructor.*

370fs 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.

Fall 2006: The French New Wave: Its Origins and Its Influence

The New Wave was a series of films made in

the 1960s by a group of pioneers, known as *rats de cinémathèque*, who had seen almost every film ever made and particularly admired American and Russian cinema. This creative explosion won an aesthetic and political victory against an increasingly affluent, self-satisfied society, and brought about a revolution in the film industry that still echoes today.

Meets Humanities I-A requirement.

C. LeGouis

Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; one meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

Spring 2007: Women and Writing in French-Speaking Africa

This course explores writings by women in French-speaking Africa from its early beginnings in the late 1970s to the present. Special attention will be given to social, political, gender, and aesthetic issues.

Meets language requirement or Humanities I-A requirement.

S. Gadjigo

Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr with permission of department; 1 to 8 credits

Courses Offered in Translation

These courses satisfy the distribution requirement for English literature or foreign literature in translation.

***220 French Studies in English Translation**

(Taught in English) These courses satisfy the distribution requirement for English literature or foreign literature in translation.

Meets Humanities I-A requirement.

Students may receive 300-level credit for extra reading and written work in French; 4 credits; enrollment limited to 20

Gender Studies

The major and minor in gender studies are administered by the Department of Gender Studies: Associate Professors Blaetz, Gundermann, Penn, Renda (*chair*), Townsley, Young; Senior Lecturer Ackmann; Visiting Assistant Professors Helie, Weinstein.

Contact Persons

Cynthia Meehan, *senior administrative assistant*

Mary Renda, *chair*

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, and sexuality; 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, feminist theory, global power relations, and methodology. Drawing on courses offered across the Mount Holyoke curriculum and in the Five Colleges, majors then develop concentrations in areas of particular interest. Possible areas of concentration include, but are not limited to: 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 full-year, two-credit per semester, 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.

Requirements for the Major

Credits

- A minimum of 40 credits; 20 credits at the 300 level

Courses

- Gender Studies 101, Introduction to Gender Studies
- 201, Feminist Methods
- 221, Feminist Theory
- 250, Gender and Power in Global Contexts
- 333, Interdisciplinary Seminar (two courses under this rubric)
- 390, Internship or Field Project
- 391–392, Senior Seminar
- The remaining 8 credits (of which 4 credits must be at the 300 level) may be chosen from gender studies courses or courses approved by the department.
- Additionally, all students must submit a focus statement during their junior year.

Additional Requirements

Majors are required to complete a minor in another discipline or interdisciplinary area.

Each gender studies major shall also submit to her major adviser a two-page statement that identifies the central question or questions that she anticipates will define her concentration within the major. This statement should include a list of at least four courses that constitute a concentration within the major and an explanation of how

these courses cohere around the question(s) that form the central focus. In particular, the statement should clearly identify the substantive focus of the student's program, defend its significance, list the courses she has taken and intends to take, and describe their relation to the theme. This statement is due during preregistration of the second semester of the student's junior year.

Requirements for the Minor

Credits

- A minimum of 20 credits; 16 credits above the 100 level

Courses

- Gender Studies 101, Introduction to Gender Studies
- 221, Feminist Theory or 250, Globalization
- 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

101fs Introduction to Gender Studies

(Speaking-intensive course) This course examines the social and historical construction of gender from cross-cultural and interdisciplinary perspectives. The intersections among gender, race, class, and sexuality in various contexts, past and present, will be central to our inquiry. Topics will include the politics of appearance, women's economic status, sexual violence, racism, legacies of colonialism, the challenges of transnational feminist activism, and strategies for change. We will examine the development of feminist theory and its practices in various local and transnational contexts.

Does not meet a distribution requirement.

*M. Renda (fall, spring), J. Weinstein (spring)
2 meetings (75 minutes); 4 credits; enrollment limited to 45*

117s (01) Gender, Ethnicity and Culture: Colonial Dichotomies and Contemporary Debates

(First-year seminar) This course examines the racial and gender foundations of

nineteenth-century colonial projects and the impact of colonial categories on contemporary western politics. How did racial and gender dichotomies shape relationships (and the potential for alliances) between colonized and colonial women in the past? How does the portrayal of "Muslim women" today—in conservative discourses but also in feminist organizing—affect women from Muslim backgrounds? And how are women's human rights advocates responding to such challenges? We will focus on British and French historical cases and explore the different forms of women's transnational solidarity in today's globalized world.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Hilie

*Prereq. fy only; 2 meetings (75 minutes);
4 credits; enrollment limited to 18*

119f Women's Public Voices

(Writing-intensive course; first-year seminar) This course will explore creating and critiquing public writing by women. It will examine the genres of the op-ed, political column, memoir, and broadcast commentary. The seminar will ask the questions: what constitutes a "women's issue" in public discourse and how can women best influence public debate. Among the public writers we will read are Mount Holyoke College alumnae who write for newspapers, magazines, and other media outlets. Students also will learn to write and submit for publication or broadcast op-eds and short radio commentaries. A field trip to meet with women writers and editors at the New York Times is planned.

Does not meet a distribution requirement.

M. Ackmann

2 meetings (75 minutes); 4 credits

201s Introduction to Feminist Methodologies

This course examines a range of methodologies from the humanities, social sciences, and natural sciences and provides a foundation for advanced work in the major. It considers the specific advantages of diverse disciplinary approaches for feminist inquiry as well as their limitations for considering issues that do not divide neatly along disciplinary lines. The course encourages students to begin to

think about the challenges of doing rigorous interdisciplinary research.

Does not meet a distribution requirement.

M. Renda

Prereq. Gender Studies 101 or Women's Studies 101, 1 laboratory course in a natural or physical science (completed or taken concurrently), or permission of the instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

204f Women and Gender in the Study of Culture

204f(01) Sexuality and Women's Writing

(Same as English 286f) An examination of how U.S. women writers in the twentieth century represented lesbian, queer, and homoerotic possibilities in prose. Topics to include: literary strategies for encoding sexuality; thematic interdependencies between sexuality and race; historical contexts such as the "inversion" model of homosexuality and the Stonewall rebellion; theoretical issues such as the "heterosexual matrix," the "epistemology of the closet," and tensions between lesbian and queer models of sexuality. Authors studied may include Allison, Brown, Cather, Gomez, Larsen, McCullers, Moraga, Nestle, Pratt, Stein, and Woolson; theorists may include Butler, Lorde, Rich, and Sedgwick.

Meets Humanities I-A requirement.

E. Young

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

204f(02) The Musical Film

(Same as Film Studies 260f) This course explores the American musical film from its earliest appearance in the early 1930s in the films of Busby Berkeley to its 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.

Meets Humanities I-A requirement.

R. Blaetz

Prereq. Film Studies 201 or 202 or permission of instructor; 2 meetings (75 minutes) plus 1 screening (2 hours, 30 minutes); 4 credits; enrollment limited to 25

206fs Women and Gender in History

Fall 2006: American Women's History, Settlement to Reconstruction

(Same as History 275f) Introduction to major themes in U.S. history through the lens of women's history. Located both near the centers of power in American society and at its margins, the history of women as a social group is one of conflict and diversity. While women do not make up a coherent group, all share the unique experience of being "women" in class, racial, and religiously specific ways. Themes include Native American and Hispanic women during European contact and settlement; the impact of the American Revolution; benevolent women and the "fallen" women they hoped to help; enslaved women and the plantation mistress; women in the multicultural west; women's involvement in the Civil War and Reconstruction.

Meets Humanities I-B requirement.

J. Gerhard

2 meetings (75 minutes); 4 credits; enrollment limited to 20

Spring 2007: U.S. Women's History since 1880

(Same as History 276s) 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.

Meets Humanities I-B requirement.

J. Gerhard

2 meetings (75 minutes); 4 credits; enrollment limited to 20

210fs Women and Gender in Religion and

Philosophy*Fall 2006*

210f(01) Women and Gender in Islam
(Same as Religion 207f and Asian Studies 207f) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Steinfels

2 meetings (75 minutes); 4 credits; enrollment limited to 25

210f(02) Women in American Religious History
(Same as Religion 218f) 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.
Meets Humanities I-B requirement.

J. Crosthwaite

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

Spring 2007

210s(01): Women and Philosophy
(Same as Philosophy 249s) Do we all dress in drag? Should women strive to be less emotional? Is sexuality socially constructed? Is popular culture harmful to women? This course focuses on philosophy that explores women's understanding of reality. By studying the work of various twentieth-century feminist philosophers as well as films and stories, we shall explore a number of crucial philosophic concerns including truth, the self, and morality. Our aim is to become philosophers ourselves, thinking deeply about issues of fundamental importance to our lives.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 50

212fs Women and Gender in Social Science*Fall 2006*

212f(01) Psychology of Women: The Classic Texts

(Speaking-intensive course; same as Psychology 211f) An intensive analysis of key works that have shaped the study of the psychology of women over the past 100 years. Each week we will read and analyze a major text, situating its ideas within historical and cultural contexts of the field at that time. Works to be considered include: Freud's, Horney's, and Deutsch's psychoanalytic papers on women; Chodorow's *Reproduction of Mothering*; Gilligan's *In a Different Voice*; Miller's *Toward a New Psychology of Women*; Chesler's *Women and Madness*; Valian's *Why So Slow?*; and Fausto-Sterling's *Myths of Gender*.

Meets Social Sciences III-A requirement.

G. Hornstein

Prereq. Psychology 100, preference given to those who have taken Psychology 200, 201, and 220; 1 meeting (3 hours); 4 credits

Spring 2007

212s(01) Women and the Environment

(Same as Geography 209s) People's interactions with their environments are socially constructed. In this seminar, some of the ways in which women and girls interact differently with the environment are examined. Topics include: women and nature, women in agricultural systems, women and environment/health/disease, women in earth and environmental movements, and fieldwork and researcher-informant relations.

Does not meet a distribution requirement.

G. DiChiro

2 meetings (75 minutes); 4 credits; enrollment limited to 20

212s(02) Anthropology of Food and Agriculture

(Same as Anthropology 216s) This course examines the topics of food and agricul-

ture by exploring food-related practices within households and communities and the interconnections between different parts of the food system—including markets, local cuisine, farming systems, international regulations, genetically modified foods, and global trade. Drawing from theoretical perspectives including feminist theory, political ecology, and science studies, we will examine food and agriculture as markers of ethnicity, nationality, and class. In addition, we will explore the gendered dimensions of food production and provisioning, examining in turn the place of women in systems of food marketing and consumption.

Meets Social Sciences III-A requirement.

C. Heller

Prereq. Anthropology 105 or permission of instructor; 2 meeting (75 minutes); 4 credits; enrollment limited to 30

221f Feminist Theory: Feminist and Queer Theory

Queer theory follows certain strands of feminist theory in rejecting the notion that gender and sexual orientation are essential, binary, or judged by eternal standards of morality and truth. Both argue that gender and sexuality are constructed by means of a complex array of social codes and forces, forms of individual activity and institutionalized power relations, which interact to shape the notions of what is “normal” or “natural.”

At the core of the debate is the question of sexual difference. Thus, in addition to readings concerning sex, gender, sexual orientation, and race, we read foundational philosophical texts that flesh out the ontology of the terms we employ.

Meets Humanities I-B requirement.

J. Weinstein

Prereq. Gender Studies 101 or permission of the instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***232f Women and Gender in the Arts: Body and Space**

(Same as Art Studio 280f) This course focuses on the issues surrounding body and space through installation, performance, and public arts. Students will explore the possibilities of body as an energetic instrument, while investigating the connotations of various spaces as visual vocabulary.

Meets Humanities I-A requirement.

The department

2 meetings (2 hours, 15 minutes); 4 credits; may be taken for 2 credits with permission of the instructor; enrollment limited to 15

NOTE: Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$50.

250f Gender and Power in Global Contexts: Women, Gender, and Power in Global Contexts

Critical reflections on the dynamics of gendered power relations from global politics to the micro-politics of everyday life, with a primary focus on women. We will explore key concepts in the field and then turn to analysis of gender and power in concrete settings of institutional practice and social structure, with an emphasis on questions of social change and resistance. Topics include: colonization and militarization; violence against women (including physical and economic violence); culture, religion and politics; transnational feminisms; women's bodies and sexualities.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Helie

Prereq. Gender Studies or Women's Studies 101 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

261f The Politics of Sexuality in Muslim Contexts: From Colonial Discourses to Queer Activism

This course examines the politics of sexuality in various Muslim contexts, historical and contemporary. Why was the enforcement of heterosexual norms such a core concern of Western colonial rulers? How were gender constructs and the regulation of sexual relations shaped by issues of race, class, culture, and ethnicity? We will examine the Muslim religious right's rhetoric, the current rejection of homosexual conduct as “Western,” the experiences and concerns of sexual minorities (from male harems in India to trans issues in Iran), and strategies of contemporary sexual rights activism in Muslim contexts.

Meets multicultural requirement; meets Hu-

manities I-B requirement.

A. Helie

2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph; 1 to 4 credits

333fs Interdisciplinary Seminar

Fall 2006

333f(01) Sociology of Gender

(Same as Sociology 305f) This course focuses on the social production of gender relationships across a range of institutional, interactional, intellectual, and cultural contexts. The syllabus is structured around selections from major social, political, economic, and cultural theories of gender in addition to several exemplary empirical studies. Weekly topics include kinship and socialization, the contemporary moral orders of masculinity and femininity, family organization, legal systems and nation-states, war and rape, and the gendered organization and deployment of expert authority in a range of social settings. *Meets Social Sciences III-A requirement.*

E. Townsley

Prereq. 4 credits in sociology; 1 meeting (3 hours); 4 credits; enrollment limited to 20

333f(02) Emily Dickinson in Her Times

(Community-based learning course) This course will examine the writing of Emily Dickinson, both her poetry and her letters. We will consider the cultural, historical, and familial environment in which she wrote, with special attention paid to Dickinson's place as a woman artist in the nineteenth century. Students will be asked to complete a community-based learning project in which some aspect of Dickinson's life and work is interpreted for the general public and incorporated into an ongoing display at the Dickinson Homestead. The class will meet at the Dickinson Homestead in Amherst.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement.

M. Ackmann

Prereq. jr, sr, 8 credits in gender studies beyond 101, or permission of instructor; 1 meeting

(3 hours) in Amherst; 4 credits; enrollment limited to 12

333f(03) Youth Culture, Race, Gender, and Sexuality

(Same as American Studies 301) This course provides a rigorous theoretical and historical understanding of youth culture incorporating insights from the fields of cultural studies, feminist theory, queer theory, ethnic studies, and diaspora studies. We will study a variety of youth expressive forms including teen magazines, high school proms, riot grrrl culture, Chicano/a punk, and Bollywood film. The aim of the course is to provide a more nuanced understanding of youth culture, a sense of how youth culture both reflects and shapes existing social relations. *Meets Humanities I-B requirement.*

A. Tionsong

1 meeting (2 hours, 50 minutes); 4 credits

333f(04) Latin American Thought: Queer Theory in Latin America?

(Conducted in Spanish; same as Spanish 351f) In the 1990s Queer Liberation entered the public sphere as a major political force. Simultaneously, American academia produced and exported a new academic discipline: Queer Studies. As a consequence, the North American liberalational model displaced cultural and theoretical models of sexuality of other countries. We will examine theories and (textual and cinematic) practices from Argentina, Brasil, Chile, Cuba, Mexico, and Peru in order to recuperate cultural models under erasure in the wake of the U.S. model's identity-focused and consumer-driven triumphalism. We will also consider some of the key U.S. texts that have consecrated Queer Studies as a discipline.

Meets multicultural requirement; meets Humanities I-A requirement.

C. Gundermann

Prereq. two of the following: Spanish 221, 235, 237, 244, or 246, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

333f(05) Gender and Power in Early Modern Theatre

(Same as English 317f) How is gender represented, and how is power gendered, in plays by Shakespeare's contemporaries and successors? Examples: unruly Alice Arden

murdering her husband, Kate “tamed” in *The Taming of the Shrew*, Fletcher’s “reply,” *The Tamer Tamed*, and Middleton and Dekker’s *Roaring Girl*, *Moll Cutpurse*. Topics such as boy actors, cross-dressing, early modern theories of sexuality, and the cultural construction of same-sex relationships. Readings in plays by such writers as Kyd, Marlowe, Jonson, Elizabeth Cary, Beaumont and Fletcher, Dekker, Middleton, Webster, and Ford, and in recent criticism. Substantial opportunity for independent work.

Meets Humanities I-A requirement; meets English department pre-1700 requirement; satisfies English department seminar requirement.

P. Berek

Prereq. 8 credits in the English department beyond English 101 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

333f(06) *Interdisciplinary Seminar: Race, Gender, and Environment*

(Same as Environmental Studies 321f(02))

This seminar is an investigation into the sociocultural histories, definitions, and causes of environmental problems. It explores how the ideologies of race, gender, and class are embedded in social, scientific, and political formations. Using theories from many disciplines, we will examine ways that groups of people confront and struggle over differences in power and knowledge in their ideas and actions to protect the environment. The course draws on contemporary scholarship from diverse international and multicultural contexts and addresses topics including ideas/theories of nature, environmental health and justice, poverty and natural resource depletion, and indigenous environmentalism. *Does not meet a distribution requirement.*

G. DiChiro

Prereq. Environmental Studies 100 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

333f(07) *Interdisciplinary Seminar: Feminist Technoscience Studies*

This highly theoretical seminar investigates the histories, paradigms, categories, and assumptions associated with gender, sexuality, and race in scientific, technological, and medical discourse and praxis.

Throughout the course, we will interrogate and unpack what we mean when we use the words “nature,” “human,” “animal,” “science,” and “technology.” This will clarify the ways in which human “nature” along with our sexualities, genders, and races are viewed, studied, “discovered,” and/or constructed by science and technology. Readings will be drawn from, among others, theorists such as Haraway, Shiva, Traweek, Lykke, Braidotti, Balsamo, Fausto-Sterling, Shiebinger, Harding, Barad.

Meets Humanities I-B requirement.

J. Weinstein

Prereq. soph, jr, sr, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2007

333s(01) *Gender and Domestic Labor*

(Same as Psychology 319) This course examines social psychology and sociological theories and research addressing why women do more housework and child care than men. It pays special attention to the situation of dual-earner families and considers class and ethnic differences on the nature of this inequality and the barriers to full equality at home.

Meets Social Sciences III-A requirement.

F. Deutsch

Prereq. students must meet with instructor during advising week to get permission to enter the course; 1 meeting (2 hours); 4 credits; enrollment limited to 15

333s(02) *Bodily Desires: Sexuality in the U.S. from 1900 to the Present*

(Same as History 301) In this seminar, we will study the history of sexuality, desire and bodies. The premise of this interdisciplinary seminar is that sexuality is both historically constructed (fluid and changing over time and culture) and embodied and lived (experienced for many as essential and unchanging). We will study experts who set out terms and frameworks for understanding modern sexuality; how in different ways and in different times communities of sexual minorities strategically used selected elements of expert discourse to forge their own narratives of self and desire. Students will examine sexual classifications—be they mainstream and

“normal” or subcultural and “deviant”—as mutually constructed.

Meets Humanities I-B requirement.

J. Gerhard

Prereq. permission of instructor, 8 credits in history or equivalent preparation, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

333s(03) *Feminist Theologies*

(Same as Religion 323) 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.

Meets Humanities I-B requirement.

J. Crosthwaite

Prereq. 8 credits in the religion department or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

333s(04) *Gender and Class in the Victorian Novel*

(Same as English 323) This course will investigate how representations of gender and class serve as a structuring principle in the development of the genre of the Victorian novel in Britain. We will devote significant attention to the construction of Victorian femininity and masculinity in relation to class identity, marriage as a sexual contract, and the gendering of labor. The texts chosen for this course also reveal how gender and class are constructed in relation to other axes of identity in the period, such as race, sexuality, and national character. Novelists will include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.

Meets Humanities I-A requirement; meets English department 1700–1900 requirement.

A. Martin

Prereq. jr, sr, 8 credits in the English department including English 220, 230, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

333s(05) *Sex and the Early Church*

(Same as Religion 306s) 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.

Meets Humanities I-B requirement.

M. Penn

Prereq. previous course in religion; 4 credits; enrollment limited to 15

333s(06) *The Women Who Shaped the Mind of Frederick Douglass*

(Same as Religion 323s) Eight women—Harriet Bailey, Betsey Bailey, Sophia Auld, Anna Murray, Julia Crofts-Griffiths, Annie Douglass, Ottilia Assing, and Helen Pitts—occupied crucial roles in the formation of Frederick Douglass’s mind. In this seminar we will read closely Douglass’s three autobiographies and related primary sources in order to discern the theological significance these women had for him. Students also will be introduced to contemporary readings in theological hermeneutics in order to consider its implications for reading and interpreting autobiography.

Meets Humanities I-B requirement.

J. Grayson

Prereq. 8 credits in the religion department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

333s(07) *Queer Theory: Past/Present/Future*

(Same as English 376s) This course will examine Queer Theory as it intersects with literature, psychoanalysis, and film. Authors considered will include Foucault, Sedgwick, Butler, and Bersani. As much a critical practice as a critical vocabulary, Queer Theory articulates and complicates a person's relation to sexuality and gender; beyond this, however, Queer Theory challenges and extends how we might more rigorously think about persons, interpersonality, affect, knowledge, and aesthetics. The course will consider not only where Queer Theory has been, but where it might go: its ethical and theoretical importance to an ever-shifting critical, cultural, and political field.

Meets Humanities I-A requirement.

M. Snediker

Prereq. sr, or permission of instructor;
1 meeting (3 hours); 4 credits

333s(08) Love, Gender-crossing, and Women's Supremacy: A Reading of the Story of the Stone (Taught in English; same as Asian Studies 300s) 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 socio-political, 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.

Meets multicultural requirement; meets Humanities I-A requirement.

Y. Wang

Prereq. permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

333s(09) Love and the Erotic in Indian Poetry (Same as Asian Studies 300s(01)) Seminar on the major themes, genres, and aesthetic conventions of love and the erotic in classical and medieval Indian poetry (in translation from Sanskrit, Tamil, Hindi, and other languages), in relation to theoretical texts and visual and performance genres (miniature paintings and dance). Study of the literary grammar of courtly love (aesthetic mood

(*rasa*), landscape, the situations of love, the typologies of lovers), the transformation of classical conventions in Hindu bhakti and Sufi Muslim mystical poems, the Radha-Krishna myth, and love in folk genres. Focus on women as subjects and personae, and on the articulation of issues of gender, power, relationality, voice, and agency.

Meets multicultural requirement; meets Humanities I-A requirement.

I. Peterson

Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

333s(10) Postmodern Feminist Philosophy

This course examines the work of key feminist theorists of, or informed by, the French/Continental tradition. We focus on the issues of materialism, psychoanalysis, language, materiality, performativity, subjectivity, post-structuralism, and postmodern philosophy. We read works of the following: Helene Cixous, Luce Irigaray, Julia Kristeva, Rosi Braidotti, Judith Butler, and Elizabeth Grosz.

Meets Humanities I-B requirement.

J. Weinstein

Prereq. soph, jr, sr, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

333s(11) Religious Fundamentalisms and Women's Strategies in Global Contexts

This course looks at contemporary manifestations of religious fundamentalisms within different faiths traditions: Christian, Hindu, Jewish, Muslim. It explores the historical roots of some of these conservative movements, and emphasizes their political dimension. It examines the diverse - yet comparable - definitions of gender roles promoted by the religious right in various contexts. Attention is paid to the strategies designed by different religious fundamentalist forces: how do they operate, locally and internationally? We will also examine women's diverse relationships to fundamentalist politics - ranging from resistance to active endorsement.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Helie

Prereq. so, jr, sr or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited

to 40

390s Internship or Field Project

(Community-based learning course; speaking-intensive course) This course, required for the major, presents an opportunity for students to apply feminist theory and to synthesize their work in gender studies. The connections between the academy and the community, and between scholarship and social action, are emphasized. Students either design their own field project or arrange for a placement at an agency, institution, or place of work that deals with the concerns of women. A weekly seminar with other students engaged in 390 work provides a structured setting in which to analyze these experiences and share works-in-progress. Frequent writing assignments are required.

Does not meet a distribution requirement.

M. Ackmann

Prereq. Gender Studies 101, 250, and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

391f Senior Seminar

This yearlong 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. This course continues in the spring semester as Gender Studies 392.

Does not meet a distribution requirement.

M. Renda

Prereq. sr only, Gender Studies or Women's Studies 101, Gender Studies 221 or Women's Studies 208, Gender Studies or Women's Studies 250, Gender Studies or Women's Studies 333, 20 credits in gender studies and/or related courses, written application for permission required; 1 meeting (2 hours); 2 credits; enrollment limited to 15

392s Senior Seminar

Continuation of Gender Studies 391.

Does not meet a distribution requirement.

M. Renda

Prereq. Gender Studies 391; 1 meeting (2 hours); 2 credits; enrollment limited to 15

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of program; 1 to 8 credits

Related Courses

Students are reminded to look carefully at prerequisites for these courses.

	<i>Anthropology</i>
346s	Identities/Differences: Anthropological Perspectives
390f	Research Seminar in Anthropology
	<i>Asian Studies</i>
211f	Modern Indian Fiction
	<i>Economics</i>
213f	Economic Development: A Survey
349f	Lessons from South Asian Economic Development
	<i>English</i>
101s	Gender and War
311f	Chaucer's Stories and Storytellers
348s	Prison Literature and Creative Writing
	<i>French</i>
311s	From Hope to Despair: Life and Letters in Interwar France (conducted in French)
351f	"Every Secret Thing": Contemporary Women's Autobiographical Narrative in French
	<i>History</i>
141s	Violence and Social Change in Modern Africa
	<i>Politics</i>
343s	The Intellectual and Politics: Radical Ecology

- 320s *Spanish*
Seminar in Spanish and Latin
American Film: Feeling the Fake:
Pedro Almodovar (conducted
in Spanish; same as Film Studies
370s)
- 350f *Theatre Arts*
What Is Performance?

Geography

The major and minor in geography are administered by the Department of Earth and Environment: Professors Dunn, Kebbede, McMenamin, Savoy, Werner; Associate Professors Bubier, Dyar, Markley, Millette; Visiting Assistant Professor Batra.

Contact Persons

TBA, *chair*

Cecile Vasquez, *senior administrative assistant*

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, political geography, socioeconomic development, and techniques in geographic data analysis (computer mapping, satellite image analysis, and geographic information systems).

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- Geography 105, World Regional Geography
- Three of the following 200-level core courses:
 - Geology 202, History of Earth
 - Geology 203, Surface Processes
 - Geography 204, Human Dimensions of Environmental Change
 - Geography 205, Mapping and Spatial Analysis
 - Environmental Studies 200, Environmental Science
- One of the following geography courses:
 - 206, Political Geography
 - 209, Women and the Environment
 - 211, Geographic Information Systems

- 224, Atmosphere and Weather
- One of the following regional geography courses:
 - 213, Geography of Europe
 - 214, Geography of South Asia: India, Pakistan, Bangladesh, and Sri Lanka
 - 215, Geography of the Middle East and North Africa
 - 217, The African Environments
 - 225, Evolution of North American Landscapes
 - 227, Indigenous Peoples of North America (same as Anthropology 227)
- Three geography courses at the 300 level

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 and 205, Mapping and Spatial Analysis
- Any one of the following courses:
 - Geology 203, Surface Processes
 - Geography 204, Human Dimensions of Environmental Change
 - Geography 206, Political Geography
 - Geography 209, Women and the Environment
 - Geography 211, Geographic Information Systems
 - Geography 224, Atmosphere and Weather
- Any one of the following regional geography courses:
 - 213, Geography of Europe
 - 214, Geography of South Asia: India, Pakistan, Bangladesh, and Sri Lanka

- 215, Geography of the Middle East and North Africa
- 217, The African Environments
- 225, Evolution of North American Landscapes
- 227, Indigenous Peoples of North America (same as Anthropology 227)
- Any one of the following 300-level geography courses:
 - 304, Selected Problems in Regional Geography
 - 307, Remote Sensing
 - 311–312, Seminars
 - 317, Perspectives on American Environmental History
 - 319, Africa: Problems and Prospects

Course Offerings

105f World Regional Geography

Surveys physical and human geographic patterns, providing a comprehensive background discussion of individual regions. Analyzes each region in terms of its environmental base and resource distribution, agricultural systems and rural development, population growth and characteristics, and patterns of urbanization and industrial growth.

Meets multicultural requirement; meets Social Sciences III-A requirement.

G. Kebbede

2 meetings (75 minutes); 4 credits; enrollment limited to 50

*204s Human Dimensions of Environmental Change

(Same as Geology 204s) Using case studies from Africa, Asia, North and South America, and Europe, this course examines the interactions between human institutions (such as political and economic structures, science and technology, class and gender systems, and cultures) and the environmental/earth systems that provide their contexts and have been impacted by them. The course will provide a forum to analyze the environmental consequences of a variety of land-use systems, resource use, and development projects and explore possible alternative strategies of human-environment relations that could

create a balance between human needs and environmental constraints.

Meets multicultural requirement; meets Social Sciences III-A requirement.

G. Kebbede

1 meeting (3 hours); 4 credits

205s Mapping and Spatial Analysis

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.

Does not meet a distribution requirement.

T. Millette

2 meetings (75 minutes); 4 credits; enrollment limited to 16

206s Political Geography

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.

Meets Social Sciences III-A requirement.

G. Kebbede

2 meetings (75 minutes); 4 credits

209s Women and the Environment

(Same as Gender Studies 212s(01)) People's interactions with their environments are socially constructed. In this seminar, some of the ways in which women and girls interact differently with the environment are examined. Topics include: women and nature, women in agricultural systems, women and environment/health/disease, women in earth and environmental movements, and field-work and researcher-informant relations.

Does not meet a distribution requirement.

G. DiChiro

2 meetings (75 minutes); 4 credits; enrollment limited to 20

*211fs Geographic Information Systems

In this comprehensive introduction to

the theory and technology of geographic information systems (GIS), students are introduced to basic raster and vector data structures, spatial database design, attribute database processing, and the role they play in a GIS. Computer exercises are used to acquaint students with state-of-the-art GIS software and highlight fundamental GIS principles.

Meets Science and Math II-B requirement.
T. Millette

Prereq. Geography 205 or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 16

***213f Geography of Europe**

The human geography of western Europe has changed substantially since the 1960s. Enlargement of the European Union (EU) symbolizes a greater sense of European identity, but at the same time important regional differences have reemerged and strengthened. Evaluating the viability of the EU first requires understanding the physical, economic, and political geography of the member states. This course offers the opportunity to focus on the common characteristics and shared problems of the member countries to better assess the future prospects and problems of the community.

Does not meet a distribution requirement.
The department
4 credits

***214f Geography of South Asia: India, Pakistan, Bangladesh, and Sri Lanka**

The region is studied in terms of its physical, cultural, and political geography. Emphasis is given to the numerous ways in which the peoples of South Asia have adapted to and utilized their local environments, the reasons for varying patterns of population growth throughout the region, and the environmental impact of economic development programs.

Does not meet a distribution requirement.
The department
4 credits

***215s Geography of the Middle East and North Africa**

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.

Meets Social Sciences III-A requirement.
G. Kebbede
4 credits

217s The African Environments

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 soil erosion, desertification, biodiversity and depletion, and conservation and development.

Meets multicultural requirement; meets Social Sciences III-A requirement.
G. Kebbede
1 meeting (3 hours); 4 credits

224f Atmosphere and Weather

This course is a detailed examination of the structure of the earth's atmosphere, radiation budget, global pressure cells, synoptic weather characteristics, and climatology. We will learn the basic weather forecasting techniques, conveyed via problem-based learning exercises created with local meteorological data sets.

Meets Science and Math II-C requirement.
T. Millette
Prereq. high school earth science or any 100-level geography course; 2 meetings (75 minutes); 4 credits; enrollment limited to 12

***225f Evolution of North American Landscapes**

(Same as Geology 225f) The landscapes of Earth are the result of complex processes and have evolved dramatically since the planet's formation over 4.5 billion years ago. In this course we examine the geologic evolution of the North American continent and its

natural features. Using narrative descriptions, scientific articles, maps, photographs, and videos, in addition to the texts, we tour North America and explore the origin and anatomy of its landscapes, including national parks and monuments. We then consider how the geologic setting or physical environment influenced human exploration and settlement of the continent.

Does not meet a distribution requirement.

L. Savoy

Prereq. high school earth science or any 100-level geology course or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph or permission of instructor; 1 to 4 credits

304f Selected Problems in Regional Geography

Fall 2006: Biofuels: Fact and Fantasy

The recent (2005) spike in oil prices due to a combination of factors including the war in Iraq, political instability in many areas of the Middle East, and a severe hurricane season in the U.S. Gulf Coast, has led to renewed interest in alternative and renewable energy sources for the U.S. In particular, biofuels have received a great deal of attention and hyperbole as the next magic bullet in the war on U.S. energy independence. This class explores the present state, future prospect, and promise for biofuels in the U.S. Class readings examine basic biofuel technology and research directions, and review feasibility models.

Does not meet a distribution requirement.

T. Millette

1 meeting (3 hours); 4 credits; enrollment limited to 15

307s Remote Sensing

(Same as Geology 307s) This course presents the fundamentals of digital analysis of aerial satellite imagery. Students are introduced to the characteristics of Earth images and learn to make qualitative and quantitative assessments of multispectrum and satellite data. Basic photo interpretation exercises

are complemented with computer analysis of satellite data for land use and land cover analysis, vegetation stress analysis, and urban hydrology.

Meets Science and Math II-B requirement.

T. Millette

Prereq. Geography 205; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 12

311f 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.

Fall 2006: Third World Development

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.

Meets multicultural requirement; meets

Social Sciences III-A requirement.

G. Kebbede

Prereq. jr, s., 4 credits in department and 4 credits in related social sciences at 200 level or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***319f Africa: Problems and Prospects**

(Speaking-intensive course) 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 industrial-

ization, and the problems and prospects of regional cooperation and integration.

Does not meet a distribution requirement.

G. Kebbede

Prereq. jr, sr, soph with permission of instructor; 4 credits in department and 4 credits at the 200 level in geography or related social science; 1 meeting (3 hours); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

*Prereq. jr, sr, permission of instructor;
1 to 8 credits*

Geology

The major and minor in geology are administered by the Department of Earth and Environment: Professors Dunn, Kebbede, McMenamin, Savoy, Werner; Associate Professors Bubier, Dyar, Markley, Millette; Visiting Assistant Professor Batra.

Contact Persons

TBA, *chair*

Cecile Vasquez, *senior administrative assistant*

The geology major provides students with an understanding of Earth processes, properties, and history, with an emphasis on the structure of Earth as a planet and on the feedback between life processes and the evolution of Earth's environments through time. Geology considers the properties of the lithosphere, atmosphere, hydrosphere, and biosphere, how they came to be, and where they are headed under the influence of human-induced environmental change. The study of geology gives students an excellent blend of field activities, mapping and quantitative skills, and experience with three-dimensional visualization.

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

- Three of the following five 200-level core courses:
 - Geology 202, History of Earth
 - Geology 203, Surface Processes
 - Geology 215, Earth Systems Science
 - Geography 204, Human Dimensions of Environmental Change
 - Geography 205, Mapping and Spatial Analysis
 - Environmental Studies 200, Environmental Science
- Geology 201, Rocks and Minerals
- Geology 322, Petrology and Petrography
- Geology 324, Stratigraphy-Sedimentology
- Geology 333, Structural Geology and

Orogenesis

- 8 additional credits at the 200 level or above

Current and potential majors are urged to consult with department advisers. A summer field course may count for 4 to 6 credits at the 300 level. Other geology courses in the Five Colleges may also apply toward the major.

We encourage students considering graduate work or professional employment in earth sciences to take as many courses as possible in the cognate sciences (chemistry and physics) and mathematics (through calculus). We strongly recommend a summer field course in geology.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Any 100-level geology course
- At least 16 credits at the 200 level or above. At least 4 of these 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 adviser or the chair of the earth and environment 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. Bell 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 Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Course Offerings

100s Physical Geology

From earthquakes to landscapes, minerals to glaciers, this course introduces the surficial and internal processes of the earth. Labs focus on rock identification, map reading, and the rich geologic history of both the Grand Canyon and the Connecticut Valley. Grades depend on in-class exams, weekly lab exercises, and a lab quiz. At the end of this course, students will be able to interpret the geology of their surroundings when traveling to new places and understand how geologic setting influences how people live. Preference to first- and second-year students.

Meets Science and Math II-B requirement.
S Dunn

*2 meetings (75 minutes), 1 lab (3 hours);
4 credits; enrollment limited to 60*

101f Environmental Geology

Our existence is greatly affected by changing environmental conditions. Some of these changes are “natural” (floods, earthquakes), but many directly result from human mismanagement (groundwater contamination, acid rain, the greenhouse effect). Although some of these problems are of local concern, an increasing number are of global scale. In this course, students develop an appreciation for the way the Earth’s environment affects our lives. In the laboratory, students learn techniques to recognize and interpret environmental hazards and develop strategies to address environmental problems.

Meets Science and Math II-B requirement.
A. Werner

2 meetings (75 minutes), 1 lab (3 hours), field trips; 25 spaces allocated to first-year students; 4 credits; enrollment limited to 60

102s History of Life

Interrelations between life processes and Earth’s crust and atmosphere create the

geology of the planet. Using both the rock and fossil record, we will study the origin and evolution of life, the history of continents and oceans, and the diversification of complex life forms. Laboratory and field trips emphasize identification and analysis of sediments, rocks, and fossils.

Meets Science and Math II-B requirement.

M. McMenamin

*3 meetings (50 minutes), 1 lab (3 hours);
4 credits*

*103f Exploring the Dynamic Earth

Earth is a dynamic and ancient planet. The study of Earth is concerned with understanding how the natural world operates as well as realizing its impact on society. In this field- and project-oriented course, we evaluate the history and composition of the planet, and earth-shaping processes such as earthquakes, volcanic eruptions, mountain building, glaciation, and erosion. Lectures and weekly field and lab projects introduce the major concepts and techniques of geology. No previous knowledge of geology is required.

Meets Science and Math II-B requirement.

L. Savoy

*Prereq. fy, soph, and permission of instructor;
2 meetings (75 minutes); 1 lab (3 hours);
4 credits; enrollment limited to 15*

*104s Planet Earth

(Same as Astronomy 104s) This course traces the origins of the universe, our solar system, and Earth, then follows the Earth’s evolution through geologic processes. Topics include planetary origins, atmospheres, interiors, and magnetic fields; plate tectonics; volcanism, weathering, earthquakes, faults and folding on terrestrial planets; distribution and limitations of Earth’s resources; and the search for the origins of life. Alternate weekly problem sets and in-class quizzes.

Meets Science and Math II-C requirement.

D. Dyar

2 meetings (75 minutes); 4 credits; enrollment limited to 80

115f Convergence in Geologic Time

(Writing-intensive course; first-year seminar) This course will introduce students to recent advances in the study of convergent evolution in the history of life. In this class we will study the fossil record of convergent evolu-

tion using actual fossils and will also consider the likelihood of ancient convergence using simple computer models. The class will focus on helping students to read, write, discuss, and think clearly. Students will receive a broad survey of a wide variety of disciplines. This course is particularly well suited for first-year students.

Does not meet a distribution requirement.

M. McMenamain

2 meetings (75 minutes); 4 credits; enrollment limited to 25

201f Rocks and Minerals

This course is designed to help students recognize common minerals and their properties and occurrences, and the principal rock types and their origins, associations, and tectonic significance. Mineral characteristics and identification are covered mainly in the context of the common rocks in which they occur. Observational skills and hand sample identification will be emphasized in lab and on several field trips.

Meets Science and Math II-B requirement.

S. Dunn

Prereq. high school earth science or any 100-level geology course; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

***202s History of Earth**

(Speaking- and writing-intensive course)

This course explores major events in the past four billion years of earth history, the interaction of earth systems, and the design and testing of earth science theories. Some topics covered are: ice ages and greenhouse atmospheres, continental drift, the nature of the sedimentary rock record, extinctions and radiations of flora and fauna, the early evolution of earth, and absolute and relative dating of rocks. Final grades depend on class and field trip participation, oral presentations, short papers, computer labs, and quizzes on the geologic time scale.

Meets Science and Math II-B requirement.

The department

Prereq. high school earth science or any 100-level geology course or permission of instructor; 2 meetings (75 minutes); 1 lab (3 hours); 4 credits

203f Surface Processes

The surface of the Earth is a history book of past environmental change. Every hill and valley, every erosional feature, 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, windblown sand, frozen ground, cave formation, soil development) to better understand how they work and to understand the resulting landforms and deposits. Armed with this knowledge we can then observe different landforms and deposits and infer past process (environments of deposition). Fieldwork and trips allow students to explore firsthand the processes that have created and modified the Earth's surface.

Meets Science and Math II-B requirement.

A. Werner

Prereq. Geology 100 or 101; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 11

***204s Human Dimensions of Environmental Change**

(Same as Geography 204s) Using case studies from Africa, Asia, North and South America, and Europe, this course examines the interactions between human institutions (such as political and economic structures, science and technology, class and gender systems, and cultures) and the environmental/earth systems that provide their contexts and have been impacted by them. The course will provide a forum to analyze the environmental consequences of a variety of land-use systems, resource use, and development projects and explore possible alternative strategies of human-environment relations that could create a balance between human needs and environmental constraints.

Meets multicultural requirement; meets Social Sciences III-A requirement.

G. Kebbede

1 meeting (3 hours); 4 credits

215s Earth System Science: Crust, Biota, and Climate Change

This course is an interdisciplinary introduction to the processes, interactions, and evolution of the Earth's biosphere, atmosphere, geosphere, and hydrosphere. Together these components are known as the Earth system.

We will investigate how the Earth system has changed over geologic time, as well as how humans have affected and are affecting it. Some topics include global warming, biodiversity, the origin of life, and the Gaia hypothesis.

Does not meet a distribution requirement.

P. Batra

2 meetings (75 minutes); 4 credits

223f Planetary Science

(Same as Astronomy 223fs) A first-year introductory course for physical science minors and majors. Topics include origin and evolution of the planets; planetary orbits, rotation, and precession; gravitational and tidal interactions; asteroids, comets, and planetary rings; meteorites; interiors and atmospheres of the Jovian and terrestrial planets; geology, tectonics, and mineralogy of the terrestrial planets and satellites; new data from Mars Pathfinder, Lunar Surveyor, and current NASA missions.

Meets Science and Math II-C requirement.

W. Irvine

Prereq. any physical science course; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***225f Evolution of North American Landscapes**

(Same as Geography 225f) The landscapes of Earth are the result of complex processes and have evolved dramatically since the planet's formation over 4.5 billion years ago. In this course we examine the geologic evolution of the North American continent and its natural features. Using narrative descriptions, scientific articles, maps, photographs, and videos, in addition to the texts, we tour North America and explore the origin and anatomy of its landscapes, including national parks and monuments. We then consider how the geologic setting or physical environment influenced human exploration and settlement of the continent.

Does not meet a distribution requirement.

L. Savoy

Prereq. high school earth science or any 100-level geology course or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

***226f Ocean Environments**

Because more than 70 percent of our planet is covered by ocean water, the study of marine systems is crucial to our understanding of the Earth. In this course, we will examine chemical, physical, geological, and biological dimensions of the marine environment at a variety of scales in time and space. Along the way, we will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to control weather and climate, stabilize global chemical cycles, interact with terrestrial systems, and give us access to valuable resources. Discussions and field trips may be planned to augment other course activities and materials.

Does not meet a distribution requirement.

The department

2 meetings (75 minutes); 4 credits

NOTE: *Does not normally meet Science and Math II-B requirement, but may be arranged with permission of instructor.*

227s Groundwater

As population and development increases the demand for and the contamination of ground water supplies also increases. This course focuses on water at the surface and in the subsurface, how it moves, how it can be exploited, how it can be protected, and how ground water contamination can be evaluated. Weekly problem sets and labs are an important part of this course along with a ten-page term paper and an oral presentation.

Meets Science and Math II-B requirement.

A. Werner

Prereq. high school earth science or any 100-level geology course; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 11

***240s Geological Resources and the Environment**

This course is a survey of the geology of important mineral deposits and energy resources, the factors that govern the economics of their production, and the environmental implications of their exploitation.

Meets Science and Math II-C requirement.

S. Dunn

3 meetings (50 minutes); 4 credits

***250s The Biosphere**

(Speaking- and writing-intensive course; same as Environmental Studies 250) The biosphere has a pronounced geochemical influence on the Earth; indeed, life has been called the greatest geological force. In this course, we will study the chemistry of life through geologic time and examine its influence on the formation and weathering of rocks, on the composition and temperature of the atmosphere, on the accumulation of gas hydrates and other hydrocarbon resources, and its role in the initiation of naturally occurring, water-mediated nuclear reactors. We will also take a close look at the Biosphere concept of Vladimir Vernadsky, the Gaia hypothesis, and Hypersea theory, and the ways in which these concepts inform our understanding of life's geological impact. *Meets Science and Math II-C requirement.*

M. McMenamain

2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph and permission of instructor;

1 to 4 credits

307f Remote Sensing

(Same as Geography 307f) This course presents the fundamentals of digital analysis of aerial satellite imagery. Students are introduced to the characteristics of Earth images and learn to make qualitative and quantitative assessments of multispectrum and satellite data. Basic photo interpretation exercises are complemented with computer analysis of satellite data for land use and land cover analysis, vegetation stress analysis, and urban hydrology.

Meets Science and Math II-B requirement.

T. Millette

Prereq. Geography 205; 2 meetings

(75 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 12

316f Scanning Electron Microscopy

(See Biological Sciences 316f)

***317f Perspectives on American**

Environmental History

(See Geography 317f)

321f Paleontology

This course takes a careful look at the fossil record, emphasizing the history and evolution of the marine biosphere; the recognition, distribution, and significance of faunas and their environments through geologic time; and the paleoecologic significance, evolutionary relationships, and biostratigraphic importance of major groups of fossil-forming organisms. Several local field trips, including one weekend excursion.

Meets Science and Math II-B requirement.

M. McMenamain

Prereq. Geology 102, 202, Biological Sciences 213, or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

322s Igneous and Metamorphic Petrology

Studies mineralogical and chemical compositions, classification, genesis, and mode of occurrence of volcanic, plutonic, and metamorphic rocks. Special attention paid to the relationships between rock-forming processes and global plate tectonics. Laboratory study of representative rock suites in hand specimen and thin section, introduction to analytical techniques, and one or more field trips.

Does not meet a distribution requirement.

S. Dunn

Prereq. permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

***324f Stratigraphy-Sedimentology**

This course is an interpretive study of sediments, sedimentary rocks, and processes of sedimentation. Principles of stratigraphic analysis and correlation of sedimentary sequences are presented, as are interpretations of modern and ancient environments, paleogeography, and paleoclimate. A variety of techniques are introduced in laboratory exercises and field trips.

Meets Science and Math II-B requirement.

M. McMenamain

Prereq. any 100-level geology course or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

326s Seminar: Climate through Earth History

From the geologic record we know that the Earth's climate has changed markedly through time, throwing the planet into periods of prolonged warmth as well as in

and out of Ice Ages. Long-term changes can be related to plate tectonic and oceanic changes, whereas, orbital changes, changes in atmospheric chemistry, and solar variability appear to drive high-frequency changes. This course reviews what we know about past climate change and the factors that caused it, and ends with a discussion of the science behind global warming.

Does not meet a distribution requirement.

A. Werner

Prereq. any 200-level geology course or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***330fs Seminar: Topics in Astrophysics**

**Asteroids*

(See Astronomy 330f(01))

**Mars*

(See Astronomy 330f(02))

**Spectroscopy of the Planets*

(See Astronomy 330s)

**Supernovae and the Fate of the Universe*

(See Astronomy 330s(02))

***333f Structural Geology and Orogenesis**

This course covers the basic techniques of field geology, structural analysis, and multidisciplinary approaches to mountain building (orogenesis). Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, the relation between rock deformation and metamorphism, and deformation mechanisms. Five labs are field trips that involve data collection. Short problem sets emphasize quantitative skills. During the final weeks of the semester, two oral presentations emphasize fluency in the published literature of structural geology; the final assignment is a paper. This course is normally taught every other year.

Meets Science and Math II-B requirement.

M. Markley

Prereq. any 200-level geology course or permission of instructor; 2 meetings (75 minutes), 1 lab (3 hours); 4 credits

342f Seminar: Great Ideas 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.

Fall 2006: Human Dimensions of Climate Change—Past, Present, Future

An interdisciplinary examination of how climate change has affected human societies in the past and how it might in the future. Many societies have been impacted by climate change, and its influence on their development is considerable. We will examine the impacts of rapid climate change on the civilizations of Mesopotamia, the Classic Maya, and Europe during the "Little Ice Age." Evidence indicates that the increase of greenhouse gases in the atmosphere will cause significant future changes in global and regional climate. These climate changes will likely affect such dimensions of human existence as water availability, food, security, and health. The impacts will be discussed.

Does not meet a distribution requirement.

P. Batra

Prereq. 4 credits at the 200 level in the department; 1 meeting (3 hours); 4 credits; enrollment limited to 18

**342s(01) Great Ideas in Geology*

The history of revolutionary ideas in earth sciences, from uniformitarianism to global plate tectonics, will be traced from their inception to their current articulation by earth scientists. Reading from the classic works of Hutton, Lyell, Vernadsky, and others will be followed up with evaluations by contemporary writers. One seminar and one research paper required.

Does not meet a distribution requirement.

M. McMenamin

Prereq. Geology 100 or 101 and 4 credits at the 200 level in the department; 1 meeting (3 hours); 4 credits; enrollment limited to 18

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of instructor; 1 to 8 credits

German Studies

The major in German studies is administered by the Department of German Studies: Professors Davis (*chair*), Remmler; Senior Lecturer Van Handle.

Contact Persons

Gabriele Wittig Davis, *chair*
Carmen Sullivan, *senior administrative assistant*

German Studies Web Site

<http://www.mtholyoke.edu/acad/germ/>

The Department of German Studies offers a program that promotes an understanding of the connections between language and its larger cultural contexts, including economics, science, history, politics, film, art, music, and philosophy in addition to literature. Language learning in our program emphasizes at all levels the interrelationship between language and culture. We encourage students to integrate their interest in other subjects with their study of German.

All department members have Ph.D. training in interdisciplinary German studies as well as German literature. All department faculty participate in a wide range of interdisciplinary programs. Our courses, therefore, contribute to such programs as critical social thought, European studies, film studies, gender studies, and Jewish studies. Furthermore, there are many experts in German area studies in related Mount Holyoke (and Five College) departments whose courses form part of our German studies programs. We strongly recommend that students take courses in German history, philosophy, politics, art, music, film, and other fields related to German and European culture.

Our entire curriculum, then, aims at the study of the German language within its cultural and historical contexts and is adapted to the individual student's background, style, and pace of learning. To facilitate such learning, the department creatively employs the use of technology, such as multimedia, interactive video conferencing, and the World

Wide Web, throughout its curriculum, from elementary courses to advanced seminars. On the one hand, this technology brings German culture to campus for those who cannot (yet) live and study in Germany. On the other hand, it enables students here to interact directly on class content material with people thousands of miles away—both fellow students and experts.

Classes focus 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 “real” German speakers in a variety of contexts, on many levels, and in diverse situations. In “live laboratory” sessions, student assistants from Germany provide opportunities for informal conversations with peers. All classes 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 2-credit speaking and writing course (normally German 232).

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, and medicine and other sciences. A loyal network of alumnae helps current students acquire internships and enter career paths in these fields, both in German-speaking countries and the U.S. Many of these alumnae continued their studies in German and other fields at the best graduate and professional schools in the United States and abroad.

The major in German studies, therefore, integrates the development of language skills with the study of the social, economic, and cultural conditions and developments of the German-speaking countries, Germany, Austria, and Switzerland, both in the past and present.

Requirements for the German Studies Major

Credits

- A minimum of 40 credits, of which at least 20 must be at the 300 level
- Three of the five 300-level courses must be taken in the Department of German Studies, the other two courses in one or more related fields. Please consult with the chair or your adviser when choosing courses in related departments or programs.

Courses

- Majors must earn a minimum of 32 credits in the Department of German Studies, including:
 - 221 and 222 or 223
 - At least three courses at the 300 level, including the senior seminar, German Studies 325, to be completed during the spring semester of their senior year
- Courses in translation (231) are not normally part of the minimum major of 32 credits within the department, unless students at a minimum read German texts in the original and write their papers in German.

Other

- 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 advisers, 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. To ensure depth, they must focus on a specific topic, period, or century. Courses about Germany or Europe from outside the department may be selected from such fields as anthropology, art, critical social thought, economics, European studies, film studies, gender studies, history, international relations, Jewish studies, music, politics, philoso-

phy, 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.

At this point, the culture studies major in German does not count as an interdisciplinary major. Students therefore also need to complete a minor to fulfill the College's "outside the major" requirement (see p. 7).

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.

Credits

- A minimum of 16 credits beyond German Studies 201 and at least one 4-credit course at the 300 level. 395 may be substituted with permission of the department.

Courses

- Courses in translation (231) may only count toward the minimum minor of 16 credits if students enroll in a complementary 2-credit section taught in German.

Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work in German 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 more information, please consult your adviser, the chair of the German studies department, and the "Teacher Licensure" page on the German studies Web site: <http://www.mtholyoke.edu/acad/germ/certification.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 German Studies and 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 nonmajors. *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 study abroad office 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 may bring back the equivalent of one course at the 300 level and one course at the 200 level. The department recommends enrolling in German literature courses for no more than half of the total course load abroad.

Upon their return, students are strongly encouraged to participate in at least one course per semester in the department so faculty can evaluate students for graduate school and employment recommendations based on work done in the senior year.

The department has exchange programs with the Universities of Bonn, Leipzig, and Potsdam and will assist each student with selecting an individually appropriate study abroad program or with locating internship opportunities abroad. See the department's study abroad Web site for more details: <http://www.mtholyoke.edu/acad/germ/study-abroad.html>.

Our students frequently spend time abroad, either in conjunction with their junior year or separately, participating in diverse internship opportunities: in German investment banks or brokerage firms, science laboratories, hospitals, newspapers, intercultural

agencies, schools, radio stations, museums, libraries, archives, and other places of professional interest to them.

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*) in Berlin, CDS Emigré Parliamentary Internships, and internships with the European Union.

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, which may be found on the Web at <http://www.mtholyoke.edu/acad/firstyear/language/germ.shtml> in the left-hand column, under "Foreign Language Questionnaire."

All students 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 by August 31, 2006, if possible. It is available at <http://www.mtholyoke.edu/acad/germ/place-ment>. This site is password-protected; you'll need to type in the following username and password: username: deutsch; password: erfolg (use lowercase letters only).

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 I-A distribution requirement.

German Studies 100, the first-year seminar offered in the fall, and German 231, Topics in German Studies, are writing-intensive courses taught in English and are both open to beginning students. This year's 231 topic is *Spectres, Monsters, and the Mind: The Gothic and Grotesque in Anglo-German Film and Fiction*.

Course Selection

Students in Groups II–IV are required to take the online placement exam. As part of the placement process, they will be contacted for an interview in German after they arrive on campus in the fall.

Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department for more detailed information upon arrival on campus.

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 101 or 104 in the fall, or German 103 in the spring. German 101f–102s is a yearlong Elementary German course; German 104f–204s is a year-long Accelerated Elementary and Advanced Elementary/Intermediate German course. Three semesters (German 101 through 201) are covered in two semesters. German 103 in the spring 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 201.

Group III: Students with four or more years of study in German, or extensive experience living in a German-speaking country or speaking German, should ordinarily elect 221 or 222 or 223.

Group IV: Other students with previous training in German should consult with the department chair during the summer or in September for individual placement.

Suggested Sequences for the First Year

Group I (see above listings)

Fall/Spring

101–102 Elementary German (yearlong course)

104–204 Accelerated Elementary German–Advanced German/Intermediate German (covers 101–102 and 201 material in two semesters)

Spring only

103 Intensive Elementary German

(covers 101–102 material in one semester)

Group II

Fall/Spring

201 Intermediate German

221 Foundations of Contemporary Germany *or*

222 Germany Today *or*

223 Topics in German Studies: Fall 2006: Controversial Women: The Films of Contemporary Filmmaker Margarethe von Trotta (in any sequence)

Group III

Fall/Spring

221 Foundations of Contemporary Germany *or*

222 Germany Today *or*

223 Topics in German Studies (in any sequence)

Group IV and/or Individual Placement

Please contact the department chair during the summer or in early September:

Tel.: 413-538-2294

Fax: 413-538-2635

Email: german-d@mholyoke.edu

Course Offerings

100f First-Year Seminars

*100f(01) *The New Face/s of Germany: Contemporary German Society in Film*

and Text

(Writing-intensive course; first-year seminar; taught in English; Film Studies core course)

In Germany today you will find: cities where much of the population was not born in Germany; 160,000 Turks and fourth-generation Germans of African descent living in Berlin; public schools offering Islamic religious instruction; more Russian Jews emigrating to Germany than to Israel; immigrants of German citizenship who do not know German; East Germans longing for the return of the Wall. Recent German film has represented these diverse faces of Germany, often through comedy. Focus on close analyses of several films, their sociohistorical, economic, and cultural contexts. Films to include: *Goodbye Lenin*, *Im Juli*, *Yasemin*, *Journey of Hope*, *Ali—Fear Eats the Soul*.

Meets multicultural requirement; meets Humanities I-A requirement.

G. Davis

Prereq. no knowledge of German required; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

*100f (02) *Memories of War and Exile: The Second World War in Photographs, Memoirs, and Fiction*

(First-year seminar; writing-intensive course; taught in English) We will explore the documentation of war through images and text with emphasis on the Second World War. How do civilians, soldiers, resisters, survivors, victims, and emigres directly affected by war remember the experience of war? What is the impact of war on emigrants forced into exile? How is war remembered by nations, institutions, and social groups in Western culture through myth, imagination, and fiction? This course focuses on the memory of the war experience in Germany and France with special emphasis on the impact upon European refugees at Mount Holyoke College. Readings include essays on the role of memory in shaping culture, archival material, and literary accounts of war.

Meets Humanities I-A requirement.

K. Remmler

2 meetings (75 minutes), 1 meeting (2 hours); 4 credits; enrollment limited to 15

101f–102s Elementary German

(Speaking-intensive course) This course introduces speaking, reading, and writing German. Cultural and literary readings, video materials, and World Wide Web resources dealing with everyday situations and experiences in the German-speaking countries will be used on a regular basis. Students complete online grammar, vocabulary, and culture exercises. Audiotapes and conversation sections with native speakers supplement class work. *Meets language requirement; does not meet a distribution requirement.*

R. Davis

4 meetings (50 minutes), 1 lab (50 minutes); 8 credits

NOTE: See department for placement if you have not taken German 101 at Mount Holyoke College.

103s Intensive Elementary German

(Speaking-intensive course) Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings, video materials, and World Wide Web resources dealing with everyday situations and experiences in the German-speaking countries will be used on a regular basis. Students complete online grammar, vocabulary, and culture exercises. Audiotapes and conversation sections with assistants from Germany supplement class work.

Meets language requirement; does not meet a distribution requirement

D. Van Handle

4 meetings (75 minutes), 1 lab (50 minutes); 8 credits

104f Accelerated Elementary German

(Speaking- and writing-intensive course) Practice in speaking, reading, and writing German. Cultural and literary readings, video materials, and World Wide Web resources dealing with everyday situations and experiences in the German-speaking countries will be used on a regular basis. In the second semester discussion of texts by such authors as Friedrich Dürrenmatt, Erich Kästner, and Janosch, as well as focus on strategies that help students learn to read, write, and use vocabulary and grammatical structures more effectively. An additional weekly conversation session (50 minutes) with a language assistant from Germany supplements class work. *Does not meet a distribution requirement.*

A. Hildebrandt

3 meetings (75 minutes), 1 meeting (50 minutes), 1 lab; 6 credits

NOTE: The combination of German Studies 104 and 204 constitutes three semesters of study in two semesters. Completion of the two-semester sequence is equivalent to completion of 101, 102, and 201. To fulfill the language requirement students must complete 204s.

201f Intermediate German

(Speaking- and writing-intensive course)

This course emphasizes further development of contextual reading, writing, and speaking skills in German by focusing on strategies that help students learn to read and write more effectively, as well as use vocabulary and grammatical structures appropriately. Discussion of texts by such authors as Friedrich Dürrenmatt, Erich Kästner, and Janosch. Special attention given to the study of German culture through use of Web resources. Course Web site: <http://www.mtholyoke.edu/courses/dvanhand/german201/fall2006/>.

Meets language requirement; does not meet a distribution requirement.

R. Davis, D. Van Handle

Prereq. open to students who have previously studied German; 3 meetings (75 minutes), 1 lab (50 minutes); 4 credits

*203f Tutorial in German Grammar and Vocabulary I

Intensive study of German grammatical structure and usage, designed to address individual needs. Focus on increasing proficiency in German grammar, improving writing and reading comprehension skills, and developing learning strategies. Only open to students concurrently enrolled in German Studies 201. *Does not satisfy a distribution requirement.*

The department

Prereq. open to students who have previously studied German or permission of department; 1 meeting (75 minutes); 2 credits

204s Advanced Elementary/Intermediate German

(Speaking- and writing-intensive course)

Continuation of German Studies 104.

Practice in speaking, reading, and writing German. Cultural and literary readings, video materials, and World Wide Web resources dealing with everyday situations and experi-

ences in the German-speaking countries will be used on a regular basis. Discussion of texts by such authors as Friedrich Dürrenmatt, Erich Kästner, and Janosch, as well as focus on strategies that help students learn to read, write, and use vocabulary and grammatical structures more effectively. An additional weekly conversation session (50 minutes) with a language assistant from Germany supplements class work.

Meets language requirement; does not meet a distribution requirement.

A. Hildebrandt

Prereq. open to students who have previously studied German and permission of department; 3 meetings (75 minutes), 1 meeting (50 minutes), 1 lab; 6 credits

NOTE: The combination of German Studies 104 and 204 constitutes three semesters of study in two semesters. Completion of the two-semester sequence is equivalent to completion of 101, 102, and 201.

*209f Die Grenzen meiner Sprache sind die Grenzen meiner Welt: Reading and Speaking German I

(Speaking-intensive course) Students engage in intensive practice in reading and speaking German, using texts selected according to each student's individual interest and academic focus. Students will develop reading strategies and improve their ability to converse colloquially and formally in German. We will utilize the Internet for newspaper, journal, and other sources discussing current political, economic, social, cultural, and historical issues in the German-speaking world. Participation in such speaking activities as presentations, role-playing and simulations, partner work, and small or whole group discussions. German assistants will provide opportunities for interaction with peers during course sessions.

Does not meet a distribution requirement.

G. Davis

Prereq. open to students who have previously studied German and permission of the department; 1 meeting (1 1/2 hours); 2 credits

*210s Die Grenzen meiner Sprache sind die Grenzen meiner Welt: Reading and Speaking German II

(Speaking-intensive course) This course offers intensive practice in reading and speak-

ing German. Students work on developing reading strategies and on improving their ability to converse colloquially, idiomatically, and formally in German. Discussion of Internet texts dealing with current political, social, cultural, historical, and economic issues in the German-speaking world chosen according to student interest and academic focus. Participation in a variety of speaking activities such as presentations, role-playing and simulations, pair work, and small or whole group discussions. German assistants will participate in the teaching of the course. *Does not meet a distribution requirement.*

The department

Prereq. open to students who have previously studied German and permission of the department; 1 meeting (1 1/2 hours); 2 credits

211s Creation and Production of a German Play

(Speaking-intensive course) Students write and stage an original one-act play in German. Students develop proficiency in the language through reading several short stories by authors such as Friedrich Dürrenmatt, Bertolt Brecht, Doris Dörrie, and Judith Hermann, as well as theoretical writings on the theatre; students will then rewrite one of the short stories as a play. Students write a substantial essay describing how they applied the specific theories of the theater to their original adaptation. The play will be performed at the annual German Theatre Festival and Competition hosted each spring by Mount Holyoke College.

Meets either language requirement or Humanities I-A requirement.

A. Hildebrandt

Prereq. open to students who have previously studied German or permission of the department; 4 credits

***212s Studies in German Language and Composition**

(Speaking- and writing-intensive course) Written and oral expression are strengthened through essays, class discussion, and work with more advanced grammatical structures. Frequent use of Internet resources dealing with current political, social, economic, and cultural issues in German-speaking countries. One unit will focus on *Wirtschafts-*

deutsch, and students will learn how to write cover letters and résumés for internships and jobs. Students will participate in a *Web-Diskussionsforum* with students at a German university, prepare an oral report, and write a final paper or design a Web page as a final project. Meetings with a native German assistant for additional cultural insight and contextual conversational practice.

Meets either language requirement or Humanities I-A requirement.

D. Van Handle

Prereq. open to students who have previously studied German and permission of the department; 4 credits

220fs German Conversation and Composition I

(Speaking-intensive course) This course will help students improve their written and spoken German and review important points of grammar and syntax. Readings range from popular culture to literary texts. Extensive use of films, multimedia, and Internet resources to supplement class discussion. Topics based on students' individual interests. Recommended for students in conjunction with German 211, 221, 222, or 241, or for those who desire additional preparation before entering upper-level courses in the department.

Does not meet a distribution requirement.

R. Davis

Prereq. open to students who have previously studied German and permission of the department; 1 meeting (75 minutes); 2 credits

221fs Foundations of Contemporary Germany: German Cultural Studies from the Enlightenment to the Present

(Speaking- and writing-intensive course) This course examines historical, cultural, political, and social developments that continue to frame the debate surrounding German identity as Germany defines its place within Europe in the twenty-first century. We analyze, orally and in writing, diverse forms of texts, from literature, film, music, art, and the press. Main texts focus on such topics as the emergence of the German nation, Romantic art and music, Berlin in the Golden Twenties, contemporary multi-ethnic authors, and pop

culture today. Students' individual fields of interest will guide interdisciplinary report assignment. Several essays and oral presentations.

Meets either language requirement or Humanities I-A requirement.

A. Hildebrandt (fall); G. Davis (spring)

Prereq. Open to students who have completed an intermediate-level German course or permission of department; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

222s German Culture Today

(Speaking- and writing-intensive course)

This course examines the cultural, political, and social developments from WWII to the present, focusing on contemporary German society. We will use various media including literature, newspapers, visual media, and Internet resources to discuss such topics as the German educational system, the impact of the EU and globalism on German society, contemporary film and theatre, and German youth culture and the influence of U.S. pop culture. Students are expected to do several written assignments and oral presentations. Reading assignments will be supplemented by audio, video, and Internet resources.

Meets either language requirement or Humanities I-A requirement.

A. Hildebrandt

Prereq. open to students who have completed an intermediate-level German course, or permission of department; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

223f Topics in German Studies

Introduces cultural, social, economic, and political developments in the German-speaking countries from the Middle Ages to the present. Topics include Germany within the EU; race and immigration; German art, architecture, and music; gender roles; contemporary East-West relations; and New German Cinema.

Fall 2006: Controversial Women:

The Films of Contemporary Filmmaker Margarethe von Trotta

(Speaking- and writing-intensive course)

Award-winning contemporary filmmaker Margarethe von Trotta has created controversy both as a woman in a "male" domain and through her women protagonists. We

study unconventional women who challenge their worlds and themselves, trying to forge a place in society and relationships which break through traditional patterns. The course also introduces basic film vocabulary and explores such cultural topics as lifestyle changes (in the comedy *Mit fünfzig küssen Männer besser*), German terrorism and the tabloid press (*The Lost Honor of Katharina Blum*), love in divided Germany (*The Promise*), a women's boycott which saved their Jewish husbands (*Rosenstraße*), and the "secret" police (*Die andere Frau*).

Meets either language requirement or Humanities I-A requirement.

G. Davis

Prereq. open to students who have completed an intermediate-level German course, or permission of department; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits

232s German Tutorial: Literature and Culture in a European Context

(Speaking-intensive course) Discussion in German of literary or expository texts and films covered in German studies courses taught in English translation. Focus on analyzing films and written texts and acquiring the appropriate terminology and reading/viewing strategies. Approaches to revising and editing papers written in German for German studies courses taught in English translation.

Does not meet a distribution requirement.

G. Davis

Prereq. normally open to students enrolled in German studies courses taught in English; majors/minors in the department should simultaneously enroll in both German Studies 232 and the respective German studies course taught in English to receive major/minor credit; 2 credits

295fs Independent Study

(Writing-intensive course)

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, or permission of department; 1 to 4 credits

301s Advanced Studies in German Language and Culture

(Speaking- and writing-intensive course)

Offers intensive work in oral and written expression. Studies from different disciplines,

newspaper and magazine articles, Web materials, and video- and interview tapes broaden comprehension of content and style. Materials based on individual needs and interests. Frequent papers, translations, and other exercises aim at improving written skills in German. Oral reports, written assignments, class discussion.

Meets either language requirement or Humanities I-A requirement.

R. Davis

Prereq. open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 100

***307f Enlightenment and Classicism**

(Speaking- and writing-intensive course)

Examines the major concepts and ideas of the Enlightenment and classicism, their contribution to and interaction with socio-historical changes in German society. Special attention is paid to the development of gender roles and issues of race, the (re)definition of genres, the formation of a literary canon, and the advent of literary criticism. Readings include works and selections by such authors as Kant, Herder, Lenz, Lessing, Schiller, and Goethe.

Meets either language requirement or Humanities I-A requirement.

The department

Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes); 4 credits

310f Transgressions: The German Romantic Spirit

(Speaking- and writing-intensive course)

An investigation of Romanticism, "the most revolutionary and the most radical movement of the German spirit" (Thomas Mann) and its intricate ties to postmodern cultural movements. This course explores Romanticism as an interdisciplinary cultural and social phenomenon in eras of political unrest. We study such fundamental Romantic concepts and topics as irony, *Poesie*, *Volk*; the cult of night and death, gender roles, *Salonkultur*, nationalism, myth as history and utopia. A particular focus on issues of identity and the unconscious. Authors/filmmakers include Günderröde, Varnhagen, the

Brothers Grimm, Fouqué, Kleist, von Arnim, Hoffmann, Schlegel; Bachmann, Arendt, Freud; Trotta, Rohmer.

Meets either language requirement or Humanities I-A requirement.

G. Davis

Prereq. open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or permission of department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

***311f Constructing German(y) 1800 to 1848: A Blueprint for the Twenty-first Century**

(Speaking- and writing-intensive; Film Studies component course) Highlights the dramatic cultural and political shifts from the Romantic worldview to post-Napoleonic reactionary regression and democratic political activism culminating in the Revolution of 1848. We investigate the impact of nineteenth-century ideas on twentieth-century writers and filmmakers, e.g., the youth culture of the early 2000s, the GDR resistance movement. We explore the concept of literature as an instrument for social change propagated by these groups, e.g., individual, gender, and sexual as well as political self-determination. Selection of fiction, nonfiction, and films by Marx, Büchner, von Droste-Hülshoff, Hebbel, Heine, Kleist, Rohmer, Stark, Ripstein, Fassbinder.

Meets either language requirement or Humanities I-A requirement.

G. Davis

Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

***312f Realism and Reality: German Culture in the Age of the First German Unification (1871)**

(Speaking- and writing-intensive course) We focus on representations of the increasingly conflicted relationship between the individual's need for personal freedom and the demands of constricting social structures in an age of industrial growth and scientific optimism. We explore diverse texts from the age of "poetic" realism and the politically charged Gründerzeit and discuss issues of national

and gender identity as Germany gains its political independence, Jewish Germans obtain citizenship rights, and the German women's movements garner strength. Authors and filmmakers may include Stifter, Keller, Storm, Fontane; Witt, Hansen, and such "makers of the twentieth century" as Marx, Nietzsche, and Freud.

Meets either language requirement or Humanities I-A requirement.

G. Davis

Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

***315s Topics in German Literature and Culture**

***315s(01) *Buntes Deutschland?*:**

Immigration and Representations of Im/migrants in Film and Text

(Speaking- and writing-intensive course; Film Studies core course) Focuses on key issues facing contemporary Germany as it attempts to integrate its large im/migrant population: such legal issues as the development of asylum, immigration, citizenship, and antidiscrimination laws and such cultural issues as the meaning of integration, the concept of *Leitkultur*, and the place of Islam in German society. We will study the various "waves" of post-1945 im/migrants including *Gastarbeiter*, *Aussiedler*, *Zuwanderer*, *Asylanten*. Literary and expository texts and films. Authors/filmmakers: May Ayim, Saliha Scheinhardt, Yoko Tawada, Emine Sevgi Özdamar; Fatih Akim, Franco Brusati, Xavier Koller, Hans Magnus Enzensberger, Rainer Werner Fassbinder.

Meets Humanities I-A requirement.

G. Davis

Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes); 4 credits

***319f Consequences of Modernity: German Culture 1900–1945**

(Speaking- and writing-intensive course) Intensive overview of German, Austrian, and Swiss culture against the backdrop of fin-de-siècle Vienna and the Habsburg legacy, Wilhelminian Germany, World War I, the Weimar Republic, the Third Reich,

and the Holocaust. The course will address shifting conceptions and representations of national identity and the role of new media in responses to mass culture in literature, art, film, and music.

Meets either language requirement or Humanities I-A requirement.

The department

Prereq. open to students who have previously studied German; 1 or 2 meetings; 4 credits

***320s Culture after Auschwitz:**

Remembering, Mourning, and Forgetting in Contemporary German and Austrian Literature and Film

(Speaking- and writing-intensive course)

Contact German studies department for course description.

Meets either language requirement or Humanities I-A requirement.

The department

Prereq. open to students who have previously studied German and permission of the department; 2 meetings (75 minutes) or 1 meeting (2 1/2 hours); 4 credits

325s Senior Seminar

This seminar is designed to explore the complex 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: "culture" and "civilization?" Texts from a variety of disciplines. Students compose term papers or Web projects on topics related to their major field(s) of interest.

Spring 2007: From the Kaiser to Hitler: Berlin 1871–1933 in Text and Film

(Speaking- and writing-intensive course; Film Studies core course) We explore Berlin from the *Gründerjahre* to the end of the Weimar Republic, a period of unprecedented economic growth, scientific development, and political and cultural change, studying documents from history, politics, science, philosophy, literature and the arts. Topics may include: Jewish culture in Berlin; Naturalism and the scientific revolution; Expressionism and Weimar Cinema; the New

Woman and the Golden Twenties; post-WWI economic depression. Selected texts about and by: Bismarck; Nietzsche; Fontane, Hauptmann, Döblin, Brecht; Helene Lange; Einstein; Zille and Käthe Kollwitz; films: *Der Hauptmann von Köpenick*, *Berlin: Sinfonie einer Großstadt*, *Metropolis*, *Berlin Alexanderplatz*.

Meets either language requirement or Humanities I-A requirement.

G. Davis

Prereq. open to students who have completed at least 8 credits in the department in upper mid-level courses or beyond, or permission of department; 1 meeting (2 1/2 hours) or 2 meetings (75 minutes); 4 credits

NOTE: *This course fulfills the nineteenth- or twentieth-century major requirement in German studies, depending on the topic of a student's semester project.*

395fs Independent Study

(Speaking- and writing-intensive course)
Does not meet a distribution requirement.

Courses Offered in Translation

These courses satisfy the distribution requirement for English literature or foreign literature in translation. It may also be possible to count these courses toward the German major or minor if students simultaneously enroll in a 2-credit complementary course in German, normally German 232.

The department

Prereq. soph, jr, sr, or permission of department; 1 to 8 credits

231s German Studies in a European Context

These courses are taught in English and satisfy a Humanities I-A distribution requirement but not the language requirement. For credit toward the minimum major/minor in German Studies students must enroll in German 232 (2 credits) as well (and read, write about, and discuss selected materials from 231 in German).

Spring 2007: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Literature

(Taught in English) We study the phenomena of the "Gothic" and "Grotesque" in film and literature and the cross-cultural influences on their form. Texts and films include Mary Shelley's *Frankenstein* and the 1931 film classic starring Boris Karloff; Bram Stoker's *Dracula*, adaptations with actor Bela Lugosi, director Coppola, and German expressionist and New Cinema auteurs, Murnau and Herzog; Poe's *The Masque of the Red Death* and the 1964 film starring Vincent Price; Meyrink's *The Golem* and Galeen's impressionist film; Kafka's *Metamorphosis* and Nemec's film; and Dürrenmatt's *The Visit*, the films starring Ingrid Bergman and Anthony Quinn, and Hyenes (1991) by Senegalese director Ousmane Sembène.

Meets Humanities I-A requirement.

G. Davis

Prereq. no knowledge of German required; 2 meetings (75 minutes); 4 credits

History

The major and minor in history are administered by the Department of History: Professors Czitrom, Ellis, Garrett-Good-year, Gudmundson, Lipman, McGinness (*chair*), Schwartz, Straw; Associate Professors Hanson, King, Morgan, Renda; Assistant Professor Datla; Visiting Assistant Professors Behrend, Chiang, Gerhard.

Contact Persons

Holly Sharac, *senior administrative assistant*
Frederick McGinness, *chair*

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 302–390); 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, indicated by a (p) at the end of the course description.

Other

- 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 adviser 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 5 courses) in history

Courses

- One research seminar (300 level)
- 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 adviser 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 Offerings

Foundation Courses

Foundation courses 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. Some of the courses are conducted as seminars with limited enrollments to permit 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.

Spring 2007

101s(01) Western Encounters with China

(Writing-intensive course; first-year seminar)

An examination of interaction between China and the West from the 13th c. to the present, undertaken as both an introduction to the study of history and a writing-intensive first-year seminar. The course will focus on the experience of Westerners in China and their portrayals of the "Middle Kingdom" for Western audiences. We will see China portrayed as a paradise, a stunted backwater, and a menacing competitor, among many other portraits, and analyze how perceptions of China have changed over time. Readings include both primary and secondary sources. Three short papers and a longer final essay. *Meets Humanities I-B requirement.*

M. Chiang

Prereq. fy only; 2 meetings (75 minutes each); 4 credits; enrollment limited to 15

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.

120f Ancient Greece and Rome

A survey of the political, social, and cultural history of Greece from the Bronze Age to Alexander, and Rome from the Tarquins to Constantine. We shall strive to recreate the entire experience of these peoples; their art, philosophy, and religion; their democratic and imperialist politics; the social dynamics of their clans and families; technology and trade. Special emphasis on the city-state and its meaning in Western history. Sources include Homer, Thucydides, Plato, Livy, Tacitus, various plays, trials, and laws. (p)

Meets Humanities I-B requirement.

F. McGinness

2 meetings (75 minutes); 4 credits; enrollment limited to 75

121s The Middle Ages: 300 to 1300

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. (p)

Meets Humanities I-B requirement.

F. McGinness

2 meetings (75 minutes); 4 credits; enrollment limited to 75

124f History of Modern South Asia, 1700 to the Present

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.

Meets Humanities I-B requirement.

K. Datla

2 meetings (75 minutes); 4 credits; enrollment limited to 40

***125 Native American History to 1783**

This course examines the histories of Native Americans from precontact times to the end of the American Revolution. Utilizing primary and secondary sources, we will look at native cultures prior to contact, and the effects that European colonization, trade, warfare, religion, and pathogens had on native peoples and their communities. We will also consider the various strategies (diplomatic, military, and spiritual) that native peoples employed in their efforts to cope with the newcomers from Europe and to maintain their way of life.

Meets multicultural requirement; meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

***130 Introduction to Chinese Civilization: Traditional China**

(Same as Asian Studies 101s) 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. (p)

Meets multicultural requirement; meets Humanities I-B requirement.

J. Lipman

2 meetings (75 minutes); 4 credits

131s East Asian Civilization:

Modern China

(Same as Asian Studies 102s) Studies the transformation of traditional China into a revolutionary society in the nineteenth and twentieth centuries. Topics include rural control and peasant rebellion, the synthesis of Chinese political systems with ideas and institutions from the West, development of capitalism and its fate, and the changing role of foreign powers in Asia.

Meets multicultural requirement; meets Humanities I-B requirement.

M. Chiang

2 meetings (75 minutes); 4 credits

133f Japan Since 1600

(Same as Asian Studies 133f) This course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. It focuses on the formation of a modern state, industrialization, Western imperialism and the rise of pan-Asianism, the Great Depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Lipman

2 meetings (75 minutes); 4 credits; enrollment limited to 40

***135s Modern Korea**

(Same as Asian Studies 135s) An introduction to Korean history since the fourteenth century. After a brief introduction to geography and premodern cultural forms, the course will survey the evolution of the Yi dynasty (1392–1910) in the religious, intellectual, and socioeconomic realms. The second half will focus on Korea's interaction with the Euro-American powers and the rising Japanese empire (nineteenth and twentieth centuries). We will examine the devastating effects of imperialism, colonial occupation, civil war, and long-term division, which have also enabled rapid economic development since the 1960s.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Lipman

2 meetings (75 minutes); 4 credits

***140 Identity and Community in Early Africa**

(First-year seminar; speaking- and writing-intensive course) What made communities cohere and how did people understand their place in society in the African past? This class introduces African patterns and principles of social organization from limited associations such as clans or drums of affliction to the encompassing community of medieval

Islam. Activities designed to give participants confidence in oral presentations begin with retelling oral narratives and culminate with a debate concerning the causes and consequences of the slave trade. This seminar will be taught in coordination with English 101, Into Africa. (p)

Meets multicultural requirement; meets Humanities I-B requirement.

H. Hanson

2 meetings (75 minutes); 4 credits

141s Violence and Social Change in Modern Africa

This course examines processes of change that have shaped modern Africa. It seeks to provide both the information and the conceptual tools necessary for an informed interpretation of African affairs presented (and not presented) by popular media. Using fiction, historical narratives, and a wide range of interdisciplinary sources, the class examines nineteenth-century interactions of Africans and Europeans and the nature of colonial conquest, economic and social change during the colonial period, and the emergence of postcolonial African societies. *Meets multicultural requirement; meets Humanities I-B requirement.*

H. Hanson

2 meetings (75 minutes); 4 credits; enrollment limited to 50

150f Europe and the Atlantic World, 1300–1700

(Speaking- and writing-intensive course; same as Medieval Studies 101f(02)) This course inquires into several dimensions of European society and culture during the transition from principalities and fiefs to early modern states, from feudalism to capitalism, from serfdom to both free and slave labor. Equally important, however, will be comparison of western Europe with other Atlantic societies of these centuries and examination of consequences for Europeans, Africans, and Americans (north and south) of encounters among them. Using both voices from the period and recent scholarship about early modern Western and Atlantic societies, the course will look critically at the making and remaking of “Western” culture between the Middle Ages and the modern

era. (p)

Meets multicultural requirement; meets Humanities I-B requirement.

H. Garrett-Goodyear

2 meetings (75 minutes); 4 credits; enrollment limited to 15

151fs Modern and Contemporary European Civilization

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.

Meets Humanities I-B requirement.

R. Schwartz (fall), J. King (spring)

2 meetings (75 minutes); 4 credits; enrollment limited to 60 (fall) and 50 (spring)

161s British Empire and Commonwealth

An introduction to the history of the expansion, consolidation, working, 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.

Meets multicultural requirement; meets Humanities I-B requirement.

K. Datla

2 meetings (75 minutes); 4 credits; enrollment limited to 45

170f The American People, 1500–1865

This course examines the diverse cultures and peoples—Indian, African, and Europe-

an—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. (p)

Meets Humanities I-B requirement.

J. Ellis

2 meetings (75 minutes); 4 credits; enrollment limited to 50

171s The American Peoples since 1865

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.

Meets Humanities I-B requirement.

D. Czitrom

2 meetings (75 minutes); 4 credits; enrollment limited to 60

180f Introduction to Latin American Cultures

(See Latin American Studies 180f)

200-Level Courses: Themes and Periods

These 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.

***201 Great Debates in American History**

(Speaking-intensive course) A speaking-intensive course designed as an introduction to American history for students already possessing some background. Four seminal debates in American history will be studied in depth, and each student will be asked

to prepare oral presentations that replicate the arguments made by historical figures. Possible topics: the trial of Anne Hutchinson (1636); the debate over the language of the Declaration of Independence (1776); the Lincoln-Douglas debates (1858); and the decision to drop the atomic bomb (1945). *Meets Humanities I-B requirement.*

J. Ellis

2 meetings (75 minutes); 4 credits; enrollment limited to 30

209s United States Economic History

(See Economics 209s)

214f History of Global Inequality

(Community-based learning course) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

H. Hanson

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***217s The Crusades and the Making of Medieval Europe**

(Same as Medieval Studies 217s) Long before Operations "Desert Storm" and "Iraqi Freedom," Westerners were drawn to the Middle East. This course will examine the "Holy War" of Christians against Moslems and Jews in the Middle Ages and seek to determine underlying causes: the need to defend Constantinople and the Holy Land from the infidel, the greed for markets and the spoils of war, the domestic frustrations that were displaced to an external enemy, the ideology of divine mission and martyrdom. Sources: laws, chronicles, memoirs, sermons, and treatises from Latin, Greek, and Moslem

perspectives. (p)

Meets Humanities I-B requirement.

C. Straw, F. McGinness

2 meetings (75 minutes); 4 credits

223f Religion and Politics in Modern India
(Speaking- and writing-intensive course) 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. *Meets multicultural requirement; meets Humanities I-B requirement.*

K. Datla

2 meetings (75 minutes); 4 credits; enrollment limited to 20

***225 The Roman Empire**

(See Classics 220)

226s Sport, Society, and Politics in the Roman World

(See Classics 226s)

***228 Women in Antiquity**

(See Classics 228)

***230 History and Law**

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.

Meets Humanities I-B requirement.

J. King

2 meetings (75 minutes); 4 credits

232fs Special Topics in Medieval History

Fall 2006

232f(01) Medieval England

(Same as Medieval Studies 200f(02)) The British Isles from the ancient Celts to the fourteenth century. Topics include Celtic culture, Roman Britain, early Christianity, Sutton Hoo and the invasions of the Anglo-Saxons, the Vikings, the birth of the English monarchy, the Norman conquest of England, Wales, and Ireland, Norman achievement in government and art, Cistercian monasteries, Richard the Lion-Hearted and the Crusades, the towns and their Jewish communities, King John, the Magna Carta and the development of Parliament, English Gothic, the beginning of Hundred Years' War, the Black Death, and the Peasants' Revolt of 1381. (p)

Meets Humanities I-B requirement.

F. McGinness

2 meetings (75 minutes); 4 credits; enrollment limited to 75

232f(02) Myth of the Dark Ages

(See Medieval Studies 200f(01))

Spring 2007

232s(01) Introduction to Medieval Monasticism

(See Medieval Studies 200s(01))

**232(02) Early Ireland*

(Same as Medieval Studies 200) Who were the Celts? Are any social and political institutions distinctively "Irish"? This class will trace Ireland from prehistoric times through the Norman conquest and colonization of Ireland in later Middle Ages, focusing on continuities of settlement patterns, family structures, religious practices (both pagan and Christian), and cultural festivals. Sources include epics and myths such as *The Taine* and *The Voyage of Brendan*; various Annals recording historical events; law codes, letters, saint's lives, and penitentials. (p)

Meets Humanities I-B requirement.

F. McGinness, C. Straw

2 meetings (75 minutes); 4 credits

***240 The Holocaust in History**

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.

Meets Humanities I-B requirement.

J. King

2 meetings (75 minutes); 4 credits

241s African Popular Culture

This class uses popular music, dance, fiction, film, street art, bus slogans, newspapers, and other sources to document African interpretations of the decades since “flag independence” in 1960. We will let African musicians, writers, filmmakers, and artists direct our investigation of the big questions of the class: Why is the gap between rich and poor in African societies increasing? What is happening to gender relations? What do African people think of their political leaders and how do they imagine political situations might improve?

Meets multicultural requirement; meets Humanities I-B requirement.

H. Hanson

1 meeting (3 hours) plus fourth hour; 4 credits; enrollment limited to 100

***253 Late Medieval and Early Modern Europe**

**The Medieval Church*

A study of the Western Church from Late Antiquity to the High Middle Ages, focusing on changing beliefs and how ideals are manifest in institutions subject to secular forces. Topics: persecution and martyrdom, the imperial church, the rise of monasticism, sacral kingship, the symbiosis of church and state, heretics and witches, sexuality and the sacred—the peculiar “Medieval Vision” of reality. (p)

Meets Humanities I-B requirement.

C. Straw

Prereq. soph, jr, sr, some preparation in history or religion suggested; 1 meeting (3 hours); 4 credits

**Magicians, Witches, and Demons*

Both white and black magic were practiced

throughout Europe for centuries before the high Middle Ages saw an important shift in the definition of witchcraft. Instead of magicians being seen as healers with herbal lore, in the late medieval period the Church defined them as witches whose power came directly from the devil. We will explore how, from being a necessary if frightening aspect of life in a magical world, witchcraft became a heresy based on Satanic pacts and rituals, and how the persecution of witches culminated in a violent witchcraze at the same time that many Enlightenment philosophers were advocating rationality as the human ideal. (p)

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

***255 Ideas and Society in Modern Europe**

**Ideas and Society in Modern Europe*

Victor Hugo’s celebrated novel, *Les Misérables* (1862), will set the themes for a multimedia study of nineteenth-century France: class antagonisms, student and worker protests, and revolutions; nationalism and nation building; urbanization and the social problems of poverty, disease, and crime; romanticism, socialism, and republicanism; the rise of the novel, the newspaper, and print images. Two areas of investigation will be emphasized: 1) the representation of history in literature, print images, and films; 2) the use of multimedia technology to compare the representations with historical realities, with history as it was lived by nineteenth-century women and men.

Meets Humanities I-B requirement.

R. Schwartz

2 meetings (2 hours); 4 credits

**The Age of Enlightenment*

The Enlightenment has been cited as the intellectual birthplace of almost every modern movement from Marxism to democracy to imperialism. It has also been hailed as the birthplace of modern notions of freedom, individuality, and progress, and vilified as the basis of elitism, sexism, and racism in Western culture. This course will evaluate the Enlightenment and its impact on philosophy, politics, religion, and society in Western Europe, asking whether the priority placed

on reason and progress has been beneficial or detrimental to our society.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

***Revolutionary France**

For most of the eighteenth century, France had what appeared to be the strongest monarchy in Europe, so why did France explode into revolution in 1789? And why did France swing between revolution and dictatorship for a century after the French Revolution? How did the Enlightenment affect the politics of the revolutionaries? We will explore the cultural, social, and economic developments leading to the French Revolution, and why the tensions that led to revolution took so long to resolve. This will include an examination of the rise and fall of Napoleon and the French commune that followed. We will also consider the impact of the revolution and the Napoleonic wars on the rest of Europe.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

256f Interpreting Nature: Environmental Thinking in Europe from the Seventeenth Century to the Present

(Speaking-intensive course; same as Environmental Studies 256f(01)) Studies European views of nature and the natural world from the late middle ages to the present. A case study of environmental change investigates the impact of industrialization and the railway system on the human and physical environments in nineteenth-century Britain. Central to this part of the course will be a hands-on introduction to new methods of computer-assisted mapping and data analysis known as Geographic Information Systems (GIS). (p)

Meets Humanities I-B requirement.

R. Schwartz

1 meeting (2 hours, 50 minutes); 4 credits;

enrollment limited to 25

***257 Computing Applications in History and the Humanities**

***Frankenstein Meets Multimedia**

(Speaking-intensive course) This course introduces multimedia computing as a tool for carrying out a cultural history of Mary

Shelley's *Frankenstein* (1818)—a wonderfully rich source for understanding the varied and shifting views of nature, gender, human development, and science during the eighteenth and nineteenth centuries. It also provides hands-on practical experience using instructional technology to design and produce a significant multimedia study on CD-ROM or the Web.

Meets Humanities I-B requirement.

R. Schwartz

2 meetings (2 hours); 4 credits

***War of the Worlds: Witchcraft and Witch Hunting in the Early Modern Era (1500–1800)** (Speaking-intensive course) A multimedia study of elite and popular culture in Europe and New England, focusing on the beliefs and practices of witchcraft and witch hunting. We shall examine differing historical interpretations of witchcraft and use multimedia technology to explore the representation of witches and their prosecution in judicial records, quantitative materials, visual images of the era, and modern films. Students will work in teams to create multimedia projects on the Web.

Meets Humanities I-B requirement.

2 meetings (2 hours); 4 credits

259f Empire, Race, and the Philippines

(Speaking- and writing-intensive course) Is the United States an “empire”? Today, U.S. political, military, and economic involvement in many parts of the world, such as the Middle East, makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, postcolonialism, neocolonialism, crony capitalism, globalization, and militarism. Requirements include two exams and a final paper.

Meets multicultural requirement; meets Humanities I-B requirement.

R. Chu

2 meetings (75 minutes); 4 credits; enrollment limited to 20

260s Topics in the Recent History of Europe

Spring 2007

260s(01) From Habsburg to Hitler: Bohemian Politics, 1848–1945

This course explores the complex, often comic, and ultimately tragic history of Bohemia, a territory located today in the Czech Republic, but previously a part of the Habsburg Monarchy, then of Czechoslovakia, and then of Hitler's Third Reich. Students will complement historical studies with autobiographical material and contemporary fiction, beginning with the Revolution of 1848, progressing through the achievements and worrisome trends of Emperor Francis Joseph's 68-year reign, and concluding with the world wars. Emphasis on the interplay among Czechs, Germans, Jews, and other pivotal players: the House of Habsburg and its supporters, and the political elites of neighboring countries. *Meets Humanities I-B requirement.*

J. King

2 meetings (75 minutes); 4 credits; enrollment limited to 20

260s(02) World War I and Its Aftermath

World War I (1914–1918) was arguably the transformative event of the twentieth century. It destroyed four empires, enabled the Russian Revolution, altered the political geography of Central Europe, and strengthened independence movements in European possessions overseas. This course explores this history by examining the origins, geographical extent, and consequences of the war from 1880s to 1939 in Europe and in global perspective.

Meets Humanities I-B requirement.

R. Schwartz

Prereq. History 151 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

260s(03) Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917–1953

(Same as Russian and Eurasian Studies 244s(01)) The Bolshevik Revolution of 1917 marked the coming of totalitarianism to Russia. Led first by Lenin and then by Stalin, the country went through the most brutal civil war, purges, World War II, and the first stages of cold war. This period also saw im-

mense social change and sweeping economic transformation. What were the causes of totalitarianism in Russia? How did the regime function? What were the major landmarks of Russian history in the period 1917–1953?

Meets Humanities I-B requirement.

C. Pleshakov

2 meetings (75 minutes); 4 credits; enrollment limited to 50

264 German History in the Modern World

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.

Meets Humanities I-B requirement.

J. King

2 meetings (75 minutes); 4 credits; enrollment limited to 20

275f American Women's History, From Settlement to Reconstruction

(Same as Gender Studies 206f(01)) Introduction to major themes in U.S. history through the lens of women's history. Located both near the centers of power in American society and at its margins, the history of women as a social group is one of conflict and diversity. While women do not make up a coherent group, all share the unique experience of being "women" in class, racial, and religiously specific ways. Themes include Native American and Hispanic women during European contact and settlement; the impact of the American Revolution; benevolent women and the "fallen" women they hoped to help; enslaved women and the plantation mistress; women in the multicultural west; women's involvement in the Civil War and Reconstruction.

Meets Humanities I-B requirement.

J. Gerhard

2 meetings (75 minutes); 4 credits; enrollment limited to 20

276s U.S. Women's History since 1880

(Same as Gender Studies 205s(01)) 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.

Meets Humanities I-B requirement.

J. Gerhard

2 meetings (75 minutes); 4 credits; enrollment limited to 20

***280 Race and Gender in North American History**

This course will examine the intersections between race and gender in the history of North America. Topics to change from year to year. Some topics will focus exclusively on the history of the United States; others will treat North American history more broadly.

**African American Women and U.S. History* (Same as Gender Studies 200) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

M. Renda

2 meetings (75 minutes); 4 credits

281f African American History to 1865

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 Negroes, the crisis of the nineteenth century, and the effect of the Civil War. (p)

Meets multicultural requirement; meets Humanities I-B requirement.

J. Behrend

2 meetings (75 minutes); 4 credits; enrollment limited to 40

282s African American History: 1865 to the Present

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.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Behrend

2 meetings (75 minutes); 4 credits; enrollment limited to 40

283f 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.

Fall 2006

283f(01) The United States since 1945:

We Didn't Start the Fire

America emerged from the Second World War as the most powerful nation on earth. This course explores the political, cultural, and social life of Americans in the most recent historical period. Topics include the birth of the national security state, cold war at home and abroad, popular culture and the consumer society of the fifties, political conflict and cultural rebellion of the sixties, the civil rights struggle, and the decline of American empire.

Meets Humanities I-B requirement.

D. Czitrom

2 meetings (75 minutes); 4 credits; enrollment limited to 50

283f(02) *American Foreign Policy*
(See International Relations 270)

**America between the Wars*

An examination of American politics, culture, and society during two decades marked by both extraordinary change and stubborn continuity. Special attention to the new mass culture, resistance to modernity, relations between the state and business, the experience of the Great Depression, and the political and cultural legacies of the New Deal. Emphasis on writing about and discussion of a wide range of primary source materials.

Meets Humanities I-B requirement.

D. Czitrom

2 meetings (75 minutes); 4 credits

**World War II at Home and Abroad:*

U.S. American Society and Culture, 1939–1945

This course will examine World War II as it was lived and observed by diverse U.S. Americans. Topics will include the politics of propaganda; wartime uses of gender; Japanese American internment; African American responses to the war; the emergence of lesbian and gay communities; the experiences of men and women who served in Europe, North Africa, and the Pacific; and U.S. American responses to bombing and genocide.

Meets Humanities I-B requirement.

M. Renda

2 meetings (75 minutes); 4 credits

**A Cultural and Environmental History of the Mount Holyoke College Campus*

(Speaking-intensive course) This course will use the Mount Holyoke College Archives to study the evolution of the campus landscape and built environment from its origins to the 1970s. It will investigate the historical ecology of the campus and surrounding region and will connect local developments with broader patterns of American and European history with regard to gender, education, and landscape architecture, tracing through the work and influence of Frederick Law Olmsted the link between the naturalistic public parks of Europe, New York's Central Park, and the historical campus of MHC. Students will work collaboratively to create new components for the Historical Atlas of the campus (www.mtholyoke.edu/go/atlas).

Meets Humanities I-B requirement.

R. Schwartz

2 meetings (75 minutes); 4 credits; enrollment limited to 25

**American Media History*

A historical overview of the evolution of mass media in the United States since the mid-nineteenth century: How have they reshaped our world? The focus will be on the institutional, economic, and cultural history of several key modern media forms: newspapers and magazines, the motion picture industry, sound recording, radio and television, and postbroadcasting technologies. Special attention to the historical connections among and between these media, to various approaches to analyzing their effects, and to their changing political and cultural influence.

Meets Humanities I-B requirement.

D. Czitrom

2 meetings (75 minutes); 4 credits

**American Popular Culture, 1945 to the Present*

American popular culture has, since 1945, grown to be a powerful cultural and political force in the United States. We will look at the construction of identities—personal and national—through: the rise and diversification of television, the role of music in protest movements from the Civil Rights movement to the Christian right, tensions between Hollywood blockbusters and indies, and cultures of the internet from video gaming to pornography.

Meets Humanities I-B requirement.

J. Gerhard

2 meetings (75 minutes); 4 credits; enrollment limited to 30

284s History, Ecology, and Landscape

This course explores the history of 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 Darwin and the founder of modern ecology, Ernest Haeckel, and Americans Henry David Thoreau and Aldo Leopold. Our study of historical landscapes will focus on the Boston Fens designed by Frederick Law Olmsted and our own backyard, the Connecticut River Valley and the

Harvard Forest.

Meets Humanities I-B requirement.

R. Schwartz

1 meeting (3 hours); 4 credits; enrollment limited to 25

***287s Afro-Latin America: From Slavery to Invisibility**

(See Latin American Studies 260s)

288f Modern Mexico

(See Latin American Studies 288f)

289s Slavery in the Americas

(See Latin American Studies 289s)

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, with permission of instructor; 1 to 4 credits

***296 Women in History**

**African Women's Work, 1880–1980*

(Same as Women's Studies 200) Transformations in gendered divisions of labor and in women's access to resources are fundamental to understanding contemporary African societies. We explore how African women have created contexts for productivity using strategies such as marriage, pledged female friendship, and voluntary dependency.

We investigate the loss of women's work of governing in the colonial period, and the consequences for women's wealth and productivity of incorporation into a global market economy. Texts include recorded life histories, autobiography, fiction, and film, and primary sources such as the testimony of participants in the Ibo Women's War of 1929.

Meets multicultural requirement; meets Humanities I-B requirement.

H. Hanson

2 meetings (75 minutes); 4 credits

**Women, Spirituality, and Power:*

A Cross-Cultural Comparison

(Writing-intensive course) How are the changing and varied experiences of women related to notions of the sacred? How are the very distinctions between “women” and “men” affected by such notions? In what ways is spirituality a source of power for women or a limit to their power? Case studies include European women during the transition from

medieval to modern society, African women during early encounters with European Christians as well as in the period after “independence,” and women of the African diaspora.

Meets Humanities I-B requirement.

H. Garrett-Goodyear

2 meetings (75 minutes); 4 credits

**Women in South Asia*

(Same as Asian Studies 296s and Women's Studies 200s) This course is about the histories of women in South Asia. The readings consider broad themes that have historically affected the status of South Asian women: discourses about backwardness, nationalism, family and property rights, the law, violence, labor, religion, and social activism. Working chronologically through the colonial and postcolonial periods, we will consider the relationship between the status of South Asian women within their families and communities and ask what types of feminist strategies can enable South Asian women.

Meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits

**Women in Chinese History*

(Same as Asian Studies 296 and Gender Studies 200) 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.

Meets Humanities I-B requirement.

J. Lipman

2 meetings (75 minutes); 4 credits

300-Level Courses

Please note that admission to all 300-level history courses is by written application and permission of the instructor. Students may apply online at <http://www.mtholyoke.edu/acad/hist/application.shtml>.

301fs Colloquium

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.

Fall 2006

301f(01) Reading the New York Times: Journalism, Power, History

(Same as American Studies 301f(04)) This course will examine the political and cultural power of the *New York Times* in the American past and present. Students will analyze the *Times* today through careful, daily readings. They will also study its evolution as an institution, as well as its coverage of and involvement in several of the critical historical events of this century. By focusing on the *Times* as the most influential "agenda setter" in American journalism, we will also address the larger issues of objectivity, bias, and influence in the mass media.

Meets Humanities I-B requirement.

D. Czitrom

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

301f(02) Nationalism and Nation Building in East Asia

(Same as Asian Studies 331(03)) China, Japan, and Korea were all well-organized states and societies in the nineteenth century, when the full impact of Euro-American imperial power arrived in East Asia. From that time until the present, all three have gone through painful and conflicted transformations to establish themselves as modern nation-states. This colloquium will focus on the current secondary literature on nationalism and nation building within an explicitly comparative framework, using material from all three East Asian cultures.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Lipman

*Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period ([*acad/hist/application.shtml*\) is required; 1 meeting \(3 hours\); 4 credits; enrollment limited to 15](http://www.mtholyoke.edu/</i></p>
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301f(03) Slave Rebellions in the Age of Revolutions

Many of the largest and most influential slave rebellions in modern history erupted during the age of Revolutions, a period of wide-ranging political and economic transformations in the late eighteenth and early nineteenth centuries. We will consider major rebellions and conspiracies in the United States, the Caribbean, and South America. Our goals will be to examine what constituted a slave rebellion, how resistance differed from rebellion, how revolts were organized, how they impacted local communities as well as nation-states, and how they might have led to the destruction of slavery. Investigations will include such topics as ideology, mobilization, religion, gender, and rumor.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Behrend

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2007

301s(01) Back to the Future

Is history a reliable form of prophecy? This course attempts to assess the likely developments in the domestic and foreign policy of the United States over the next century by looking backward at long-term historical trends and at historical patterns that have shaped early nations. Readings include John Keegan on war, Alexis de Tocqueville on democracy, Winthrop Jordan on racism, Paul Kennedy on imperial decline, Arthur Schlesinger on liberalism, and George Kennan on foreign policy.

Meets Humanities I-B requirement.

J. Ellis

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (2 hours); 4 credits; enrollment

limited to 15

301s(02) Bodily Desires: Sexuality in the U.S. from 1900 to the Present

(Same as Gender Studies 333s(02)) In this seminar, we will study the history of sexuality, desire, and bodies. The premise of this interdisciplinary seminar is that sexuality is both historically constructed (fluid and changing over time and culture) and embodied and lived (experienced for many as essential and unchanging). We will study experts who set out terms and frameworks for understanding modern sexuality; how in different ways and in different times communities of sexual minorities strategically used selected elements of expert discourse to forge their own narratives of self and desire. Students will examine sexual classifications—mainstream and “normal” or subcultural and “deviant”—as mutually constructed.

Meets Humanities I-B requirement.

J. Gerhard

Prereq. permission of instructor; 8 credits in history or equivalent preparation; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Other Europe since 1945*

(Writing-intensive course) What was Stalinism in “Eastern Europe” during the 1940s and 1950s? What forms did national rebellions against Stalinism take, and what kinds of “soft dictatorships” emerged in the 1960s and 1970s? Why and how did communism collapse? What next? Discussion will center on Czechoslovakia, Hungary, Yugoslavia, and their successor states; course materials will include fiction, film, autobiography, and additional primary sources.

Meets Humanities I-B requirement.

J. King

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

**Race, Gender, and Empire: Cultural Histories of the United States and the World*

(Same as American Studies 301 and Gender

Studies 333) 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 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?”

Meets Humanities I-B requirement.

M. Renda

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 16

**Religion, Modernity, and Colonialism in South Asia*

(Speaking- and writing-intensive course)

This colloquium will allow its participants to explore the relationships between religion and ‘modernity’ in South Asia within the context of British colonial rule. Was there necessarily a dichotomy between being ‘modern’ and being ‘religious’? How were religious sentiments and the practices of Hinduism, Islam, Buddhism, and Christianity shaped by the colonial experience? In what ways did Indians both contest and appropriate the discourse of ‘modernity and progress’? This course will situate these relationships and explore their antagonisms and symmetries, placing them in a colonial context. It attempts to link modern practices of religion in South Asia with their colonial-era antecedents.

Meets multicultural requirement; meets Humanities I-B requirement.

The department

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Human Agency and Historical*

Transformation: Pivotal Moments in the Development of Capitalism

(See Critical Social Thought 255f and Economics 204f)

**Modern Europe in Crisis, 1890–1940*

This colloquium studies Europe from an era of cultural confidence and imperial expansion to the outbreak of World War II. Topics will include the New Woman and her critics, the Great War (1914–1919), the rise of fascism, new paradigms in art (cubism), movements for social justice and state protected welfare, and debates of colonialism and empire. Readings will include Simone de Beauvoir's *Memoirs of a Dutiful Daughter*, Vera Brittan's *Chronicle of Youth*, Eric Marie Remarque's *All Quiet on the Western Front*, Ortega Y Gasset's *The Revolt of the Masses*, and George Orwell's *Road to Wigan Pier*.
Meets Humanities I-B requirement.

R. Schwartz

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required;
1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Long Nineteenth Century*

(Speaking- and writing-intensive course)

This course will examine the four major revolutions that occurred in Europe between 1789 and 1917, which reshaped the principalities and territories of early modern Europe into the nation-states of modern Europe. A major focus will be the role of nationalism, both in fostering revolutionary movements and in inspiring resistance to them. The course will also consider how the political/theoretical positions of historians who study the period have shaped their interpretations of the events, as students analyze how historical arguments are constructed and supported.

Meets Humanities I-B requirement.

The department

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required;

1 meeting (3 hours); 4 credits; enrollment limited to 15

**Martyrdom as Social Protest: Resistance and Honor in Antiquity and the Middle Ages*

Not all victims of tyranny and persecution become martyrs, nor are all martyrs victims of tyranny. What social and political conditions foster 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 comparisons and psychoanalytic theory to help understand how martyrdom shaped the history and culture of antique Europe and Japan. Subjects: imperial suicides, child sacrifice, political martyrs, gladiators, samurai and kamikaze, women martyrs, soldiers, and virgins. (p)

Meets Humanities I-B requirement.

F. McGinness

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required;
1 meeting (3 hours); 4 credits; enrollment limited to 15

**New York City: Capital of the Twentieth Century*

A colloquium 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.

Meets Humanities I-B requirement.

D. Czitrom

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required;
1 meeting (3 hours); 4 credits; enrollment limited to 15

**Money in History*

What is the power of money in human

interactions? Do money and markets determine the shape of social institutions? We examine the process through which societies in Africa, Europe, Latin America, and the Pacific replaced patterns of exchange based on forms of mutual obligation with patterns of exchange based on money. What changed, what did not change, and why? We will consider some of the ways that social theorists and economic anthropologists have answered these questions and decide whether the evidence from our case studies supports or disproves their theories.

Meets Humanities I-B requirement.

H. Hanson

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***Food and Famine in African History**

(Same as Environmental Studies 301) This course examines African patterns of production over the long term and the transformation of African food systems in the last century as a basis for critiquing current development and environmental management strategies. We will establish the links between famine, drought, and food entitlement using case studies and carefully examine sources on the colonial period and more recent development undertakings in order to document the consequences of various interventions on people's access to productive resources.

Meets multicultural requirement; meets Humanities I-B requirement.

H. Hanson

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***Segregation: Origins and Legacies**

This colloquium will explore the historical debates about the causes and timing of racial segregation, its effects on African Americans and social inequality, and its most resistant legacy in the twentieth century, residential segregation. Violence against blacks, the use

of gender to bolster segregation, biracial alliances and the onset of disfranchisement, the nationalist character of segregation, and black resistance to segregation will be prominent themes. Weekly readings will include primary and secondary works, documentary films, and historical fiction.

Meets multicultural requirement; Meets Humanities I-B requirement.

L. Morgan

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***The Abolition Movement**

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.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Morgan

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

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.

323f Germans, Slavs, and Jews, 1900–1950

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 trac-

ing 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.

Meets Humanities I-B requirement.

J. King

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

324s Late Antiquity

324f(01) *The Decline and Fall of the Roman Empire*

In his masterpiece, *The Decline and Fall of the Roman Empire*, Edward Gibbon catalogued the end of the classical era, “during which the condition of the human race was most happy and prosperous.” We shall reexamine the various factors and forces Gibbon blamed for decline in light of modern research: barbarian invasions, the rise of Christianity, economic decay, and social dislocation, as well as investigating new discoveries and modern interpretations of the “transformations of Late Antiquity.” (p)

Meets Humanities I-B requirement.

F. McGinness

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

*324 *Pagans and Christians: The World of Late Antiquity*

As the Roman Empire declined, violence intensified and superstition rose. Gladiators, dream interpreters, and sorcerers multiplied, while pagan philosophers and rhetoricians sought to answer the criticism of Christians

that theirs was a depraved society bound for hell. Readings include: Petronius, *The Satyricon*; Seneca, *On Suicide*; Artemidorus’s *Dreambook* and curse tablets; moral treatises by Christians on such topics as virginity and fasting; finally, reflections on the decadence of Roman society by historians such as Suetonius and Tacitus. (p)

Meets Humanities I-B requirement.

C. Straw

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

*331 Asian History

**China’s Tumultuous Twentieth Century*

(Same as Asian Studies 331) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Lipman

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Meiji Revolution*

(Same as Asian Studies 331) A research seminar on the late-nineteenth-century transformation of Japan from a feudal state ruled by hereditary warriors into a modern nation-state ruled by a cabinet, a legislature, and a professionalized bureaucracy under the symbolic sovereignty of a sacred monarch. A turning point in East Asia’s modern history, this revolution shaped the following century throughout the region and remains a subject of intense scholarly and popular interest. We

will begin with secondary readings—social and political history, biography, and cultural history—then each student will identify a research question and discover her own sources to answer it in a 20-page final essay.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Lipman

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

331 *The Japanese Empire, 1868–1945

(Same as Asian Studies 331) A research seminar on Japan's imperial venture from its inception in the 1870s to its rapid expansion and calamitous defeat in the 1940s. The enormous size of the Japanese empire at its height demands that we study a wide variety of local situations, indigenous peoples, and specific adaptations of and to Japan's imperial style and organization. After initial secondary readings, each student will identify a research question then discover her own sources to answer it in a 20-page final essay.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Lipman

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***338s Gender and Colonialism: Masculinities, Feminisms, and the European Imperial State**

This course considers how gender was a central frame for regulating political and social relations in European empires and their colonies in the last 200 years. The readings bring interrelated historical themes into play: the multiple ways in which masculinity and its privileges structured the ways that European men negotiated with non-European men over questions of political authority; how women, both European and native, became a focus of social, cultural, and sexual regula-

tion. A final theme addresses the relationship between European feminist discourses and feminist movements in colonies. Students will be asked to analyze a memoir, travel narrative, or another primary source.

Meets Humanities I-B requirement.

The department

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

341f Topics in African History

Fall 2006

341f(01) *Power and Exchange in the African Past*

What causes the transformation of patterns of production and exchange? This seminar uses richly detailed African social histories to explore the complex interactions of culture, power, and material resources in economic and social processes. We will examine pre-colonial forms of exchange, the social and political conflicts engendered by nineteenth-century integration into a global economy, the shaping of modern African cities and the changing meanings of commodities such as soap, alcohol, and cloth. Evaluation will be based on active engagement in discussions, short reflections on each week's reading, and a substantial research paper.

Meets multicultural requirement; meets Humanities I-B requirement.

H. Hanson

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

****The Meaning of Colonial Rule***

Our discussions will focus on the various forms of nationalism in colonial Africa. We will examine the evolution and implementation of colonialism in Africa as well as the development of the colonial state. We will look at local reactions and responses to this

foreign domination in various parts of the continent. Our concern will be to examine interest groups and nationalist parties, and to explore their goals and strategies. We will look at the process of decolonization as well as the problems of independence and neo-colonialism.

Meets multicultural requirement; meets Humanities I-B requirement.

Prereq. permission of instructor, 4 credits in history and 4 credits in a course on Africa in any department, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**When Worlds Collide: The Colonial Moment in Africa*

This seminar examines case studies of Africans and Europeans struggling with each other over issues of power and authority. It seeks to replace simplistic notions of European conquest and African resistance or collaboration with more nuanced analyses of conflicts involving religion, knowledge, culture, and wealth, as well as political and military authority. Recent works of African history will provide the framework and model for individual research projects, but if a student chooses, she may focus her research on a colonial conflict outside of Africa.

Meets multicultural requirement; meets Humanities I-B requirement.

H. Hanson

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***351 The Middle Ages**

**351 Medieval Monasticism*

(Same as Medieval Studies 300) This survey of Western monasticism from its origins in the Egyptian desert to the mendicant orders of fourteenth-century Europe seeks to understand what motivates men and women to define perfection as abnegation of food, sex, wealth, success, and even laughter—all that we now consider valuable in life. Topics: fasting, virginity, voluntary poverty;

monastic rules and reform movements (e.g., Celtic, Benedictine, Cistercian, Franciscan, etc.). Also various saints' lives, mysticism, and women's spirituality. Course includes a stay at the Abbey of Regia Laudis. (p)
Meets Humanities I-B requirement.

C. Straw, F. McGinness

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; History 120, 232 or courses in Medieval Studies; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**351 Gender, Language, and Power 1300–1700 (Same as Medieval Studies 300(02))* This course explores how some women expressed their understanding of the social, ideological, and political struggles in which they were engaged between the early fourteenth and late seventeenth centuries. It asks what roles they played in the construction of public discourse and the state, the reshaping of the family, the reconstruction of Christianity, and the change from medieval feudal estates to early modern agrarian capitalism. Readings will include works by Christine de Pizan, the Paston women, Anne Askew, Lady Mary Wroth, Elizabeth Carey, Lady Eleanor Davies, as well as records of Elizabethan coronation pageants, public ceremonies, household accounts, and diaries.

Meets Humanities I-B requirement.

H. Garrett-Goodyear

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***355 Early Modern Europe**

**The Nature of Things: Amerindians and Europeans in North America 1500–1800 (Speaking- and writing-intensive course)* Examines differences in Amerindian and European cultural attitudes and practices concerning nature, animals, human nature, and social organization during the first three centuries of contact in North America. Common readings and research projects explore

differing conceptions of nature by comparing religious and ethical beliefs, hunting and agriculture practices, creation myths, gender systems, the afterlife, and the meanings associated with forest, wilderness, and cultivated land. The relationship between humans and nature will also be explored through the institutions of family and community.

Meets multicultural requirement; meets Humanities I-B requirement.

R. Schwartz

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

361s Modern Europe: The Nineteenth Century

Spring 2007

361s(01) Darwin

(See Biological Sciences 308s)

**Environmental History: Nature and Industrialization in Britain, 1780–1914*

An investigation into past natural and human environments in Britain, their transformation by new technology during the Industrial Revolution, and the results for society and nature. Drawing on Parliamentary reports, hearings before the House of Lords, and other sources, we shall examine the environmental consequences of industrialization, debates over “progress” and “preservation,” and government policies addressing environmental problems. Through an introduction to Geographic Information Systems (GIS), we shall explore the spatial relationship between the rail system, population movements, and environmental change during the period.

Meets Humanities I-B requirement.

R. Schwartz

Prereq. a background in history or environmental studies, permission of instructor, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required, experience with GIS not required or expected; 1 meeting (3 hours); 4 credits; enrollment limited to 20

**History and Multimedia: France 1780–1850* (Speaking-intensive course) The applica-

tion of multimedia techniques to the study of French history in a period marked by the Enlightenment and romanticism in cultural change; by reform, revolution, and nation building in politics; and by sharpening concerns about the social problems of poverty, disease, and crime in Paris and other growing cities. Sources will include historical accounts and representations of the period in memories, popular print images, novels, and films.

Meets Humanities I-B requirement.

R. Schwartz

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 2 meetings (2 hours); 4 credits; enrollment limited to 15

**Déjà vu? Europe in Crisis During the Seventeenth and Twentieth Centuries*

Does history repeat itself? We will investigate the theme of crisis in Europe during the seventeenth and the early twentieth centuries by exploring patterns of historical similarity and difference to be found, for example, in World War I, the New Woman and her critics, the rise of fascism, new paradigms in art (cubism), movements for social justice and state-protected welfare, and psychological models of human nature. Readings to include Hobbes's *Leviathan*, Freud's *Civilization and Its Discontents*, Ortega Y Gusset's *The Revolt of the Masses*, Simone de Beauvoir's *Memoirs of a Dutiful Daughter*, and Erich Marie Remarque's *All Quiet on the Western Front*.

Meets Humanities I-B requirement.

R. Schwartz

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

*365 Modern Europe: The Twentieth Century

**The Rise of European Feminisms*

By the early twentieth century, feminist movements had arisen across Western and Central Europe. While many of these movements were linked to attempts to gain suffrage rights for women, there were

significantly different aims associated with the movements in different countries. What were the national and regional differences in these movements? How did the political and ideological beliefs of the founders of these movements differ, and how did those differences shape the agendas of the various movements? Students will use a variety of primary and secondary sources to consider the roots of European feminisms and the gains made by these movements through the modern era. *Meets Humanities I-B requirement.*

The department

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Central Europe under Hitler and Stalin*

Between 1933 and 1953, the Nazi, then Soviet party-states transformed Germany and its neighbors to the east. Borders and economies changed dramatically and millions died—in purges, war, and programs of mass murder. What do fascist and communist regimes have in common, and what distinguishes them? To what degree did new societies emerge from the upheaval? Students will discuss core issues together, as well as undertake individually an in-depth written exploration of a particular topic.

Meets Humanities I-B requirement.

J. King

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (2 hours); 4 credits; enrollment limited to 15

371s Early American History

371s(01) Jefferson and America

A thematic appraisal of the life and legacy of Thomas Jefferson. The seminar will focus on Jefferson's elusive meaning as a touchstone in our contemporary debates about race, individual rights, and social equality, and connect these arguments to the historical Jefferson as he really was. The major requirement will be a research paper based on primary sources, most especially the Jefferson Papers.

Meets Humanities I-B requirement.

J. Ellis

Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (2 hours); 4 credits; enrollment limited to 15

**The Revolutionary Generation, 1776–1800*

An appraisal of the political leadership of the American republic. After reviewing the two founding moments in 1776 and 1787, we will assess the achievements and failures of Adams, Hamilton, Jefferson, Madison, and Washington during the 1790s when the institutions and ideals of the new nation were congealing. Students will be asked to select one Founding Father and one specific topic (i.e., Jefferson and slavery, Madison and political parties) for intensive study.

Meets Humanities I-B requirement.

J. Ellis

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (2 hours); 4 credits; enrollment limited to 15

375s American History: The Middle Period

Spring 2007: "Emancipation and Reconstruction."

TBA

Meets multicultural requirement; meets Humanities I-B requirement.

J. Behrend

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**Age of Emancipation*

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—freed-people, ex-masters, northern policymakers, wage laborers, and African American women, for example—will be covered. African American viewpoints and histories will receive particular emphasis.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Morgan

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

381fs Recent American History

Fall 2006

381f Bootleggers, Glamour Girls, and Hobos: American Culture between the Wars (Same as American Studies 301f(05)) This seminar explores a number of themes between 1914 and 1945 that capture the tensions, contradictions, and transformation of U.S. culture between World War I and World War II. Weekly topics include manliness and race, revolution in morals and manners, Harlem in the 1920s, the culture of consumption, the barrios of Los Angeles, New Deal politics, Depression-era culture, the growth of sexual subcultures, health and athletics, and the politics of war. The seminar is designed to help students with the tasks of researching and writing a 20-page paper, including how to select a topic, strategies for research, and feedback on drafts.

Meets Humanities I-B requirement.

J. Gerhard

Prereq. permission of instructor, 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

Spring 2007

381s(01) The 1960s as History and Myth This research seminar offers an in-depth opportunity to explore the 1960s—to what extent was it a unique historical era? We

will focus on several political and cultural movements, including civil rights, the anti-Vietnam war struggle, the counterculture, and the emergence of feminism, with special reference to their complex relationship to the larger society. We will also examine the 1960s as an era of conservative backlash, as well as the ways in which the conflicts of that day still shape the contemporary scene. Each student will write an original piece of history, based on primary and secondary sources.

Meets Humanities I-B requirement.

D. Czitrom

Prereq. permission of instructor, 8 credits in history, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**The Civil Rights Movement*

This seminar will examine the crusade against segregation, both within and without the South. Attention will be given to both the movement's pre-1950s precedents, and the post-1954 period. Readings will cover the causes and onset of segregation; the implications of the Great Migration and World Wars; the different phases of the movement; its leaders, organizations, and followers; the role of women; and civil rights after 1968.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Morgan

Prereq. permission of instructor, 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

**America Since the Great Depression*

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.

Meets Humanities I-B requirement.

D. Czitrom

Prereq. permission of instructor, 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required;

1 meeting (3 hours); 4 credits; enrollment limited to 15

***World Views of Uncommon Women**

In this research seminar we explore the place of individuals in a culture using the collections of personal papers in the Mount Holyoke College archives. How did women in late nineteenth-century New England perceive themselves and their world? Were they products of their time, creators of their time, or both? How can we understand their aspirations and efforts towards social transformation? We will find tools for analyzing people's thoughts and lives in the works of Bourdieu, Gramsci, Saïed, and others. Each student will produce a research paper using archival sources and assist in the production of a Web site.

Meets Humanities I-B requirement.

H. Hanson

Prereq. permission of instructor, 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***American Radicalism**

This research seminar will explore a variety of Left radical traditions in the United States from the late nineteenth century through the end of the twentieth. What does it mean to be "a radical," and how have definitions changed over time? What impact have American radicals had on electoral politics and the larger society? We will pay special attention to the connections between political and cultural radicalism, as well as to government and private campaigns aimed at suppressing radical movements. Topics: Gilded Age labor movements; Eugene Debs and American socialism; bohemian radicalism; African American radical movements; the American Communist Party; peace activism; radical feminism.

Meets Humanities I-B requirement.

D. Czitrom

Prereq. permission of instructor, 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***386 Central America: Reform, Reaction, Revolution**

(See Latin American Studies 386f)

***387 Special Topics in Latin American Studies**

(See Latin American Studies 387)

388 Postmodernism and Latin America

(See Latin American Studies 388)

***389s Agrarian America: Sugar, Cotton, Coffee, Wheat**

(See Latin American Studies 389s)

390s South Asian Nationalisms

(Speaking- and writing-intensive course)

Home to one of the largest and most successful anticolonial campaigns, the subcontinent was also the site of one of the most dramatic partitions of the modern age. Topics in this seminar include the thought and practice of South Asia's nationalist elite, economic nationalism, mass anti-colonial campaigns, the partition of the subcontinent, the emergence of the independent states of India and Pakistan in 1947, and Bangladesh in 1971. Requirements are structured around writing and presenting a final essay based on intensive research and involve shorter assignments focused upon developing research questions and locating and thoughtfully examining primary and secondary materials.

Meets multicultural requirement; meets Humanities I-B requirement.

K. Datla

Prereq. permission of instructor, 8 credits in history; written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 1 meeting (3 hours); 4 credits; enrollment limited to 15

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department; 1 to 8 credits

Interdepartmental Courses

***102s Engineering Concepts**

Key ideas of engineering: feedback and control, mathematical analysis, components and systems, and complexity, will be examined with a focus on sensors, from simple individual sensors to collaborative, adaptive sensor networks. The course will serve as an introductory course for several University of Massachusetts engineering programs and is recommended for students considering any of the 3/2 dual-degree engineering programs. *Meets Science and Math II-B requirement.*
P. Dobosh

Prereq. Mathematics 101, Physics 115, or permission of instructor; 2 lectures (75 minutes), 1 discussion (1 hour), 1 lab (3 hours); 4 credits; enrollment limited to 20

***112s The Rhetoric of Grammar**

(Writing-intensive course) A functional analysis of grammatical rules and concepts with an emphasis on their application to issues in student writing. Through writing extensively and reading the work of various theorists on grammar, rhetoric, and style, students will learn how to assess their own writing and make choices that improve the clarity and effectiveness of their ideas.

Does not meet a distribution requirement.
2 credits; enrollment limited to 20

***145f–146s Western Civilization: An Introduction through Great Books**

(Writing-intensive course; first-year seminar) Beginning with works emerging from Athens and Jerusalem and proceeding to the modern world, this yearlong course will explore the ideas that constitute Western civilization. The course material will be centered on the Great Books from across disciplinary boundaries and will include authors such as Shakespeare, Plato, Dante, Einstein, Augustine, Darwin, Homer, Locke, Goethe, Eliot, and the writers of the Old and New Testaments. Students are expected to register for Interdepartmental 146 in the spring semester.

Does not meet a distribution requirement.
J. Hartley
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited

to 17

***209s Diseases, Debates, and Dilemmas: A Case-Based Exploration of Contemporary Health Issues**

(Speaking-intensive course) Through analysis and discussion of cases, this interdisciplinary course draws on the perspectives of science and social science to examine issues that raise policy questions or present ethical dilemmas around medical care and health. Examples of case topics include pharmaceutical development and marketing, alcoholism and liver disease, medical screening tests such as mammography or genetic testing, organ transplantation, disease as a social construct, public health strategies in developing countries, treatment of HIV. Speaking-intensive course with the expectation of substantial student participation.

Does not meet a distribution requirement.
J. Harold, C. Woodard

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

212fs Peer Mentoring: Theory and Practice

(Speaking- and writing-intensive course) This course examines theoretical and practical applications of leadership and peer mentoring in educational contexts. Focus will be on the development of knowledge, skills, and attributes required of effective Speaking, Arguing, and Writing Program (SAW) mentors and assistants.

Does not meet a distribution requirement.
S. Ryan

Prereq. open only to students hired as SAW mentors or assistants, permission of instructor; 1 meeting (2 hours); 2 credits

NOTE: *This course may not be taken with the ungraded option; it must be taken for a letter grade.*

***218s Interdepartmental Topics**

***218s Debate**

(Speaking-intensive course) The focus of the class will be improving public-speaking skills, especially under circumstances when one's position is being actively challenged. To ac-

comply with this, students will learn three of the most popular styles of competition debate: Policy Debate, Lincoln-Douglas Debate, and Parliamentary Debate. Each student will participate in two debates in each style of debate during the course of the semester, as well as evaluate other students' debating. These debates will be scheduled outside of regular class time at the convenience of the participants. Topics for the debates will likely concern domestic and international policy, morality, politics, and the law.

Does not meet a distribution requirement.

1 meeting (2 hours); 2 credits; enrollment limited to 16

295f Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of instructor; 1 to 4 credits

395f Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of committee; 1 to 8 credits

Interdisciplinary Minors

Conceptual Foundations of Science

The minor in conceptual foundations of science is administered by the Conceptual Foundations of Science Committee: Professors Dennis (astronomy), Rachootin (biological sciences, *chair*), Davidoff (mathematics); Associate Professors Decatur (chemistry), Mitchell (philosophy).

308s

Biological Sciences

Darwin

Philosophy

*206f

Introduction to the Philosophy of Science

*263f

Philosophy of Biology

*312f

Topics in Metaphysics

Contact Person

Stan Rachootin, *chair*

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- At least four courses are required.
- Independent study (295 or 395) in the following departments may also be included: astronomy; biological sciences; mathematics, statistics, and computer science; and philosophy.

Other

- Once a student has taken one conceptual foundations of science course, she can, with the permission of the instructor, enroll in other conceptual foundations of science courses whether or not their prerequisites have been met.
- Students may also take courses in history and philosophy of science at other schools with the approval of the committee chair.

Courses listed here emphasize the development of scientific thought in relation to larger intellectual issues that often involve the philosophy of science. Conceptual foundations of science is a minor consisting of courses listed with several departments. For course descriptions, see the departmental listings.

International Relations

The major in international relations is administered by the International Relations Committee: Professors Ellis (history), Ferraro (politics, *chair*), Jones (Russian and Eurasian studies), Kebbede (geography), Lipman (history), Márquez (Latin American studies), Paus (economics), Stewart (politics); Associate Professors Hashmi (international relations), Khory (politics), King (history), Western (international relations); Assistant Professor Schneider (economics).

Contact Person

Linda Chesky-Fernandes, *senior administrative assistant*

The study of international relations is an important field of intellectual inquiry. Although the formal analysis of the relationships of people who do not share a common political, economic, social, or cultural heritage is a relatively recent phenomenon, there is little question that these relationships have been supremely important in human history. Since the end of World War II, public awareness of the importance of these relationships has grown substantially, due largely to the dramatic effects of international relations on daily life.

International relations, however, is not a discipline; rather, it is a study of a particular level of human action whose comprehension requires the insight and methods of a number of disciplines. The field is therefore interdisciplinary, relying primarily on the study of economics, geography, history, and politics. International relations also requires a thorough and sensitive understanding of the diverse interests and cultures in the world, and students are expected to take courses on the modern societies of Asia, Africa, Latin America, or Russia and Eastern Europe. Students may include courses available through Five College cooperation.

Requirements for the Major

Credits

- A minimum of 40 credits
- 20 credits must be at the 300 level and undertaken in at least two disciplines.
- Only 4 credits of independent work can count toward the requirement for courses at the 300 level.

Courses

Normally the following courses are required:

- History 151, Modern and Contemporary European Civilization
- Geography 105, World Regional Geography
- Politics 116, World Politics
- Economics 213, Economic Development: A Survey; 216, International Trade; *or* 217, International Finance

Other

- Each student is expected to possess or acquire proficiency in a foreign language beyond the minimum requirements of the College and sufficient to do research in primary source materials. Specific courses that satisfy this requirement vary according to the language. This information is available from the department chair.
- Each student's major must have a particular focus. The elected courses should revolve on a central issue of international relations. Courses from any discipline can count toward the international relations major, as long as the course is relevant to a student's focus. Possible issues or foci include international political economy, foreign policy analysis, diplomatic history, Third World development, international law and organization, or arms control and strategic studies. This list is by no means exhaustive and is meant merely to be suggestive. All concentrations must focus on the relationships among nations; students who wish to concentrate on particular areas of the world without detailed study of the foreign relations of those areas should

adopt a more appropriate major such as Latin American or Asian studies.

Students should plan individual major programs in consultation with one or more members of the faculty committee, one of whom will be designated the student's academic adviser.

International relations is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Requirements for the Minor

The minor in international relations is the Five College Certificate in International Relations. Students who wish to minor in international relations should consult the requirements for the certificate program (see the Five College Consortium chapter).

The international relations program does not cross-list courses in other departments that satisfy the major's requirements. Such cross-listing would be almost inevitably misleading and inaccurate.

The policy of the program 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 concentrating on global environmental problems could conceivably count courses offered by the geology or biological sciences departments. Or, a student focusing on ethical issues in international relations could use certain courses in the religion or philosophy departments to satisfy her requirements in the major. All such decisions, however, must be made by the student in consultation with her adviser. Any questions concerning the appropriateness of a particular course can be answered by the student's adviser or the program chair.

Course Offerings

*211f Middle East Politics

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. *Meets multicultural requirement; meets Social Sciences III-A requirement.*

S. Hashmi

Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

*214s War and Propaganda

This course analyzes propaganda techniques and war mobilization strategies. We present comparative, cross-cultural analyses of recent and historical examples of the influences of the state, state-society relations, the media, and information control and distortion in the mobilization for war. Case studies are selected to address the following questions: Why is propaganda necessary? What is the media's relationship to state propaganda efforts? How do citizen groups and protest movements contest state propaganda efforts? We conclude by examining key trends in the development of mass media forms and technologies and their implications for global politics.

Meets Social Sciences III-A requirement.

K. Khory, J. Western

Prereq. Politics 116 or International Relations 116; 2 meetings (75 minutes) plus occasional evening meetings for screenings; 4 credits; enrollment limited to 45

*222s The United States, Israel, and the Arabs

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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

S. Hashmi

Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***224s The United States and Iran**

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.

Meets Social Sciences III-A requirement.

S. Hashmi

Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***225 Resource Scarcities, Global Environmental Perils, and World Politics**

Examination of the interactions between environmental and resource issues and world security affairs. Major environmental problems (greenhouse warming, ozone depletion, resource scarcities, deforestation, and so on) and their relationship to new forms of conflict among states and societies. New forms of international collaboration to address these conflicts will be explored.

Meets Social Sciences III-A requirement.

M. Klare

Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

***241f Global Resource Politics**

An intensive examination of the international politics surrounding disputes over the ownership and extraction of 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.

Meets Social Sciences III-A requirement.

M. Klare

Prereq. Politics 116; 4 credits; enrollment limited to 40

270f American Foreign Policy

(Same as History 283f) 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 Wars 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 www.mtholyoke.edu/acad/intrel/afps98.htm for a more detailed description.

Meets Social Sciences III-A requirement.

V. Ferraro, J. Ellis

Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, and permission of instructor; 1 to 4 credits

***311f Problems of International Peace and Security**

The course will examine a wide spectrum of threats to international peace and security, including the proliferation of weapons of mass destruction, international arms trafficking, regional conflict, terrorism, environmental security, gender violence, and international crime.

Does not meet a distribution requirement.

M. Klare

Prereq. 8 credits in politics, including Politics 116 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 18

***312s American Hegemony and Global Politics in the Twenty-first Century**

This course explores how the decisions and strategic positioning of the United States will influence global politics in the coming decades. The course begins with an overview of the traditional conceptions of power, security, wealth, and change in the international system. We will then examine the nature of

American power and how it is likely to influence issues such as proliferation of weapons of mass destruction, terrorism, globalization, and economic development, environmental degradation and resource scarcity, demographic stress, and global public health.

Meets Social Sciences III-A requirement.

J. Western

Prereq. International Relations 116 and 270; 1 meeting (3 hours); 4 credits; enrollment limited to 18

***317f U.S. Foreign Policy and Regional Conflict**

This course examines American diplomatic and military responses to post-cold war regional and civil violence in the Balkans, northern and sub-Saharan Africa, South Asia, and elsewhere. Two themes will be considered throughout the course: (1) What can the United States do, and (2) What should the United States do? We will examine U.S. policies concerning preventive diplomacy, international mediation, economic and military sanctions, military intervention and peacekeeping, peace implementation, and postwar reconstruction and reconciliation.

Meets Social Sciences III-A requirement.

J. Western

Prereq. Politics 116; 4 credits; enrollment limited to 18

319f The United States and the Promotion of Democracy and Human Rights

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.

Meets Social Sciences III-A requirement.

J. Western

Prereq. Politics 116, 8 credits in international relations; 4 credits; enrollment limited to 18

***323s Comparative Politics of the Middle East**

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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

S. Hashmi

Prereq. 8 credits in politics, including Politics 106 or International Relations 211 or permission of instructor; 1 meeting; 4 credits; enrollment limited to 18

***333fs Just War and Jihad: Comparative Ethics of War and Peace**

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.

Meets multicultural requirement; meets Social Sciences III-A requirement.

S. Hashmi

Prereq. 8 credits in politics, including Politics 116 or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 18

***341f Political Islam**

This course covers Islamic responses to European imperialism in the nineteenth and twentieth centuries, particularly the emergence of Islamic modernism; the growth of Islamic movements in the Arab world and South Asia and their responses to secular nationalism and socialism; and a survey of the ends to which religion is applied in three types of regimes: patrimonial Saudi Arabia, revolutionary Iran, and military-authoritarian Pakistan.

Meets multicultural requirement; meets Social Sciences III-A requirement.

S. Hashmi

Prereq. Politics 116; 1 meeting (2 hours); 4 credits; enrollment limited to 18

***342s Comparative Politics of North Africa**

This course applies theories of comparative politics to the countries of North Africa. It explores the similarities and differences in the political development of Morocco, Algeria, Tunisia, and Libya since the end of World War II. Specific topics include political culture, state building, legitimacy, democratization, and political economy.

Meets multicultural requirement; meets Social Sciences III-A requirement.

S. Hashmi

Prereq. 8 credits in international relations or politics, including Politics 106 or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 18

***365s Ethics and International Relations**

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.

Meets Social Sciences III-A requirement.

S. Hashmi

Prereq. Politics 116, 8 credits in international relations or politics; 1 meeting (2 hours); 4 credits; enrollment limited to 18

395fs Independent Study

Students must receive the approval of the International Relations Committee to pursue independent work in international relations. Each student must submit a prospectus of her project to the administrative director of the program during registration prior to the term in which the study will be conducted. The prospectus will be reviewed by the faculty committee and must include the name of a member of the faculty committee who has agreed to work with the student. For further information, please contact a member of the International Relations Committee or Linda Chesky-Fernandes, the administrative director of the program.

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of committee; 1 to 8 credits

Italian

The major and minor in Italian are administered by the Department of Classics and Italian. Advisers in Italian: Assistant Professors Chierichini, Frau (on leave fall 2006); Visiting Lecturers Hanna, Svaldi.

Contact Person

Susan LaBarre, *senior administrative assistant*
Geoffrey Sumi, *chair*

The Italian major 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 a variety of venues, including short stories, novels, poetry, film, music, art, and contemporary newspapers. 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 Florence, Rome, and Bologna. 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 journalism to teaching.

Mount Holyoke's system of foreign fellows in residence offers students the opportunity to live and study with Italian women who work with the department to provide a living link to Italy and its culture. The weekly *tavola italiana* 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.

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 Literature
- Four 300-level courses in Italian literature and culture, including two Renaissance courses and two modern courses
- 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.
- Courses in translation cannot be counted toward the major.

Students thinking about a major in Italian or studying abroad should contact Assistant Professors Chierichini or Frau.

See the chapter on Romance languages and literatures for information on majoring in those subjects.

Requirements for the Minor

Credits

- A minimum of 16 credits at the 200 and 300 levels

Courses

- 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.
- Courses in translation cannot be counted toward the minor.

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 adviser 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 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 Spanish and Italian department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Guidelines for New Students

All courses satisfy distribution requirements unless otherwise indicated.

Courses are 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 201f, Intermediate Italian. Students whose proficiency in the Italian language is superior and who wish to study literature should elect 221, Introduction to Italian Literature, in the fall semester. Students specially qualified for more advanced courses should consult department members during September registration for placement in appropriate courses.

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

101f–102s Elementary Italian

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 conversations with native language assistants.

Does not meet a distribution requirement.

*L. Troncelliti, M. Svaldi, the department
5 meetings (50 minutes); 4 credits; enrollment
limited to 16*

NOTE: *Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement.*

103s Intensive Elementary Italian

This course completes the work of Italian 101–102 in one semester through intensive practice in speaking, reading, and writing Italian and is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and informal conversational sessions with native language assistants and creative group projects supplement class work.

Meets language requirement; does not meet a distribution requirement.

O. Frau

*5 meetings (75 minutes) plus 1 lab
(50 minutes); 8 credits; enrollment limited
to 16*

201f Intermediate Italian

Offers grammar review and appreciation of Italian culture through the reading of a play, a short novel, and poetry. Includes weekly compositions to acquire skill in writing and some use of nonliterary materials to broaden students' background and interest in Italian life. Features regular work with native language assistants to continue practice of comprehension and speaking ability.

Meets language requirement; does not meet a distribution requirement

C. Chierichini, L. Troncelliti

Prereq. Italian 102, 103, or 2 admission units; 4 meetings (50 minutes); 4 credits; enrollment limited to 16

209s Conversation and Composition

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.

Meets language requirement; does not meet a distribution requirement.

C. Chierichini

Prereq. Italian 201 or permission of instructor; 2 meetings (75 minutes) plus 1 hour unarranged; 4 credits

221f Introduction to Italian Literature

This course is a transition from language courses to more advanced literature courses. It surveys the evolution of Italian literature from its origins to modern times. Representative medieval, Renaissance, baroque, romantic, and realist works will be studied in their cultural and historical contexts. Class discussions and frequent papers are aimed at developing skills in oral expression and expository writing in Italian.

Meets Humanities I-A requirement.

C. Chierichini

Prereq. Italian 201 or permission of instructor; 2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

305s "The World at Play": Boccaccio's

Decameron

A close reading of Boccaccio's *Decameron*, aimed at exploring, and moving beyond, the surface significations of the text. Through an analysis of the narrative metaphorical patterns, the class will address questions about what role literature plays in Boccaccio's concerns, and the dynamics of imagination and desire. We shall seek to retrieve the intellectual traditions which the *Decameron* evokes, and examine the fortune and re-use of selected tales in some of Chaucer's works, the

figurative arts (Botticelli), and film (Pasolini). *Meets language requirement or Humanities I-A requirement.*

C. Chierichini

Prereq. Italian 221 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***310s Dante and the Middle Ages (in Italian)**

The relationship between Church and State in Italian society from Renaissance to Modernity. Students enrolling in this course (Italian 310) attend the class meeting of Italian 210 (See "Courses Offered in Translation") and in addition must enroll in a one-hour tutorial, which is a lecture/discussion in Italian. All work and readings are in Italian.

Meets Humanities I-A requirement.

The department

Prereq. Italian 211, 221, or permission of instructor; 1 meeting (2 1/2 hours) plus tutorial (1 hour); 4 credits

312 Topics in Renaissance Italian Literature

An interdisciplinary exploration and analysis of literary genres of the Italian Renaissance: drama, epic, novella, poetry, historical and political treatises, biographies and autobiographies of artists, travelers, and intellectuals. Topics will vary from year to year.

Fall 2006: Mirrors for Reality: Renaissance Italian Theatre

With consideration to the classical roots of Italian Renaissance drama and to its interaction with the English, Spanish, and French dramaturgy, as well as with an eye on history, music, and the figurative arts, students will read pastorals, comedies and tragedies by Poliziano, Ariosto, Bibbiena, Machiavelli, Aretino, Ruzzante, Bruno, Tasso, Trissino, and others. All work and readings are in Italian.

Meets Humanities I-A requirement

C. Chierichini

Prereq. Italian 221 or permission of instructor; 2 meetings (75 minutes); 4 credits

***314f Arts and Politics: Censorship and Propaganda from Renaissance to Modernity**

The relationship between church and state in Italian society from Renaissance to modernity. Church state politics have had an

important role in Italian history and culture. This course examines the period from Counter-Reformation to the present. Censorship and propaganda deeply affect, and contribute to, artistic and intellectual expression. Often used to enhance the current political establishment, both visual art and literature may also be a valid instrument of critique against it. The historical events during the sixteenth century influenced Italian artistic and intellectual communities giving a determinant direction to future relations between art and politics. Readings include Alberti, Paleotti, Cellini, Machiavelli, Bruno, Pellico, Marinetti, Croce, Gramsci, Levi, Pasolini.

Meets language requirement or Humanities I-A requirement

L. Troncelliti

Prereq. Italian 221 or permission of the instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***321 Topics in Modern Italian Literature**

This course is a study of the major literary genres of modern Italian literature: poetry, novel, or drama. Conducted in Italian.

**Travels and Travelers in Modern Italian Literature and Film*

Italy is one of the top travel destinations in the world, and Italians have always been avid travelers. This course will explore fictional travels, exotic travels, adventure trips, concentration camps, issues of emigration and immigration in modern Italy, the American dream, trips to Italy and through Italy. Readings will include De Amicis, Mantegna, Pirandello, Buzzati, Levi, Pavese, Nasser, Chohra, and screenings of films by Rossellini, Pasolini, Amelio, and Salvatores. Conducted in Italian.

Meets Humanities I-A requirement.

The department

Prereq. Italian 221 or permission of instructor; 2 meetings (75 minutes); 4 credits

361s Seminar in Italian Literature and Culture

Study of works related to an author, form movement, or theme announced in advance by the instructor.

Spring 2007

(Same as Spanish 361s, French 321s, Film Studies 370s, and Romance Languages and Literatures 375s) In this seminar, we will study the cross-cultural influences between Italian neorealism, the French *nouvelle vague*, and the New Latin American Cinemas.

Both the Italian and the French movements represent models and counterpoints for those Latin American filmmakers of the 1950s and 1960s who sought to redress the dominance of the realist American model in Latin America and the domination of the markets by the products of Hollywood. The New Latin American Cinemas, in turn, paved the way toward the emergence of Third Cinema. We will study films, as well as cinematic theory, from Italy, France, the Soviet Union, Japan, Cuba, Brasil, Argentina, and Mexico.

Meets Humanities I-A requirement.

C. Gundermann

Prereq. permission of instructor; 1 meeting (2 hours, 50 minutes); to obtain 300-level credit in Italian, students must enroll in 360s (not Romance Languages and Literatures 375s) and read texts and write papers in Italian; 4 credits; enrollment limited to 16

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Courses Offered in Translation

These courses meet a distribution requirement in humanities—arts, language, literature, and history. They do not satisfy the foreign language requirement.

***210 Dante and the Middle Ages**

(Taught in English) A close reading of Dante's *Inferno*, *Vita Nuova*, and *On World Government* in the context of their historical and cultural backgrounds. By relating literature to philosophical, theological, and political concerns, we will examine Dante's work within the intellectual and social realities of the Middle Ages, and we will consider the impact of the classical tradition on Dante's thought. Some audiovisual resources will be used to complement the texts with an iconography of Dante's world, as it appears

from sources belonging to Dante and his original public's cultural patrimony.

Meets Humanities I-A requirement.

The department

2 meetings (75 minutes); 4 credits

***212 Mirrors for Reality: Renaissance Italian Theatre**

(Taught in English) Overcoming the ecclesiastical censorship on theatre of the Middle Ages, the Italian Renaissance brings dramatic performances back to the reality of civil life. And theatre is ready to present its set of takes on the realities that produce and surround it. With consideration to the interaction of texts and ideas, and to the classical roots of Italian Renaissance drama, we will examine pastorals, comedies, and tragedies by Poliziano, Ariosto, Machiavelli, Aretino, Ruzzante, Trissino, and others.

Meets Humanities I-A requirement.

The department

2 meetings (75 minutes); 4 credits

Jewish Studies

The minor in Jewish studies is administered by the Jewish Studies Committee: Professors Fine (Jewish studies, *chair*), Gill (politics), Lipman (history), Remmler (German), Weber (English); Associate Professors Hashmi (international relations), King (history); Assistant Professor Penn (religion).

Contact Persons

Anna May Dion, *senior administrative assistant*
Lawrence Fine, *chair*

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.

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 beyond the 100 level

Courses

- Jewish Studies 212, Introduction to Judaism or 208, Texts and Readers: Introduction to the Religious Classics of Judaism
- At least 4 credits must be at the 300 level.

Students are encouraged to consider Jewish studies offerings at the other Five Colleges, including study of Hebrew and Yiddish.

First-Year Students

First-year students are encouraged to take either 212 or 208 as a gateway to Jewish studies.

Course Offerings

150f–151s Introduction to Modern Hebrew

This yearlong course introduces students to modern, spoken Hebrew by a systematic study of grammar and vocabulary. Emphasis will be placed on conversational Hebrew as it is spoken in Israel today. Some attention will be given to the cultural setting of modern Hebrew as well. No previous knowledge necessary.

Does not meet a distribution requirement.

The department

3 meetings (50 minutes); 8 credits, credit is contingent upon completion of both Jewish Studies 150 and 151; enrollment limited to 20

*208fs Texts and Readers: Introduction to the Religious Classics of Judaism

(Same as Religion 208fs) The study of a religious textual tradition that is thousands of years old is like an archaeological dig. One uncovers layer upon layer of cultural meaning. This course surveys the most important and influential layers of Jewish textual culture: Biblical narrative and law; rabbinic theology and law; medieval mysticism, philosophy, ethics, and poetry; and examples of modern Jewish thought. How does one layer build upon those prior to it? What is the role of various historical communities in the process of interpretation and innovative reading? *Meets Humanities I-B requirement.*

L. Fine

2 meetings (75 minutes); 4 credits

210f Jewish-American Fiction

(Same as English 212f) An introduction to the literature of some of the great Jewish-American writers, including Henry Roth, Saul Bellow, Philip Roth, E. L. Doctorow, Art Spiegelman, Isaac Bashevis Singer, Bernard Malamud, Cynthia Ozick, Grace Paley, and Nathan Englander. The course will address questions of Jewish identity in America, cultural adaptation and assimilation, the complex ties to the Jewish European past, and Jewish-American religious sensibilities.

What makes Jewish-American writing Jewish? What makes it American?

Meets Humanities I-B requirement.

J. Clayton

2 meetings (75 minutes); 4 credits; enrollment limited to 20

212f Introduction to Judaism

(Same as Religion 212fs) 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.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits; enrollment limited to 25

215s Jewish Spiritual Autobiographies

(Same as Religion 215s) Along with such genres as letters, ethical wills, travel accounts, and other personal communications, spiritual autobiographies and diaries often reveal what people actually thought and felt about matters important to them. These sources provide insight into religion as lived experience. This course studies autobiographical accounts of Jewish religious figures from the medieval period to the contemporary. We include narratives by both women and men, philosophers, mystics, messianic pretenders, travelers, authors of Holocaust memoirs, and other contemporary Jews. Taken together, such accounts bring to life the diversity of spiritual quests in which Jews have engaged.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits

***222f Engendering Judaism: Women and Jewish Tradition**

(Speaking-intensive course; same as Religion 222f) This course examines the representations and roles of women in Jewish culture, from the literature of the Hebrew Bible to the contemporary period. What were the distinctive ways in which women's religious life expressed itself by way of prayer and ritual practice? Were there women mystics and visionaries? How did women exert their influence as mothers and wives? There will be significant focus on the dramatic developments taking place among contemporary Jewish women: innovative rituals and experimental liturgies; opportunities to become rabbis; new approaches to God, theology, and social issues; the Jewish lesbian movement; women's writing and documentary filmmaking.

Meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits

***235f Introduction to Jewish Mysticism**

(Same as Religion 235f) 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; the popular pietistic movement of Eastern Europe from the eighteenth century forward, Hasidism; and various expressions of mystical spirituality in our own time.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits

***245fs The Quest for Meaning after the Holocaust**

(Same as Religion 245fs) The destruction of European Jewry by the Nazis during the Second World War was the most devastating tragedy in all of modern Jewish history and perhaps of the twentieth century as a whole. The Holocaust poses fundamental questions for all people about what it means to be human, the nature of social community,

and about religious faith and tradition. This course explores significant attempts to come to grips with these moral and philosophical questions through literature, religious thought, and film, including the work of Paul Celan, Primo Levi, Elie Wiesel, Aharon Appelfeld, Arthur Cohen, Richard Rubenstein, Jean Amery, Claude Lanzmann, Eva Fogelman, and Pierre Sauvage.

Meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits

255s Dimensions of Contemporary Judaism in America

(Same as Religion 255s) Contemporary Judaism in America is in a state of extraordinary ferment and creative transition. This course will explore significant aspects of this ferment, including ritual innovation and experimentation, theological creativity, Jewish feminism, the growing interest in Jewish spirituality, Jewish environmentalism, Zionism, and the religious repercussions of the Holocaust.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits; enrollment limited to 15

***265fs Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**

(Same as Religion 265fs) 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.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits; enrollment limited to 18

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

***350fs Special Topics in Judaism**

A study of a particular problem of inquiry, topic, or theme, with a comparative focus.

***350f(01) Contemporary Jewish Ethics**

(Same as Religion 350f) 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.

Meets Humanities I-B requirement.

The department

Prereq. 4 credits in religion or Jewish studies, or permission of instructor; 1 meeting

(2 1/2 hours); 4 credits

***350s(01) Love, Friendship, and Interpersonal Relations in Judaism**

(Same as Religion 350s) This course will explore ideas and practices having to do with interpersonal relations in Judaism, particularly notions of love and friendship in various contexts: teachers and disciples, fellow students, wives and husbands, and among members of specific communities, including intentional fellowships. There will be a special focus on traditions and communities rooted in Jewish mystical tradition, including Hasidism.

Meets Humanities I-B requirement.

L. Fine

Prereq. 4 credits in religion or Jewish studies, or permission of instructor; 1 meeting

(2 1/2 hours); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Related Courses 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.

Latin American Studies

The major and minor in Latin American studies are administered by the Latin American Studies Committee: Professors Gudmundson (Latin American studies), Márquez (Latin American studies), Morgan (anthropology), Paus (economics).

Contact Person

Dawn Larder, *senior administrative assistant*

Latin American studies is an interdisciplinary program that emphasizes 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 program studies 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.

Requirements for the Major

Credits

- A minimum of 40 credits
- At least 20 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.

Spanish language and Spanish American literature instruction are offered at Mount Holyoke College, and Portuguese is available through Five College registration at Smith College or the University of Massachusetts. Programs for study abroad can be arranged throughout Latin America and the Caribbean.

Latin American studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

Latin America was traditionally defined as only those areas colonized by Spain and Portugal. In practice, however, virtually all of the Western Hemisphere except the United States and Canada have tended to fall within courses taught under the heading of Latin American studies in the United States. Thus, the region and peoples we study are heterogeneous, and their historical definition is also tied to U.S. or "American" actions and self-definition.

The study of Latin America, as with most world area studies, began with a basis in literature and the humanities. However, this often limited the perspectives available to both students and researchers. As both self-defined by language or culture and unique in the world, area studies often failed to attract social science theorists and comparative study. Similarly, prospective majors often bring with them a narrow thematic interest or disciplinary background. To ensure a broader knowl-

edge of the area and its peoples, all majors complete at least two courses outside their primary area of interest, broadly defined as culture and society and political economy orientations (see course listings below). A course of study for the major should begin with Latin American Studies 180, as well as language instruction as needed. Thereafter, course work at the 200 level offers more challenging introductions to either discrete, national/regional experiences or more specific, narrow topics treated regionwide. Examples of the former include courses on the Caribbean, Mexico, Central America, Brazil, the Andean area, the Southern cone (southern Brazil, Argentina, Uruguay, Chile), and Hispanic/Caribbean peoples abroad. Examples of the latter include Economic Development, Latin American Political Systems, Spanish American Literature, the Social and Intellectual History of Spanish America, and Slavery in the Americas. Finally, course work at the 300 level offers in-depth studies of particular problems employing specialized bibliography and research materials, the background and contextual knowledge for which the major will have acquired in her earlier course work. Examples include courses on various topics and special problems in Spanish American Literature, Seminar in Economic Development, Anthropology of Economic Development, and Postmodernism and Latin America. Independent research, which may lead to honors work, is available via Latin American Studies 395, for which the major should prepare by the end of her junior year. Course work should be planned in close consultation with the major adviser, who is chosen from among the program faculty upon declaration of the major.

Courses in culture and society include Latin American Studies 170, 180, 274, 277, 373, 376, 388, and, depending on content, 287 and 387; Spanish 219, 235, 237, 331, 341, 351, 361; and Anthropology 202 and 203. Courses in political economy include Latin American Studies 175, 260, 275, 276, 288, 289, 386, 389, and, depending on content, 287 and 387; Economics 213, 314; Politics 214; Anthropology 202, 226; and, depending on content, International Relations 240, 301, 312, and 314.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- 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.

Course Offerings

170f Readings in Caribbean Literature

Features comparison of selected readings in the literature of the Spanish-, French-, and English-speaking Caribbean. Introduces the literary personality of the area, the transformation of the material of Caribbean social life into formally crafted and effective literary statement, and characteristic thematic and broader cultural preoccupations. Asks primary questions, such as "How does a novel—or poem—work?" and addresses similar issues related to forms of critical thinking and literary analysis. Readings and discussion in English.

Meets multicultural requirement; meets Humanities I-A requirement.

R. Márquez

2 meetings (75 minutes); 4 credits

175s Historical Emergence of the Caribbean

The historical development of the Caribbean from the Conquest to the mid-twentieth century. Patterns of conquest, colonization, and settlement by European nations; the rise of plantation-dominated society; the process of insular and interregional differentiation; the emergence of American imperial designs; and the rise of anticolonial, nationalist movements. Comparative reviews of the experience of Haiti, Jamaica, and Puerto Rico highlight broader regional trends and the ways the Caribbean's major language zones have responded to the challenge of their shared history.

Meets multicultural requirement; meets Humanities I-B requirement.

R. Márquez

2 meetings (75 minutes); 4 credits

180f Introduction to Latin American Cultures

(Same as History 180f) 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 analyses of the emergence of a New World mentality.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Gudmundson

2 meetings (75 minutes); 4 credits

***260s Afro-Latin America: From Slavery to Invisibility**

(Same as History 287fs) Exploration of historical experiences of Afro-Latin American populations since Independence within and outside the nation-state. We will question how and why one might 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 turn-of-the-century racialist theorizing in Latin America; historical works using census, economic, criminal, and marriage records; analyses of race in the representation of regions and nations; as well as anthropological and autobiographical works. *Meets multicultural requirement; meets Humanities I-A requirement.*

L. Gudmundson

2 meetings (75 minutes); 4 credits

***274f Puerto Rican Literature and Society: Borinquen to El Barrio**

An examination of the rise of national society in Puerto Rico and the literary forms in which it finds expression. Emphasis is on the historical context, artistic evolution, forms, moods, settings, and characteristic concerns of that expression, including a probe of the impact on and changes in literary utterance

effected by annexation to the United States. The emergence of a uniquely Puerto Rican literature within the American metropolis, its distinctive character, voice, texture, and cultural singularity will thus be an important part of our concern.

Meets multicultural requirement; meets Humanities I-A requirement.

R. Márquez

2 meetings (75 minutes); 4 credits

275f Paradigms of New World Thought

This course is devoted to the work of commanding figures of Latin American and Caribbean thought at various times and different places. Thinkers whose work may form its basis in various offerings include among others: Columbus, Bartolomé de Las Casas, José Martí, J. C. Mariátegui, C. L. R. James, etc. Their lives and work exemplify the diversities, varying regional settings, social contexts, and shifting historical coordinates of major epochs of transition. Their assessment of a myriad of key issues has made each a touchstone of continuing authority and influence extending beyond their particular locale, time, or region. Why this should be so is among the many questions we will address. *Meets multicultural requirement; meets Humanities I-B requirement.*

R. Márquez

4 credits

***277s Caribbean Women Writers**

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.

Meets multicultural requirement; meets Humanities I-A requirement.

R. Márquez

2 meetings (75 minutes); 4 credits

278f The Fiction of History: Historical Truth and Imaginative Invention in the

Latin American Novel

Examination of the scope, reach, and limits of the Latin American variant of the historical novel as a narrative form. The variety of ways in which it fictionally strives to recreate “certain crisis in the personal destinies of a number of human beings [which] coincide and interweave with the determining context of an historical crisis,” the historical vision each writer brings to the work, will be given particular attention.

Meets multicultural requirement; meets Humanities I-B requirement.

R. Márquez

4 credits

***287fs Topics in Latin American Studies**

(Same as History 287fs) Designed for students who have had an introduction to Latin America through Latin American Studies 180 or 181 or a course on Latin America in some other discipline (anthropology, history, literature, or politics, for example), 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.

Meets multicultural requirement; meets Humanities I-A requirement.

Prereq. jr, sr, 4 credits in Latin American studies; 2 meetings (75 minutes); 4 credits

288f Modern Mexico

(Same as History 288f) 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 the North American Free Trade initiative of today; 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.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Gudmundson

2 meetings (75 minutes); 4 credits

289s Slavery in the Americas

(Same as History 289s) A course, organized topically rather than geographically or nationally, that offers a comparative analysis of African American slavery as a dominant social system in Brazil, the Caribbean, and the U.S. South. Topics include: why slavery?; sugar and slavery; historical demography; culture and the law; kinship and family; long-run economic development; patterns of race relations; master class and racist ideologies; resistance to slavery; and abolition and its aftermath. Readings include historical and anthropological studies, as well as a major documentary collection on slavery in Brazil.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Gudmundson

2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

***373s Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers**

A sustained, comparative study of the developing canon of at least three major contemporary writers from the Caribbean, representing the region's Spanish-, English-, and French-speaking cultural zones. Articulates the evolution, contours, and scope of each author's unique perception of the New World and, especially, the broadly defining features of what Welsh cultural historian Raymond Williams would have called their peculiarly Antillean “structure of feeling.”

Meets multicultural requirement; meets Humanities I-A requirement.

R. Márquez

Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 2 meetings (75 minutes); 4 credits

***386f Central America: Reform, Reaction, Revolution**

(Same as History 386f) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Gudmundson

Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

***387fs Special Topics in Latin American Studies**

(Same as History 387fs) 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.

Meets multicultural requirement; meets Humanities I-A requirement.

Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

388s Postmodernism and Latin America

(Same as History 388f) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

L. Gudmundson

Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor;

1 meeting (2 1/2 hours); 4 credits

***389s Agrarian America: Sugar, Cotton, Coffee, Wheat**

(Same as History 389s) This course explores the structure and variety of societies generated in North, Central, and South America by four widely distributed export crops. Although not bound by rigid chronology, our focus will be primarily on the period 1750–1950. Principal concerns of the course are variations by time and place in each commodity's technologies, labor systems, farm sizes, and social structure; the political dynamics associated with each type of farming; and the problematic features of capitalism in agriculture, or, how and when do peasants become farmers and farming agribusiness? Readings in English on cases drawn from throughout the Americas.

Meets Humanities I-B requirement.

L. Gudmundson

Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 1 meeting (2 1/2 hours); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Related Courses in Other Departments

See department listings for course descriptions.

Art History

- 242f History of Photography
- 245f Contemporary Art

Economics

- 213fs Economic Development
- 249f Topics in Economics: Monetary Policy in Developing Countries
- 314s Economic Development in the Age of Globalization

Spanish

- 219s U.S. Latino/a Literature
- 221f Introduction to Spanish and Latin

- American Film
- 235f Introduction to Latin American
Literature I
- 237s Introduction to Latin American
Literature II
- 345s Contemporary Latin American
Literature: Literature of the
Revolution or Revolution of
Literature in Latin America
- 351f Latin American Thought: Queer
Theory in Latin America
- 361s Seminar on Latin American
Literature: From Bicycle Thieves
to *Guerrilleros*: Italian, French, and
Latin American New Cinemas

Mathematics

The mathematics major and minor are administered by the Department of Mathematics and Statistics: Professors Cobb, Davidoff, Durfee (*chair*), Gifford (on leave 2006–2007), O'Shea, Peterson, Pollatsek, Robinson, Weaver; Assistant Professors McLeod (on leave 2006–2007), Sidman; Visiting Associate Professors Jordan, Miao; Lecturer Morrow; Visiting Instructor Conway.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Alan Durfee, *chair*

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.

Requirements for the Major

Credits

- A minimum of 32 credits
- 20 credits at the 300 level

Courses

- Mathematics:
 - 203, Calculus III
 - 211, Linear Algebra
 - 251, Laboratory in Mathematical Experimentation
 - 301, Real Analysis
 - 311, Abstract Algebra
- At least 12 additional credits at the 300 level in mathematics or statistics

Requirements for the Minor

Credits

- A minimum of 16 credits in mathematics at the 200 level or higher

Courses

- At least one of the following:
 - 203, Calculus III
 - 211, Linear Algebra
 - 251, Laboratory in Mathematical Experimentation
- At least one 300-level mathematics course

Students planning a minor in mathematics should consult a member of the department.

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 calculus, an introduction to statistics or data analysis, an “explorations” course, or computer science.

Calculus isn't for everyone, but it is recommended or required for many majors and graduate programs, including economics, statistics, and most pure and applied sciences. Students who intend to study calculus at Mount Holyoke are strongly encouraged to complete precalculus (or a comparable course) before they arrive. (No Mount Holyoke credit is given for precalculus courses taken at other institutions.)

The department asks all students who are considering enrolling in calculus or statistics during their career at Mount Holyoke to complete a brief self-assessment on precalculus skills. Sample questions, with answers, are available on the department's Web page, <http://www.mtholyoke.edu/acad/math>. Competency in these basic skills is very important in quantitative courses throughout the Mount Holyoke curriculum, and students can profit from addressing any weaknesses before arriving on campus. The department also offers a noncredit mathematics refresher during January Term. 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, and getting pointers to appropriate review materials for the questions she misses. More information is on the department's

Web page.

Beginning with Calculus. Many students begin their study of mathematics with calculus. If your interests lie in science or social science, calculus is important, because it is the language these disciplines use. Unlike many high school calculus courses, ours emphasize not only technical skills but also the concepts of calculus, the contexts in which the mathematical ideas arise, and realistic applications. Mastering the subject at this deeper level can be hard work, but the rewards are great, as students acquire meaningful, practical knowledge.

If you wish to begin with a calculus course, you can take one of the following courses:

Mathematics 100 A and B, Enriched Calculus IA and IB; Mathematics 101, Calculus I; Mathematics 103, Accelerated Calculus; Mathematics 202, Calculus II; or Mathematics 203, Calculus III.

Mathematics 100 A and B, Enriched Calculus IA and IB: This yearlong course includes the topics in Mathematics 101, Calculus I. It 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 learn calculus.

Students who have not studied calculus and who have the necessary precalculus background belong in Calculus I. Because some sections of Calculus I differ significantly from traditional high school calculus, it has been our experience that students who “start over,” in order to ease the transition into college, initially may have more difficulty in Calculus I than beginners. However, students who take Calculus I expecting and welcoming new ideas have found it rich and rewarding.

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 will be prepared for Calculus II.

Students who have taken calculus in high school but wish to review and strengthen their understanding of the ideas behind dif-

ferentiation and integration should consider Accelerated Calculus (103). This fast-moving course covers materials from both Calculus I and Calculus II.

Students who are thinking of going on to a major in economics or architectural studies and who want a strong mathematics background should consider a two-semester mathematics sequence consisting of Accelerated Calculus followed by Calculus III (203).

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 101 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 consider Mathematics 101, Calculus I or Mathematics 103, Accelerated Calculus; an advanced placement AB score of 4 or 5 or a BC score of 3 indicates readiness for 202; a grade of 4 or 5 on the BC examination indicates readiness for 203.

Other Beginnings. The “explorations” courses in algebra, number theory, geometry, fractals and chaos, and cryptology (110,114,120,125, 139) 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 special talent 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), among various other possibilities, all of which can be discussed

with any member of the department. At least two and usually three of these exploration courses are offered each year.

A few students begin their study of mathematics with Linear Algebra (211) 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 exploring ideas on your own, then you might consider 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 202), Calculus III (Mathematics 203), Probability (Statistics 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.

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 adviser 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.

Using the Computer

Computer projects are a part of many courses in mathematics. Calculus courses (Mathematics 101, 103, 202, 203), Linear Algebra (Mathematics 211), and the Laboratory in Mathematical Experimentation (Mathematics 251) may use the computer for demonstration, experimentation, and/or discovery. Prior computer experience is not required.

Prerequisites for introductory courses are listed in terms of admission units. An admission unit is a year of high school mathematics, beginning with Algebra I (usually taken in grade nine).

Course Offerings

100f(A)–100s(B) Enriched Calculus IA and IB

This yearlong course includes the topics in Mathematics 101, Calculus I. It 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 learn calculus.

100f(A) Enriched Calculus IA

Features modeling of phenomena in the natural and social sciences. Math 100A: representation and interpretation of data, functions and their graphs, the derivative. Math 100B: integrals and the varied processes that they can represent, accumulation and antidifferentiation, the several forms of the fundamental theorem, additional topics in differential equations with applications.

Does not meet a distribution requirement.

H. Pollatsek

Prereq. permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited to 30

NOTE: *Student may send assessment score and background information to hpollats@mtholyoke.edu; completion of the yearlong sequence meets a Science and Math II-A requirement.*

100s(B) Enriched Calculus IB (See Mathematics 100f(A))

101fs Calculus I

Students who have not studied calculus and who have the necessary precalculus background belong in Calculus I. Because some sections of Calculus I differ significantly from traditional high school calculus, it has been our experience that students who “start over,” in order to ease the transition into college, initially may have more difficulty in Calculus I than beginners. However, students who take Calculus I expecting and welcoming new ideas have found it rich and rewarding. Please

read the “Beginning the Study of Mathematics” section.

This course presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences.

Meets Science and Math II-A requirement.

A. Durfee, G. Davidoff, M. Conway (fall); the deptment (spring)

2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***103f Accelerated Calculus**

Topics include a review of the techniques and applications of the derivative, introductory methods of integration, the Fundamental Theorem of Calculus, more advanced integration techniques, differential equations, and applications of the integral to various areas, including economics and physics.

Meets Science and Math II-A requirement.

The department

2 meetings (75 minutes); 1 meeting (50 minutes); 4 credits

***110f Explorations in Algebra**

High school algebra is essentially the study of the laws that govern the system of numbers we use for ordinary arithmetic. This course focuses on certain of these laws and studies the systems, called “groups,” governed by them. Groups have beautiful properties and describe many phenomena: crystallography, graphic art, matrix algebra, counting, nuclear physics, codes, and more. The course studies the group laws and their consequences, as well as many examples of systems satisfying these laws.

Meets Science and Math II-A requirement.

The department

2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited

***114f Explorations in Number Theory**

Studies basic mathematical structures using as models symmetries of plane figures, the ordinary integers, and other number systems. Using examples to uncover patterns that help reveal and explain relationships. Solving simple equations in these new settings

quickly brings students into contact with some intriguing problems being studied by contemporary mathematicians.

*Meets Science and Math II-A requirement.
The department*

Prereq. 4 admission units or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits; enrollment limited

120s Explorations in Geometry

The system of geometry devised by the ancient Greeks was immutable until the nineteenth century, when it was put in a broader framework better able to accommodate the varied interests of physical science and mathematics. In this course, we study geometry as it developed historically, from the time of Pythagoras to the recent past.

*Meets Science and Math II-A requirement.
The department*

2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

125f Explorations in Fractals and Chaos

An introduction to fractals and chaos. Topics selected from the following: self-similar fractals, fractal dimension, iteration, the Feigenbaum diagram, Julia sets and the Mandelbrot set, strange attractors and applications.

*Meets Science and Math II-A requirement.
A. Durfee*

3 meetings (50 minutes); 4 credits; enrollment limited

***139s Explorations in Cryptology**

Cryptology is the study of secret codes. Since the beginning of civilization to the present day, encrypted messages have played an important role in war, espionage, diplomacy, and business. This course examines the history of these codes and their mathematical basis.

*Meets Science and Math II-A requirement.
The department*

Prereq. 4 admission units or permission of the instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

202fs Calculus II

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 will be prepared for Calculus II. Please read the "Beginning the Study of Mathematics" section. Topics include techniques of integration, applications of integration, differential equations, sequences, series, and Taylor series.

Meets Science and Math II-A requirement.

*J. Morrow, M. Peterson, J. Sidman (fall);
the department (spring)*

Prereq. 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

203fs Calculus III

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. Please read the "Beginning the Study of Mathematics" section. Topics include differential and integral calculus of functions of several variables.

Meets Science and Math II-A requirement.

*R. Jordan (fall), the department (spring)
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits*

211fs Linear Algebra

Topics include elements of the theory of matrices and vector spaces.

Meets Science and Math II-A requirement.

M. Robinson (fall), the department (spring)

*Prereq. any 100-level mathematics course;
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits*

232s Discrete Mathematics

Studies some aspects of discrete mathematics. Topics may include sets, functions, elementary probability, induction proofs, recurrence relations, and matrices.

Meets Science and Math II-A requirement.

The department

*Prereq. any 100-level mathematics or computer science course, or permission of instructor;
2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits*

251fs Laboratory in Mathematical Experimentation

(Writing-intensive course) Offers mathematics as a laboratory science. After a short introduction to the computer, uses hand and computer computation to explore math-

ematical 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.

Meets Science and Math II-A requirement.

J. Sidman (fall), the department (spring)

Prereq. 4 credits from the department or permission of instructor; 2 meetings

(1 hour, 45 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, permission of department;

1 to 4 credits

301s Real Analysis

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.

Meets Science and Math II-A requirement.

The department

Prereq. Mathematics 251 or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***302f Complex Analysis**

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.

Meets Science and Math II-A requirement.

The department

Prereq. Mathematics 203 or Physics 303; 2 meetings (90 minutes); 4 credits

Offered alternate years at Mount Holyoke and Smith Colleges; offered at Mount Holyoke fall 2008

309f Topics in Analysis

Fall 2006: Fourier Analysis and Applications

This course will serve as an introduction to the theory of Fourier Analysis and its many applications in the physical and biological sciences. Topics to be covered include the mathematics of Fourier series, the Fourier transform, the discrete Fourier transform (DFT), fast Fourier transforms (FFT), and wavelets. Along the way, we will explore

applications to some or all of the following: partial differential equations (the heat equation, the wave equation, reaction-diffusion equations, and pattern formation in biological and chemical systems), pattern recognition (fingerprints and speech analysis), and medical imaging (CAT scans), etc.

Meets Science and Math II-A requirement.

R. Jordan

Prereq. Mathematics 203, 211, or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

311f Abstract Algebra

Topics include algebraic structures: groups, rings (including some elementary number theory), fields, and vector spaces.

Meets Science and Math II-A requirement.

G. Davidoff

Prereq. Mathematics 211 and another 200-level mathematics course; 2 meetings (1 hour, 45 minutes); 4 credits

319f Topics in Algebra

Fall 2006: Number Theory

This course will begin with an introduction to number theory covering material on congruences, prime numbers, arithmetic functions, primitive roots, quadratic residues, and quadratic fields. We will then continue our study of number theory by picking special topics which might include some of the following: Prime Factorization of Ideals, Fermat's Last Theorem, Elliptic curves, Dirichlet's Theorem on Arithmetic Progressions, the Prime Number Theorem, or the Riemann Zeta function.

Meets Science and Math II-A requirement.

M. Robinson

Prereq. Mathematics 211 and 251, or permission of instructor; 2 meetings (75 minutes), 1 meeting (50 minutes); 4 credits

***322f Differential Geometry**

We will study the differential geometry of curves and surfaces. In particular, we will use calculus and linear algebra to develop rigorous notions that correspond to our intuitive understanding of smoothness and curvature.

Meets Science and Math II-A requirement.

The department

Prereq. Mathematics 203 and 211, Mathematics 301 helpful but not necessary; 2 meetings

(75 minutes), 1 meeting (50 minutes); 4 credits

324s Methods of Applied Mathematics

(See Physics 324s)

***327f Advanced Logic**

(See Philosophy 327f)

***329s Topics in Geometry**

(See Statistics 341s)

***331s Computer Graphics**

(See Computer Science 331s)

333s Differential Equations

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.

Meets Science and Math II-A requirement.

The department

Prereq. Mathematics 202; 2 meetings

(75 minutes), 1 meeting (50 minutes);

4 credits

***339f Topics in Applied Mathematics**

Topics to be selected from: the stochastic calculus, review of Black-Scholes, yield curves, swaps, interest rate derivatives, risk measurement and management, statistical analysis of financial data, Monte Carlo simulation.

Meets Science and Math II-A requirement.

The department

Prereq. Mathematics 203 and 211 or permission of instructor; 2 meetings (75 minutes),

1 meeting (50 minutes); 4 credits

***342f Probability**

(See Statistics 342f)

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department;

1 to 8 credits

Medieval Studies

The major and minor in medieval studies are administered by the Medieval Studies Committee: Professors Collette (English, *chair*), Davis (art history, on leave spring 2007), Fine (Jewish studies), Garrett-Goodyear (history), Litterick (music), Straw (history, on leave 2006–2007), Switten (French); Associate Professor McGinness (history); Assistant Professor Chierichini (Italian); Five College Early Music Program Director Eisenstein.

Contact Persons

Cynthia Meehan, *senior administrative assistant*

Carolyn Collette, *chair*

Medieval studies focuses on a seminal period in Western and Mediterranean 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, and Muslim 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.

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. Beginning with the class of 2005, Medieval Studies 102 will be strongly recommended for all majors but not required.
- 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 adviser. 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 (see p. 7).

Requirements for the Minor

Credits

- A minimum of 16 credits (four courses)

Courses

- Medieval Studies 101f–102s 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.

Other

- A student choosing a minor in medieval studies should notify the program chair and consult with the chair or other members of the program about her course of study in the field.

Course Offerings

101f–*102s Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning

This course offers a foundation for inquiry into medieval culture. Using readings in literature, art, music, history, politics, philosophy, and sciences to interpret the Middle

Ages, a student sharpens her awareness of language and imagery as means of communicating experience and improves her skills of attentive reading and persuasive writing. The 101f–102s seminar sequence is designed to be a yearlong course, but students may take one semester without the other.

Fall 2006

101f(01) Picturing the Middle Ages
(Writing-intensive course; first-year seminar)
How did medieval people see themselves? How do we imagine them? Seeking answers to these questions, this course will explore several aspects of medieval culture: social structures, gender issues, tensions between courtliness and eroticism, religion, politics, perceptions of the “other,” as represented in literature, art, history, and modern films. Works will include the *Song of Roland* (epic), the *Bayeux Tapestry* (pictorial relation of the Battle of Hastings in 1066), tales of love and adventure, miracles of the Virgin Mary, illuminated manuscripts, and Gothic monuments such as the cathedral of Notre Dame in Paris. Resources will draw on CD-ROMs and the Web.

Meets Humanities I-A requirement.

M. Switten

2 meetings (75 minutes); 4 credits; enrollment limited to 17

101f(02) Europe and the Atlantic World, 1300–1700

(Speaking- and writing-intensive course; first-year seminar; same as History 150f)
This course inquires into several dimensions of European society and culture during the transition from principalities and fiefs to early modern states, from feudalism to capitalism, from serfdom to both free and slave labor. Equally important, however, will be comparisons of western Europe with other Atlantic societies of these centuries and examination of consequences for Europeans, Africans, and Americans (north and south) of encounters among them. Using both voices from the period and recent scholarship about early modern Western and Atlantic societies, the course will look critically at the making and remaking of “Western” culture between the Middle Ages and the modern era.

Meets multicultural requirement; meets Humanities I-B requirement.

H. Garrett-Goodyear

2 meetings (75 minutes); 4 credits; enrollment limited to 15

**101f(03) Crossing Medieval Boundaries*

(First-year seminar; same as English 101f)

How did medieval people think about themselves and how did they imagine, move in, and represent the physical world? This course explores the various ways medieval culture created and crossed significant boundaries in the areas of art, literature, religion, mathematics, and science. Texts will include medieval maps, travel literature such as Mandeville’s *Travels*, letters of Heloise and Abelard, works of Christine de Pizan, Malory’s *Morte D’Arthur*, manuscript illuminations, and selected material from late medieval theories of love, medicine, astrology, and mathematics. *Meets Humanities I-A requirement.*

C. Collette

2 meetings (75 minutes); 4 credits; enrollment limited to 17

200fs Special Topics in Medieval Studies

This course is designed to address themes and historical periods in an interdisciplinary framework. Topics will bring together the study of art, literature, and history to heighten awareness of the complex interaction of cultural and political forces in medieval society. Issues will be explored through the methods of different disciplines in order to develop the student’s analytical and critical skills.

200f(01) Myth of the Dark Ages: Ireland and Britain AD 410–900

(Same as History 232f(02)) This survey of the history, literature, and art of the British Isles in the early Middle Ages seeks to overturn the myth of centuries of darkness that shrouded western Europe after the “fall” of the Roman empire. In fact, the early Middle Ages were a time of intense political, intellectual, and religious activity in Ireland and Britain. In this course we will travel from the ring-forts of Ireland to the burial mounds of Sutton Hoo. We will meet some of the personalities who flourished in this era of great change and reform: from Saint Patrick to Bede, from the high kings of Tara to King Alfred the Great.

The course spans from the withdrawal of Roman troops from Britain to the Viking age. *Meets Humanities I-B requirement.*
S. Hayes-Healy
2 meetings (75 minutes); 4 credits

200f(02) Medieval England
 (Same as History 232f(01)) The British Isles from the ancient Celts to the fourteenth century. Topics include Celtic culture, Roman Britain, early Christianity, Sutton Hoo and the invasions of the Anglo-Saxons, the Vikings, the birth of the English monarchy, the Norman conquest of England, Wales, and Ireland, Norman achievement in government and art, Cistercian monasteries, Richard the Lion-Hearted and the Crusades, the towns and their Jewish communities, King John, the Magna Carta and the development of Parliament, English Gothic, the beginning of Hundred Years' War, the Black Death, and the Peasants' Revolt of 1381.
Meets Humanities I-B requirement.
F. McGinness
2 meetings (75 minutes); 4 credits; enrollment limited to 75

Spring 2007

200s(01) Introduction to Medieval Monasticism
 (Speaking-intensive course; same as History 232s(01)) This course surveys the history of medieval monasticism from its origins in the deserts of Egypt to the foundations of the mendicant orders in thirteenth-century Europe, with a heavy emphasis upon the devotional ideas and beliefs that drove these powerful movements. Topics include the various monastic rules and orders, and the models of monastic virtue and sanctity, from severe asceticism and anchoritism to obedience, poverty, and stability. We will investigate how monasticism became entrenched in the power structures of church and monarchy; how monasteries became not only devotional retreats from a sinful world, but also important intellectual and economic centers in the medieval landscape.
Meets Humanities I-B requirement.
S. Hayes-Healy

4 credits; enrollment limited to 25

**200s(02) A Medieval Room of One's Own: Christine de Pizan and Her World*
 (Taught in English; same as French 220s)
 The patriarchal society in which Christine lived was a difficult place to find work when her husband died and she became the sole support of her children. Hers was a troubled world: the late fourteenth and early fifteenth centuries saw political, social, and economic crises in France. The course will examine how Christine made a place for herself amidst personal and political turmoil. It will provide a broad canvas of late-medieval literary and historical transformations, including the stunning appearance of Joan of Arc. Study of Christine's works, of texts by other authors, and of manuscript illumination will give a rich sense of the period.
Meets Humanities I-A requirement.
The department
2 meetings (75 minutes); students who wish to obtain 300-level credit in French and have the necessary prerequisites must have the permission of the instructor; 4 credits; enrollment limited to 15

**200s(03) Illustrious and Abandoned Women*
 (Same as English 214s and Italian 214s) A comparative reading of Christine de Pizan's *Book of the City of Ladies*, Boccaccio's *Illustrious Women*, and Chaucer's *Legend of Good Women*. How did these late medieval authors imagine women's voice, agency, and virtue in the public and private spheres? Why does the figure of the strong secular woman emerge in medieval culture at this period? How do these medieval heroines compare to their Classical predecessors? What ideologies of female virtue do these three writers reflect? All readings in translation.
Meets Humanities I-A requirement.
C. Chierichini, C. Collette
Prereq. Medieval Studies 101 or 102, or 8 credits in either English or Italian; 2 meetings (75 minutes); 4 credits, credit available for medieval studies, Italian, or English.

***217s Special Topics in Medieval Studies**

**The Crusades and the Making of Medieval Europe*
 (Same as History 217s) Long before Operations "Desert Storm" and "Iraqi Freedom,"

Westerners were drawn to the Middle East. This course will examine the “Holy War” of Christians against Moslems and Jews in the Middle Ages and seek to determine underlying causes: the need to defend Constantinople and the Holy Land from the infidel, the greed for markets and the spoils of war, the domestic frustrations that were displaced to an external enemy, the ideology of divine mission and martyrdom. Sources: laws, chronicles, memoirs, sermons, and treatises from Latin, Greek, and Moslem perspectives. *Meets Humanities I-B requirement.*

*C. Straw, F. McGinness
2 meetings (75 minutes); 4 credits*

295fs Independent Study

*Does not meet a distribution requirement.
The department
1 to 4 credits*

300f Seminar in Medieval Studies

Fall 2006: The Matter of Britain: Stories of Arthur and the Grail
(Speaking- and writing-intensive course; same as English 316s) This course focuses on the various forms the legends of King Arthur take from the twelfth to the twentieth century in the literature of both England and France. While focused on medieval English versions of the Arthur myth, the course considers the political and cultural forces at work to produce evolving versions of the story over time, especially in the fifteenth and nineteenth centuries with Malory’s and Tennyson’s tellings. We will conclude with consideration of current interest in the Holy Grail in contemporary popular culture.

Meets Humanities I-A requirement; meets English department pre-1700 requirement and seminar requirement.

*C. Collette
Prereq. jr, sr, Medieval Studies 101, or 8 credits in English/medieval studies or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 15*

**Forging the Ring*
(Speaking- and writing-intensive course; same as English 316s) This course will study J. R. R. Tolkien’s imaginative creation of Middle Earth within the context of his extensive knowledge of philology and mythology, as

well as within the context of his participation in the Inklings, the literary group that also included C. S. Lewis and Charles Williams. It will discuss their theories of myth, literature, and fable, as well as their influence on twentieth-century understanding of medieval culture. Readings will include works of fiction and literary theory by all three authors, as well as secondary material.

*Meets Humanities I-A requirement
C. Collette*

Prereq. Medieval Studies 101 or English 311, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

*Medieval Monasticism

(Same as History 351f) This survey of Western monasticism from its origins in the Egyptian desert to the mendicant orders of fourteenth-century Europe seeks to understand what motivates men and women to define perfection as abnegation of food, sex, wealth, success, and even laughter—all that we now consider valuable in life. Topics: fasting, virginity, voluntary poverty; monastic rules and reform movements (e.g., Celtic, Benedictine, Cistercian, Franciscan, etc.). Also various saints’ lives, mysticism, and women’s spirituality. Course includes a stay at the Abbey of Regina Laudis.

*Meets Humanities I-B requirement.
C. Straw, F. McGinness
4 credits*

*Gender, Language, and Power 1300–1700

(Same as History 351s) This course explores how some women expressed their understanding of the social, ideological, and political struggles in which they were engaged between the early fourteenth and late seventeenth centuries. It asks what roles they played in the construction of public discourse and the state, the reshaping of the family, the reconstruction of Christianity, and the change from medieval feudal estates to early modern agrarian capitalism. Readings will include works by Christine de Pisan, the Paston women, Anne Askew, Lady Mary Wroth, Elizabeth Carey, Lady Eleanor Davies, as well as records of Elizabethan coronation pageants, public ceremonies, household accounts, and diaries.

Meets Humanities I-B requirement.

H. Garrett-Goodyear

*Prereq. written application and permission
of instructor; 1 meeting (3 hours); 4 credits;
enrollment limited to 15*

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

**Related Courses in Other
Departments**

Art History

- 222f Age of Cathedrals: The Art of
Gothic Europe, 1100–1500
271f Arts of Islam: Book, Mosque, and
Palace

English

- 310f Old English
311f Chaucer's Stories and Storytellers
319s The English Language

French

- 331f Eroticism and Courtliness: Medi-
eval Stories of Desire
(pre-1800)

Italian

- 305s "The World at Play": Boccaccio's
Decameron

Religion

- 306s Sex and the Early Church

Music

The major and minor in music are administered by the Department of Music: Professors Bonde, Laderach (*chair*), Litterick, Schipull, Spratlan, Steigerwalt; Associate Professors Greenbaum, Sanford; Director of Instrumental Ensembles and Lecturer in Music Benjamin; Interim Choral Director and Visiting Lecturer in Music Dunn; Lecturer Cahn-Lipman; Performance Instructors Cobb, de Fremerly, Gionfriddo, Hale, Malek; Five College Early Music Program Director Eisenstein; Five College Ethnomusicologist Omojola; Jazz Ensembles Director Gionfriddo.

Contact Persons

Michèle Scanlon, *senior administrative assistant*
Linda Laderach, *chair*

Music Department Web Site

<http://www.mtholyoke.edu/acad/music/>

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, performance, and composition, the department encourages the development of the individual by allowing each student to explore her creative, intellectual, and critical abilities.

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 the history, theory, and literature of music as well as to develop skills in performance, analysis, and synthesis. The inclusiveness of the major derives from the philosophy that the integration of thinking about and performing music fosters musical awareness and critical perception.

Requirements for the Major

In order to declare a major, students must

have already completed one course that leads to the major, Music 100 or 231.

Credits

- A minimum of 32 credits in classroom courses 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, 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, or composition
 - 2 credits in ensemble performance
- Independent study (295, 395) is encouraged but may not be counted toward the major. A student wishing to pursue independent study that might 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.

Other

- Demonstration of a level of keyboard proficiency that permits the reading of elementary keyboard repertory

Students considering a music major are advised to study a keyboard instrument while completing required work in the department at the 100 and 200 levels.

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, 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 advisers.

Requirements for the Minor

In order to declare a minor, students must have already completed one course that leads to the major, Music 100 or 231.

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, 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.

First-Year Students

Introductory classes in fundamentals, music history and literature, composition, and performance are offered for students with little or no experience; those with more experi-

ence 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, Basic Musicianship, so that she may enroll in Music 231 by the spring semester of her first year. First-year students may also take 102, Music and Technology; 105, Music in the American Musical: The Golden Age; 106, Let's Put on a Show; 166, Introduction to the Music of Africa; 110, The Nine Symphonies of Beethoven: A Listening Survey; 115, Introduction to Composition; Individual Performance Instruction, or Ensembles.

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.

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. Bell 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 Offerings

100fs Basic Musicianship

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.

Meets Humanities I-A requirement.

G. Steigerwalt

3 meetings (50 minutes), 2 labs (50 minutes); 4 credits; enrollment limited to 28

102s Music and Technology

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.

Meets Humanities I-A requirement.

R. Eisenstein

2 meetings (75 minutes); 4 credits; enrollment limited to 15

*103f History of Jazz

This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals. Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that helped produce and shape it. The ability to read music is not a requirement for this course.

Meets Humanities I-A requirement.

D. Sanford

2 meetings (75 minutes); 4 credits; enrollment limited to 40

105s Music in the American Musical:

The Golden Age

Have you ever wondered what the name of that marvelous melody was that you were humming? Could it be part of our heritage? "It's so familiar . . ." This course will focus on the "classic" genre of popular music—its form, structure, relationship to text, dramatic context, incidental usage, etc.—expressed in the great musicals of American tradition. Special emphasis will be directed to masterpieces of Kern, Porter, Gershwin, Rodgers, and Bernstein among others.

Meets Humanities I-A requirement.

A. Bonde

2 meetings (75 minutes); 4 credits; enrollment limited to 40

106f Let's Put On a Show

Most stage musical presentations are the work of one composer, or of one composing team. But there are some subgenres in which music by many composers is brought together into a coherent whole. (Some opera scenes productions and any musical revue fall into this subgenre.) What characteristics distinguish these subgenres from a typical concert program that also features compositions by a variety of composers? Course work will include listening to/viewing of representative works and analysis of those works from different perspectives, culminating in a final project in creating a work in this style.

Does not meet a distribution requirement.

L. Schipull

Prereq. none; 1 meeting (75 minutes); 2 credits; enrollment limited to 30

110s The Nine Symphonies of Beethoven:

A Listening Survey

(Writing-intensive course; first-year seminar) Which symphony of Beethoven is your favorite and why? Have you listened to any Beethoven symphony—and why not? This seminar offers the first-year student the unique opportunity of indulging herself (aurally) in the profound world of musical greatness rarely equaled. All nine Beethoven symphonies will be listened to in class with critical commentary by the teacher. Engaging discussion, review, and reading and writing

assignments will all be part of the paramount focus in this seminar. No prior music experience is necessary.

Meets Humanities I-A requirement.

A. Bonde

2 meetings (75 minutes); 4 credits; enrollment limited to 15

115f Introduction to Composition

Introduces musical composition through the writing of original pieces, emphasizing twentieth-century techniques. Includes demonstrations of various musical instruments, readings of student compositions in class, and consideration of the "creative process." Includes a class recital of final compositions. *Meets Humanities I-A requirement.*

D. Sanford

Prereq. Music 100 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

***125f The Chamber Music of Brahms:**

A Listening Survey

At some juncture in life it becomes imperative to fasten a grip on a significant genre, so special and overwhelming, which serves as a catalyst to one's musical tastebuds. This course offers a unique opportunity for students to survey, aurally, the complete chamber music masterpieces by one of the greatest composers of the nineteenth century, Johannes Brahms. Critical commentary, personal insight, and formulation of each work will be provided by the instructor.

Meets Humanities I-A requirement.

A. Bonde

2 meetings (75 minutes); 4 credits; enrollment limited to 20

166f (01) Introduction to the Music of Africa

This introductory course concentrates on indigenous musical traditions from different parts of the African continent. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural contexts within which African musical traditions derive their meaning and significance. Relying on selected live performances as well as recordings of instrumental and vocal idioms, the course discusses the conceptual and behavioral aspects of music, the contexts and

functions of musical performances, musical instruments and vocal styles, the training and status of musicians, and the stylistic features of the music.

Meets multicultural requirement; meets Humanities I-A requirement.

O. Omojola

4 credits; enrollment limited to 25

***205s Music of the 1970s**

Remembered primarily for being the decade when popular music demanded a reality check, the 1970s will be the framework for a critical and analytical survey of some of the more fertile developments and influential ideas that originated, flourished, and/or declined in that era. Topics will include minimalism, jazz-rock fusion, and the accompanying multiculturalism that informed social/political/economic conditions that bred these styles.

Meets Humanities I-A requirement.

D. Sanford

Prereq. Music 100 or 103; 2 meetings (75 minutes); 4 credits; enrollment limited to 40

215s Intermediate Composition

This course includes the exploration and writing of larger forms, such as variations, extended rondo, and fantasia. Student works read in class; final compositions performed in a class recital.

Meets Humanities I-A requirement.

The department

Prereq. Music 100, 115; 2 meetings (75 minutes); 4 credits

***220f Music and Film**

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, this course 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 existing music in films of Bergman and Kubrick.

Meets Humanities I-A requirement.

D. Sanford

Prereq. 100 or 103 or 105 or permission of

instructor; 2 meetings (75 minutes); 4 credits ; enrollment limited to 20

231s Theory I

Studies basic diatonic theory, including triads and period forms. Includes part writing, analysis, ear training, and keyboard harmony. *Meets Humanities I-A requirement.*

The department

Prereq. Music 100; 3 meetings (50 minutes), 2 labs (50 minutes); 4 credits

232f Theory II

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.

Meets Humanities I-A requirement.

D. Sanford

Prereq. Music 231; 3 meetings (50 minutes), 2 labs (50 minutes); 4 credits

233s Theory III

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. *Meets Humanities I-A requirement.*

L. Schipull

Prereq. Music 232; 3 meetings (50 minutes), 2 labs (50 minutes); 4 credits

242s Conducting I

Fundamentals of conducting: gestures, rehearsal techniques, study of representative short scores, and practice leading primarily choral ensembles. Videotaping, class recital. *Does not meet a distribution requirement.*

The department

Prereq. Music 231, ensemble experience; 2 credits

281f History of Western Music I

(Writing-intensive course) 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. *Meets Humanities I-A requirement.*

L. Litterick

Prereq. Music 100, 231, 232, or 233, or permis-

sion of instructor; 2 meetings (75 minutes); 4 credits

282s History of Western Music II

(Writing-intensive course) 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 half of the twentieth century, continuing the focus on evolution of style and the changing roles of composers, performers, patrons, and audience.

Meets Humanities I-A requirement.

L. Litterick

Prereq. Music 100, 231, 232, 233, or permission of instructor; 2 meetings (75 minutes); 4 credits

315s Advanced Composition

Taken after successful completion of Music 215, this course requires the creation of larger and more complex formal structures. Student works read in class; final compositions performed in a class recital.

Meets Humanities I-A requirement.

The department

Prereq. Music 100, 215; 4 credits; may be repeated for credit; enrollment limited to 7

334s Music Analysis

Music 334 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.

Meets Humanities I-A requirement.

L. Litterick

Prereq. Music 232 or permission of instructor; 2 meetings (75 minutes); 4 credits

***341fs Conducting II**

This course is a continuation of Conducting I, with opportunities to lead instrumental as well as vocal ensembles. Includes baton technique, preparation of longer works, and class recital and/or independent projects. *Does not meet a distribution requirement.*

The department

Prereq. Music 242; 1 meeting (2 hours); 2 credits

371f Topics in Music

This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological 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.

Fall 2006: Music of Heroism, Protest, and Lament during the Second World War

(Writing-intensive course) The seminar will deal with the context and analysis of musical works written in the period of World War II by composers such as Stravinsky, Bartok, Shostakovich, Copland, Dallapiccola, Messiaen, Strauss, and Schoenberg. The music will cover a range of styles and compositional methods representative of much of the twentieth century, as well as a broad range of responses to the world conflict. In selecting topics for discussion in class and a final project, students may choose among historical, theoretical, and analytical approaches.

Meets Humanities I-A requirement.

L. Litterick

Prereq. Music 282 and 232 or permission of instructor; 1 meeting (3 hours); 4 credits

**Music Manuscripts and Music History*
Meets Humanities I-A requirement.

L. Litterick

Prereq. Music 282 and 232 or permission of instructor; 1 meeting (3 hours); 4 credits

Performance Studies

Official registration for all performance courses may only be done on ISIS after successful completion of the audition process during the registration period designated for academic courses. 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.

All students wishing to enroll in performance studies for the first time must sign up for an audition at the start of classes. At the audition students should be prepared to demonstrate, at minimum, an upper elementary level of proficiency on the instrument they wish to study. The department does not offer performance instruction to beginners except in the cases of (a) music majors, and (b) students wishing to study instruments not frequently encountered as options for study prior to entering Mount Holyoke (e.g., voice, harpsichord, organ).

Students are required to 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 more information on placement policies and for audition dates and times.

Applied music fees, grants-in-aid, and fee exemptions are described in the "Tuition and Fees" section of the catalogue.

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, *successful completion of, or exemption from, Music 100 must occur within the first two semesters of performance study.*

Please note that the Music 100 Exemption Examination is in two parts; if the student passes the written portion but not the aural one, she will receive a provisional exemption. The student, in consultation with her teachers, is expected to improve her aural skills so she will pass the aural section of the examination by the next advising period.

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.

151fs Performance Study

Performance study—individual instruction.

Does not meet a distribution requirement.

Prereq. enrollment is by audition only for new students, exemption from or enrollment in Music 100 required after initial semester of study; 1 to 2 credits; enrollment limited according to teacher availability

NOTE: Lesson fee (see the *Tuition and Fees* chapter); no refund of fee after tenth academic day of class.

(A) Piano—G. Steigerwalt, M. Gionfriddo, E. Malek

(B) Voice—M. Spratlan, C. Cobb

(C) Flute—A. Greenbaum, A. Hale

(D) Oboe

(E) Clarinet

(F) Saxophone

(G) Bassoon

(H) French Horn—J. Jeffries

(I) Trumpet

(J) Trombone

(K) Tuba

(M) Percussion—G. Caputo

(N) Harpsichord—L. Schipull

(O) Organ—L. Schipull

(P) Harp—T. Lockyer

(Q) Guitar—P. de Fremery

(R) Violin—L. Laderach

(S) Viola—L. Laderach

(T) Cello—K. Cahn-Lipman

(U) String Bass

(V) Recorders/Early Winds

(W) Loud Winds

(X) Lute—R. Castellano

(Y) Early Strings

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.

251fs Performance Study

Individual instruction. Same section numbers as above.

Does not meet a distribution requirement.

Prereq. 8 credits of 100-level performance or permission of instructor; 1 to 2 credits; enrollment limited according to teacher availability.

NOTE: Lesson fee (see the *Tuition and Fees* chapter); no refund of fee after tenth academic day of class.

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.

351fs Performance Study

Individual instruction. Same section numbers as above.

Prereq. permission of instructor and department chair; Music 232, and one 200-level history course, demonstration of prior public performance; 4 credits

NOTE: Continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee (see the *Tuition and Fees* chapter); no refund of fee after tenth academic day of class.

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.

143fs Chamber Music

Study and perform representative chamber works for varying combinations of instruments.

Does not meet a distribution requirement.

Prereq. by audition only; 1 rehearsal (2 hours); 1 credit

(A) *Wind Ensembles*

The department

(B) *String Ensembles*

L. Laderach, K. Cahn-Lipman

(C) *Piano Ensembles*

E. Malek, G. Steigerwalt

(D) *Mixed Ensembles*

The department

(E) *Brass Ensembles*

J. Jeffries

(F) *Klezmer Ensemble*

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.

A. Greenbaum

(G) *Flute Choir*

A. Hale

(H) *Euridice Ensemble*

Euridice Ensemble 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 interests of students participating each semester. Singers, modern and early string, wind, and keyboard players from the Five Colleges are invited to participate.

R. Eisenstein, L. Laderach, A. Robbins,

L. Schipull, K. Cahn-Lipman

155fs Jazz Ensembles

(A) *Big Band Jazz Ensemble*

Big Band is a mixed instrumental group open to both beginning and advanced jazz 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.

Does not meet a distribution requirement.

M. Gionfriddo

Prereq. by audition only or by previous participation in the ensemble; 2 rehearsals;

1 credit; enrollment limited to 25

(B) *Vocal Jazz Ensemble*

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 with the Big Band and Chamber Jazz Ensemble for students enrolled in Vocal Jazz.

Does not meet a distribution requirement.

M. Gionfriddo

Prereq. by audition only; 1 rehearsal; 1 credit; enrollment limited to 25

161f Beginning West African Music Ensemble

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 Adjugbo and Agbekor. All students will learn drum, rattle and bell parts, some songs and some dance steps as well. Nonmusicians are welcome, but practicing between classes is required. The

group will perform in a workshop at the end of the semester.

Does not meet a distribution requirement.

F. Conant

1 meeting (2 hours); 1 credit; enrollment limited to 15

191fs Mount Holyoke Orchestra

Studies and presents a variety of orchestra repertoire in concerts on and off campus. Multiple opportunities to perform each semester.

Does not meet a distribution requirement.

E. Benjamin

Prereq. enrollment is by audition only; 2 rehearsals; 2 credits

***243f–*244s Chamber Music**

Same section numbers as above. Study and perform representative chamber works for varying combinations of instruments. Groups enrolled at the 200 level must participate in at least one public performance per semester.

Does not meet a distribution requirement.

Prereq. performance ensemble at the 100 level, enrollment by audition only, permission of instructor; 1 rehearsal (2 hours); 1 credit

255fs Chamber Jazz Ensemble

(A) Chamber Jazz

A select instrumental combo open to advanced jazz musicians with emphasis on such complex forms as Dixieland, bop and fusion.

Does not meet a distribution requirement.

M. Gionfriddo

Prereq. enrollment in Big Band or previous participation in the ensemble; 1 rehearsal (2 hours); 1 credit

261fs Intermediate West African Music Ensemble

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. Nonmusicians are welcome, but practicing between classes is required. The group will perform in a workshop at the end of the semester.

Does not meet a distribution requirement

293fs Glee Club

F. Conant

Prereq. Music-161; 1 meeting (2 hours); 1 credit; enrollment limited to 15

Choral Ensembles

193fs Chorale

With varied repertoire, this choir provides excellent vocal training, solo opportunities, and a sightsinging curriculum. Performs on and off campus, sometimes with men's choruses and orchestra. Previous ensemble experience is helpful, though not a prerequisite.

Does not meet a distribution requirement.

K. Dunn

Prereq. enrollment by audition only, permission of instructor required; 2 rehearsals (2 hours); 1 credit

This choir has 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 sightsinging—are prerequisites.

Does not meet a distribution requirement.

K. Dunn

Prereq. enrollment by audition only or previous participation in the ensemble; 2 rehearsals (2 hours); 1 credit

297f Chamber Singers

Highly select vocal ensemble drawn from Glee Club to perform original works for women's chorus, with emphasis on contemporary music.

Does not meet a distribution requirement.

K. Dunn

Prereq. enrollment by audition only or previous participation in the ensemble; 2 rehearsals (1 hour); 1 credit

Independent Study

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph; 1 to 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department;

1 to 8 credits

The Five College Early Music Program

The Five College Early Music Program provides educational and musical experience for those interested in the music of the Middle Ages, the Renaissance, and the baroque era. A faculty of distinguished performers and scholars provides practical and theoretical experience in performing early music. A collection of medieval, Renaissance, and baroque instruments is available to students for study and performance. Students are encouraged to participate actively 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.

147fs Early Music Ensembles

Does not meet a distribution requirement.

Prereq. by audition only; 1 credit

(A) Collegium

Renaissance and baroque music for mixed voices.

R. Eisenstein

(B) Voces Feminae

Renaissance and baroque music for women's voices.

C. Bell

(C) Instrumental Ensemble

Study and perform music for recorder, shawm, and other early music instruments.

A. Robbins, D. Stillman, E. Samuels

(D) Renaissance Dance

Sixteenth- through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louise 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.

N. Monahin, M. Pash

(E) Seminar in Seventeenth-Century Song

This course is a repertory survey conducted in master-class 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.

R. Eisenstein

NOTE: *Enrollment limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba).*

Also see 143f-144s(08) Euridice Ensemble.

Neuroscience and Behavior

The major in neuroscience and behavior is administered by the Neuroscience and Behavior Committee: Professors Cohen (psychology and education), Hollis (psychology and education), Smith (biological sciences); Associate Professors Bacon (biological sciences), Barry (biological sciences, *chair*); Assistant Professor Gillis (biological sciences).

Contact Person

Susan R. Barry, *chair*

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.

Requirements for the Major

Credits

- A minimum of 60 credits

Courses

- Required core curriculum:
 - Biological Sciences 150, Introductory Biology (A or B)
 - Psychology 100, Introduction to Psychology
 - Chemistry 100 or 101, General Chemistry
 - Chemistry 201, General Chemistry II
 - Chemistry 202, Organic Chemistry
 - Mathematics, one of the following:
 - 101, Calculus
 - 103, Accelerated Calculus
 - 100, A and B, Enriched Calculus IA and IB
 - Psychology 200, Experimental Methods in Psychology
 - Psychology 250, Introduction to the Biological Bases of Behavior
 - Biological Sciences 200, Introduction to Biology II
 - Biological Sciences 220, Cell Biology
 - Biological Sciences 333,

Neurobiology

- A course in quantitative inference:
 - Psychology 201, Statistics *or*
 - Statistics 240, Elementary Data Analysis and Experimental Design
- Two courses at the 300 level must be selected from the following:
 - Biological Sciences 311, Protein Biochemistry and Cellular Metabolism
 - Biological Sciences 315, Ethology
 - Biological Sciences 322, Comparative Biomechanics
 - Biological Sciences 328, Regulatory and Integrative Human Physiology
 - Psychology 350, Laboratory in Behavioral Neuroscience
 - Psychology 351, Laboratory in Animal Learning and Animal Behavior
 - Psychology 352, Laboratory in Sensory Psychology
 - Computer Science 334, Artificial Intelligence
 - Computer Science 335, Introduction to Computer Vision and Robotics
 - Neuroscience 395, Independent Study (4 credits)
- A third 300-level course from the preceding list, or from the following:
 - Biological Sciences 321, Conference Course: Chemical Communication in Vertebrates. (In 2006–2007, this course only counts toward 2 credits in the major.)
 - Psychology 359, Seminar in the Biological Bases of Behavior

Other

- 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 (see p. 7).

No minor in neuroscience and behavior is offered.

Course Offerings

250f Introduction to the Biological Bases of Behavior

(Same as Psychology 250f) This course is an introduction to and survey of the biological bases of behavior, including physiological, biochemical, and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language, and mental disorders.

Meets Social Sciences III-A requirement.

B. Schroeder

Prereq. Psychology 100 and 4 credits in biological sciences; 2 meetings (75 minutes);

4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. by invitation of the committee;

1 to 8 credits

Philosophy

The major and minor in philosophy are administered by the Department of Philosophy: Professors Bowie, Wartenberg (on leave); Associate Professors Inness Mitchell (*chair*); Assistant Professors Harold, Lee; Visiting Professor Porter; Visiting Assistant Professor Mount.

Contact Persons

Anna May Dion, *senior administrative assistant*
Samuel Mitchell, *chair*

As we go through life, 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 all 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 in both historical and contemporary philosophical thought, with the tools for critical reasoning necessary for the conduct of philo-

sophical 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.

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
 - 252, Philosophical Foundations of Western Thought: The Nineteenth Century
 - 255, Existentialism
- One course in Ethics and Value Theory, such as:
 - 205, Ethics
 - 235, Medical Ethics
 - 240, Environmental Ethics: Nature/Culture/Values
 - 241, Issues in Contemporary Moral Theory
 - 242, Social and Political Philosophy
 - 248, Philosophical Issues in Race and Racism
 - 249, Women and Philosophy
 - 273, Philosophy of the Arts
 - 275, Philosophy and Film
- One course in Theoretical Philosophy, such as:
 - 206, Philosophy of Science
 - 208, Knowledge and Reality

- 261, Philosophy of Physics
- 263, Philosophy of Biology
- 264, Philosophy of Mind
- One course in Logic, 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 some 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 12 credits above the 100 level *and*
- At least 4 credits at the 300 level

Beginning the Study of Philosophy

The Department of Philosophy encourages students to begin their study of philosophy with Introduction to Philosophy (101); First-Year Seminar (102); Comparative Introduction to Philosophy (103); Philosophical Foundations of Western Thought: The Greek Period (201); Philosophical Foundations of Western Thought: The Modern Period (202); Ethics (205); Introduction to the Philosophy of Science (206); Knowledge and Reality (208); or Logical Thought (210). The first-year seminar offers an intensive introduction to philosophical problems and focuses on critical thinking and on writing skills. The history sequence is the department's principal comprehensive treatment of a selection of the major philosophers in the Western tradition and of the background and development of their thought. Ethics develops the study of

philosophy by examining moral frameworks and the conduct of life, while Knowledge and Reality considers whether we really know what we think we do and whether things like human minds really exist. Philosophy of Science introduces philosophical concepts through issues in scientific theory and practice, while the logic course works to cultivate the ability to think carefully and critically. Introduction to Philosophy provides a general survey of problems of philosophy.

Students with a special interest in the course topics may also take, without prerequisite, any of the following courses:

225	Symbolic Logic
226	Introduction to the Philosophy of Religion
232	Ethical Issues in Complex Organizations
235	Medical Ethics
240	Environmental Ethics: Nature/Culture/Values
248	Philosophical Issues in Race and Racism
249	Women and Philosophy
255	Existentialism
273	Philosophy of the Arts

Course Offerings

101f Introduction to Philosophy

For thousands of years, humankind has grappled with questions concerning such fundamental topics as existence, knowledge, and morality. For example: Does the world exist as we perceive it? What distinguishes right from wrong? Do we possess souls existing independently of our corporeal bodies? What is the ideal form for society? Can anything be known with certainty? In this course, we explore these and other perplexing questions through an analysis of classic philosophic texts drawn from the Western intellectual tradition. Works by authors such as Plato, Aristotle, Descartes, Leibniz, Hume, Mill, Kant, Russell, and others will be considered.

*Meets Humanities I-B requirement.
C. Lee, S. Mitchell (fall), B. Porter (spring)
4 credits; enrollment limited to 100*

102f First-Year Seminar

102f(01) Ethical Issues in Public Education
(Writing-intensive course; first-year seminar)
How can public schools respect religious and cultural diversity while providing a comprehensive education to all students? What does equality of educational opportunity amount to? To what extent should parents be able to choose how their children are educated? We will examine the rationale for mandatory schooling in the U.S., along with current ethical and legal issues. Readings will include court opinions, newspaper articles, and philosophy texts; writing assignments will focus on the relationship between abstract concepts of justice, fairness, and equality and real-life public policy decisions pertaining to the educational system.

Meets Humanities I-B requirement.

A. Mount

2 meetings (75 minutes); 4 credits; enrollment limited to 20

102f(02) Forbidden Knowledge
(Speaking-intensive course; first-year seminar) In this course we will examine the prohibitions on knowledge by religious and political authorities, and the justifications offered for those limitations. We will explore whether there are areas that should not be investigated because of sacrilege, danger, privacy, or offensiveness; whether knowledge is morally neutral or could have a propensity toward abuse; government secrecy for the public good; and repressing knowledge that could be damaging to ourselves. Examples will range from Oedipus Rex, Adam and Eve, and Faust to nuclear power, genetic engineering, and racial differences.

Meets Humanities I-B requirement.

N. Porter

2 meetings (75 minutes); 4 credits; enrollment limited to 20

***103s Comparative Introduction to Philosophy**

The beginner who comes to philosophy might feel greeted by an array of ideas and approaches. In this course we familiarize ourselves with some basic philosophical problems and the ways to solve them. We also try to identify some merits and demerits of such different philosophical approaches

as the analytic, Continental, American, and Chinese.

Meets multicultural requirement; meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 50

201f Philosophical Foundations of Western Thought: The Greek Period

(Writing-intensive course) 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 world? What is truth, 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 proper historical and cultural context.

Meets Humanities I-B requirement.

J. Harold

2 meetings (75 minutes); 4 credits; enrollment limited to 50

202s Philosophical Foundations of Western Thought: The Modern Period

Investigates the development of Western philosophy in the seventeenth and eighteenth centuries through the writings of Descartes, Spinoza, Leibniz, Berkeley, Hume, and Kant. Focuses on the impact of modern scientific thought on the philosophical tradition's understanding of the place of the human being in the world. Topics include the nature and extent of human knowledge, the nature of the mind, and the possibility of human freedom.

Meets Humanities I-B requirement.

S. Mitchell

2 meetings (75 minutes); 4 credits; enrollment limited to 50

205f Ethics

Is morality relative to individual preferences? Would you rather be free or happy? Are friends necessary for a good life? Would you rather be a satisfied pig or a dissatisfied stu-

dent? These questions illustrate some of the issues that will be raised by the ancient and modern ethical philosophers we shall explore in this course, looking at sources as varied as novels, canonical philosophic texts, and even children's stories.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***206f Introduction to the Philosophy of Science**

This course provides students with an introduction to philosophy based upon the philosophy of science. Questions to be discussed include: What is the nature of scientific reasoning? What are scientific theories, and how are they tested? How are scientific concepts and explanations used? The social aspects of scientific inquiry will be addressed, as will some feminist criticisms of science. The idea of scientific progress will also be given extended treatment.

Meets Humanities I-B requirement.

The department

4 credits

208f Knowledge and Reality

This course is an introduction to the central topics in epistemology (theory of knowledge) and metaphysics (theory of reality). The course aims to be both historical and contemporary. It will look at questions such as: How is knowledge possible? What is knowledge? What is it to say something exists? What is the nature of cause and effect? Does God exist?

Meets Humanities I-B requirement.

C. Lee

3 meetings (50 minutes); 4 credits; enrollment limited to 50

210f Logical Thought

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.

Meets Humanities I-B requirement.

A. Mount

3 meetings (50 minutes); 4 credits; enrollment limited to 75

***212f Philosophical Foundations of Chinese Thought: The Ancient Period**

(Same as Asian Studies 214f) An introduction to Chinese thought in the classical period roughly between 500 and 221 BCE, a time of social and political furor. We will survey different philosophical responses to this upheaval, with an eye to the contemporary relevance of ancient Chinese wisdom. The course format consists of lecture and discussion preceded by extensive reading of primary texts (in translation). No familiarity with Chinese history, philosophy, or language is assumed.

Meets multicultural requirement; meets Humanities I-B requirement.

S. Luo

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***220s Introduction to the Philosophy of Science**

This course covers the central philosophical positions and topics in philosophy of science from mid-twentieth century until the present day. It begins with the positivist view current at mid-century, covers the move to pragmatism of the 1960s and 1970s and looks at sociological and historical attitudes since then. It asks to what degree it is possible for science to investigate a value-independent reality in the light of these developments.

Meets Humanities I-B requirement.

S. Mitchell

Prereq. 4 credits in philosophy; 4 credits; enrollment limited to 50

225s Symbolic Logic

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.

Does not meet a distribution requirement.

S. Mitchell

3 meetings (50 minutes); 4 credits; enrollment

limited to 50

***226fs Introduction to the Philosophy of Religion**

(Same as Religion 226fs) This course begins its survey of the discipline of the philosophy of religion with the work of Plato. We then proceed to an examination of the classical theistic arguments for knowledge of God's existence (those of Anselm, Aquinas, and Maimonides) that dominated Scholastic thought and consider the criticisms of these approaches by Enlightenment philosophers such as Kant. We trace the rise of experience as the central category of pietism and romanticism in the texts of Schleiermacher and Coleridge. Finally, we focus on the pragmatic tradition in American philosophy of religion, especially in the work of William James and Josiah Royce.

Meets Humanities I-B requirement.

J. Grayson

2 meetings (75 minutes); 4 credits; enrollment limited to 35

232f Ethical Issues in Complex Organizations

(See Complex Organizations 232s)

***235s Medical Ethics**

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., sex 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?

Meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***240f Environmental Ethics: Nature/Culture/Values**

A fundamental problem we face as humans is how we should relate to the natural world. Why not turn Yosemite into a parking lot? Is nature to be controlled through applying technological expertise? Or is Thoreau correct in his suggestion that we must immerse

ourselves in nature to discover who we truly are? Might the value of nature extend beyond its utility for humans? Students have the opportunity to explore these questions, challenging widespread assumptions about nature, culture, and values.

Meets Humanities I-B requirement.

J. Inness

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***241fs Issues in Contemporary Moral Theory**

Do we need to develop virtues to lead a good life? Is morality founded on freedom or happiness? What does it involve for an individual to be just? What is the relationship between morality and power? This course explores questions and texts relevant to contemporary ethical philosophy. We will examine a number of contemporary texts written by philosophers interested in concepts such as virtue, freedom, justice, and power.

Meets Humanities I-B requirement.

The department

Prereq. Philosophy 205 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 50

***242f Social and Political Philosophy**

This course is a survey of influential works in the history of political thought, along with some contemporary works. Classical readings will include Plato, Machiavelli, Hobbes, Locke, Rousseau, Hume, Mill, and Marx. Modern authors will likely include Susan Okin, John Rawls, Marilyn Frye, Jean Hampton, and Allison Jagger. Our central question will be "What gives a government legitimate authority over its citizens?"

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

***242s Social and Political Philosophy**

An examination of a variety of topics in social and political philosophy, drawing from the historical as well as contemporary sources. Questions to be explored include: What is the nature and scope of political authority? Do citizens have a duty to obey the laws of their state? What duties do we have to oppressed and marginalized groups? How do race, class, gender, and sexual orientation

matter to political freedom and authority? How should we balance political liberties against the public good? Attention will also be given to the application of these questions to particular contemporary social and political issues.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

***244s Philosophy and Literature**

An examination of philosophical themes in literature and also looks at philosophical questions about literature. Can literature give us knowledge about the world? How do we determine the meaning of a work of literature? Are the author's intentions relevant to interpretation? Can works of literature lead us morally astray? How are gender, race, and class relevant to reading literature? What is the difference between philosophy and literature—can a work of literature also be a work of philosophy?

Meets Humanities I-B requirement.

4 credits

***248s Philosophical Issues in Race and Racism**

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.

Meets multicultural requirement; meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 50

249s Women and Philosophy

Do we all dress in drag? Should women strive to be less emotional? Is sexuality socially constructed? Is popular culture harmful to women? This course focuses on philosophy that explores women's understanding of reality. By studying the work of various twentieth-century feminist philosophers as well as films and stories, we shall explore a number

of crucial philosophic concerns including truth, the self, and morality. Our aim is to become philosophers ourselves, thinking deeply about issues of fundamental importance to our lives.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***250fs Topics in Philosophy**

***250s(01) Utopia/Dystopia and Human Value**

This course will take us on an odyssey through philosophy, literature, and film in order to understand the relationship between our most fundamental assumptions about human nature and our visions of human community. We will examine both positive and negative models and imagined futures to decipher their underlying (and often unacknowledged) claims about human existence, our role in the world, and our place in the cosmos. Readings will include selections from Plato, Huxley, More, Descartes, Marx, Orwell, Lincoln, Paine, Atwood, and others. Students will complete frequent, brief writing assignments and class presentations as well as a more involved final project.

Meets Humanities I-B requirement.

N. Belmonte

4 credits; enrollment limited to 50

***250s Chinese Philosophy**

(Same as Asian Studies 250s) An introduction to Confucianism, Daoism, and other schools of thought in ancient China.

Meets multicultural requirement; meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits

***251s Medieval Philosophy**

Survey of medieval philosophy, focusing on such puzzling questions as (1) Is human free will compatible with God's foreknowledge of all that will ever happen? (2) Are there good arguments for the existence of God? (3) Is the idea of an omnipotent being coherent? (4) Could morality be adequately based on the mere fact that God wants us to do something, rather than on the reason God has for wanting us to do it? (5) Can there be a thing that is a universal thing? Text: *Philosophy in the Middle Ages*, edited by Hyman

and Walsh.

Meets Humanities I-B requirement.

G. Matthews

4 credits; enrollment limited to 50

***252s Philosophical Foundations of Western Thought: The Nineteenth Century**

This course explores the ways the nature, possibility, and extent of human freedom were conceptualized by German philosophers in the nineteenth century. Readings are drawn from the work of Hegel, Feuerbach, Marx, and Nietzsche. Specific topics include Hegel's metaphysics of spirit, Feuerbach's critique of religious and philosophical mystification, Marx's analysis of alienation, and Nietzsche's ideal of the "Over-Man."

Meets Humanities I-B requirement.

T. Wartenberg

2 meetings; 4 credits

***253f Introduction to Asian Philosophy**

This course introduces students to the traditional systems of thought in Asia, concentrating on Hinduism in India; Taoism in China; and Buddhism in China, India, and Japan, with occasional reference to other systems. Secondary and primary texts are read, along with some literature inspired by these philosophies. Cross-cultural explorations—and considerations of gender, caste, and elitism—are encouraged.

Meets Humanities I-B requirement.

4 credits

***255fs Existentialism**

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 existential thinkers. We will discuss these issues, and many others, through careful reading of philosophical and literary texts by such important existentialists as Franz Kafka, Martin Heidegger, Jean-Paul Sartre, Albert Camus, Simone de Beauvoir, Franz Fanon, and Samuel Beckett.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***257f Topics in Contemporary Continental**

Philosophy: Ideology

Meets Humanities I-B requirement.

4 credits

***261f Philosophy of Physics**

Twentieth-century physics is a philosophical goldmine, rich with profound multifaceted challenges to common conceptions of space, time, matter, identity, and causality. Our primary focus will be quantum physics, with some attention given to the special and general theories of relativity, chaos theory, complexity theory, and quantum field theory. We will explore the nature of being and the nature of human understanding through an investigation of theoretical and experimental developments, including recent and surprising laboratory actualizations of canonical thought experiments. This course does not require prior knowledge or skills in physics or mathematics.

Meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits; enrollment limited to 15

***263fs Philosophy of Biology**

Biology gives rise to many interesting philosophical questions. For example: How could there be evidence for evolution when we can't predict new species? How could adaptations be intended for some purpose? Are individuals selected by natural selection or could groups be selected too? How does evolution add light on human behavior, if at all? In this course we will consider these issues. Designed to be accessible to those with backgrounds in either philosophy or biology.

Meets Humanities I-B requirement.

S. Mitchell

4 credits; enrollment limited to 50

264s Philosophy of Mind

An introduction to the mind/body problem and the way that it shapes our view of ourselves, this course emphasizes work in cognitive science, an interdisciplinary approach that draws together artificial intelligence, neurobiology, linguistics, philosophy, and cognitive psychology. Readings are from these areas and from classical philosophical sources.

Meets Humanities I-B requirement.

C. Lee

3 meetings (50 minutes); 4 credits; enrollment

limited to 50

***270f Epistemology**

Issues in epistemology (the theory of knowledge) are fundamental to nearly all fields of study. This course uses both historical and contemporary texts to consider traditional questions in the theory of knowledge. Included are the following questions: Can I have knowledge of anything outside of my mind, for example, physical objects or other minds? Can we answer the skeptic's challenge that we are not justified in any of our beliefs? What is knowledge, and how does it differ from belief? Does our knowledge have a foundation or is it unavoidably circular? Is all knowledge derived from experience or is some innate?

Meets Humanities I-B requirement.

Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

***271f Philosophy of Language**

In the twentieth century, problems in the philosophy of language have become central to nearly all philosophical concerns. This course addresses key questions: What is truth? What is it for a sentence to have a meaning? Does language determine the way we think? Readings are drawn from Frege, Russell, Wittgenstein, Whorf, Quine, Chomsky, Frye, and others.

Meets Humanities I-B requirement.

Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

271s Philosophy of Language

Topics in the philosophy of language have become central to many philosophical debates since the early twentieth century. What gives words meaning? Must we understand a speaker's intentions in order to know what she says? What makes a statement true? How do pointing, nodding, and other contextual factors influence interpretation? We will explore these and related issues through readings from Frege, Russell, Wittgenstein, Quine, Grice, Stalnaker, Perry, and others

Meets Humanities I-B requirement.

A. Mount

Prereq. 4 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits

***272s Metaphysics**

Metaphysics has as its topic a cluster of interconnected issues arising out of the nature of existence, truth, reality, and freedom. Questions such as the following are addressed: What makes an individual the person she or he is? Is human freedom possible in a world in which all actions are caused? How should we decide what exists? Is there a difference between essential and contingent properties of certain things? What is the nature of truth? *Meets Humanities I-B requirement.*

Prereq. 4 credits in department or permission of instructor; 2 meetings; 4 credits

***273s Philosophy of the Arts**

Can a pile of bricks be art? What is the difference between a musical work and a bunch of random noise? What makes a Marx Brothers movie funny? *Othello* a tragedy? Should art appeal to the masses?

Meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits

***275fs Philosophy and Film Theory**

(Same as Film Studies 290f) 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

Meets Humanities I-B requirement.

T. Wartenberg

Prereq. 4 credits in department or in film studies, or permission of instructor; 2 meetings (75 minutes), 1 screening (3 hours); 4 credits; enrollment limited to 30

***280fs Philosophy for Children**

(Community-based learning course; speaking-intensive) When you act bravely, can you be scared? How do you know that you are not dreaming now? If everyone kept telling you that you weren't a person, would you believe them? These are examples of questions raised by children's books, such as *Frog and Toad Together* and *The Bear That Wasn't*. This seminar will discuss whether young children can be taught to philosophize and what the importance of doing so would be.

Participants will be required to take part in a community-based learning project of teaching philosophy to elementary school children at the Jackson Street Elementary School in Northampton.

Meets Humanities I-B requirement.

Prereq. 4 credits in department or Education 215 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

***290s Philosophy in Dialogue**

(Speaking- and writing-intensive) Does life have meaning? Is time real? Must art be beautiful? Philosophers have had radically different solutions to these fundamental questions. The aim of this course is for students to develop their own answers to each of these questions through discussion and dialogue. Emphasis on developing oral and written skills. This course is recommended for all sophomores thinking of majoring or minoring in philosophy and is required for the major.

Meets Humanities I-B requirement.

Prereq. soph, jr, 4 credits in department; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, permission of department; 1 to 4 credits

***306f Feminist Science Studies and Philosophy of Science**

(Same as Women's Studies 333f) This course examines different approaches to understanding the nature of scientific practices. Of central interest will be the diverse accounts offered by feminist and other interdisciplinary approaches to the study of science. We will pay particular attention to notions of evidence, methods, cultural and material constraints, and the heterogeneous nature of laboratory practices. We will consider the ways in which gender, race, and sexuality are constructed by science and how they influence both scientific practices and conceptions of science. We will also examine the feminist commitment to taking social factors into account without forfeiting the notion of objectivity.

Meets Humanities I-B requirement.

Prereq. jr, sr, 8 credits in gender studies, or 8

credits in philosophy, or 8 credits in science courses, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

310f Twentieth-Century Analytic Philosophy

An introduction to the history, themes, and methods of analytic philosophy, the dominant movement in twentieth-century English-speaking philosophy. Analytic philosophy uses logic and a careful analysis of language to solve philosophical problems. We will study most of the major figures of this movement, including Frege, Russell, Carnap, Quine, and Kripke. Topics addressed will include the logic of numerical identity, reference and existence, Quine's criticisms of logical positivism, and the meaning of necessity.

Meets Humanities I-B requirement.

S. Mitchell

Prereq. 8 credits in department; 1 meeting (2 hours, 20 minutes); 4 credits; enrollment limited to 20

***312f Topics in Metaphysics**

An examination of one of a cluster of topics: What is real? Are humans free? Do numbers exist? Are there immaterial souls? Specific topics vary from year to year.

Meets Humanities I-B requirement.

Prereq. 8 credits in department; 1 meeting (2 hours); 4 credits; enrollment limited to 20

***315s Topics in Ancient Greek Philosophy**

**351s: Hellenistic Philosophy: Happiness*

In this course we will examine the ethical theories of the three main schools of Hellenistic philosophy—Stoicism, Epicureanism, and Skepticism. The central theme of the course is eudaimonia, or happiness—a concept which serves as the starting point for ancient Greek ethics. We will discuss a number of related issues, such as: What is the relation between virtue and happiness? What is the place of pleasure in the good life? Is knowledge required for happiness—and if so, what kind? And how should one relate to others and to society? We will also consider how the philosophers' views on knowledge, human nature, and god contribute to their ethical theories.

Meets Humanities I-B requirement.

Prereq. 8 credits in department or permission

of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***321fs Seminar in Philosophy of Language**

*321f: This seminar attempts to investigate carefully the broad relationship between language and the world by focusing on issues of realism and idealism: Does language merely attach labels to things (and kinds of things) that exist independently of our thought? Or do we contribute to the construction of the world by developing a conceptual scheme for describing or representing it?

Meets Humanities I-B requirement.

Prereq. 8 credits in department; 1 meeting (2 hours); 4 credits; enrollment limited to 20

*321s: What do proper names like "Plato," "Sally," and "Times Square" mean? How do "Santa Claus" and "Neverland" differ from the names of real people and places? Does the name "George Washington" mean the same thing as the phrase "the first president of the United States"? In this seminar, we will explore these and related questions about the analysis of names and descriptions. We will read papers by Russell, Kripke, Searle, and Putnam, among others.

Meets Humanities I-B requirement.

A. Mount

Prereq. 8 credits in department; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

***327fs Advanced Logic**

(Same as Mathematics 327s) This course presents a careful development of predicate calculus, formal elementary number theory, 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.

Meets Humanities I-B requirement.

S. Mitchell

Prereq. Philosophy 225, 4 credits in department or in mathematics, and permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

334f Topics in Ethics

This course studies issues of current concern in contemporary moral theory, moral psychology, and foundations of ethics.

Fall 2006: Meta-Ethics

Meta-ethics is the study of the concepts and methods used in ethical discourse and debate. It is not the study, for example, of which actions are right or wrong, but rather of what the terms "right" and "wrong" mean. Possible questions to be discussed in this seminar include: Can moral judgments be true or false? Are moral judgments expressions of feelings? Are they objective or subjective? Are we rationally required to be moral? Are there moral facts? How are moral and aesthetic judgments different? This course presupposes a strong background in philosophy. Prior course work in ethics and logic is recommended.

Meets Humanities I-B requirement.

J. Harold

Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 20

***347fs Developments in Feminist Philosophy: Rethinking the World: Philosophy of Sex**

What makes a body sexy? Is heterosexuality natural? What is "sex?" Feminist philosophy is in the midst of a revolutionary transformation. Rather than remaining content with the task of indicating the shortcomings of the philosophical canon, feminist philosophers are constructing their own distinctively feminist version of philosophy. In this course, we shall explore what contemporary feminist philosophers have written about the nature of sex and sexuality.

Meets Humanities I-B requirement.

The department

Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 20

350fs Topics in Philosophy

**350f(01) American Pragmatism and Chinese Philosophy*

Chinese philosophy mainly refers to Confucianism and Daoism. While the former focuses on human relationships and ritual, the latter accentuates simplicity, nonaction,

and nature. American Pragmatism maintains that the meaning and the truth of an idea is a function of its practical consequences. It was embraced by many Chinese thinkers early in the last century. Why? How is Chinese philosophy related to American philosophy? In this seminar we try to identify some important affinities between the two, and discuss some hot issues concerning China's future within pragmatic philosophical context.

Meets Humanities I-B requirement.

S. Luo

Prereq. 8 credits in department or permission of instructor; 4 credits; enrollment limited to 20

Spring 2007

350s(01) Epistemology and Psychology

Epistemology is the study of the nature of knowledge and the proper methods for attaining knowledge. Some epistemologists have argued that, in order to gain insight on these topics, we should look to the sciences. In this course, we will evaluate the extent to which psychology in particular can and cannot inform our theories of knowledge and method. Readings for this course will be primarily taken from philosophers and psychologists working from the 1960s onwards.

Meets Humanities I-B requirement.

C. Lee

Prereq. 8 credits in department or permission of instructor; 4 credits; enrollment limited to 20

350s(02) Social and Political Philosophy

What does it mean to be a liberal? Is liberalism compatible with antipornography legislation, prohibitions against hate speech, and other limitations on personal autonomy and liberty? We will explore these issues and others, with a particular focus on the social and political implications of our conceptions of justice, equality, and fairness. Readings will be drawn from John Rawls, Ronald Dworkin, Debra Satz, Michael Sandel, Joseph Raz, Susan Brison, and others.

Meets Humanities I-B requirement.

A. Mount

Prereq. 8 credits in department or permission of instructor; 4 credits; enrollment limited to 20

**350s(03) Feminist and Queer Theory*

(Same as Gender Studies 333s (05)) Questions of power, agency, structure, materiality,

bodies, subjectivities, and discursive practices have been central to both feminist and queer theories. In this course, we will focus on these issues, exploring in particular the tensions among post-structuralist, Marxist, and materialist approaches. In analyzing contemporary theories of gender and sexuality, we will pay particular attention to issues of race, class, ethnicity, nationality, and globalization. Key problematics include: the nature and operation of power, the relationship between materiality and discourse, and the relationship between theory and practice.

Meets Humanities I-B requirement.

K. Barad

Prereq. 8 credits in gender studies beyond Gender Studies 101 or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 15

***351fs Systematic Study of One Philosopher**

**351f(01) Martin Heidegger*

An in-depth critical examination of the philosophy of Martin Heidegger. Emphasis will be on his magnum opus *Being and Time*, but other works may be discussed as well. Some familiarity with modern Western philosophy will be helpful.

Meets Humanities I-B requirement.

T. Wartenberg

Prereq. 8 credits in department; 1 meeting (1 hour, 50 minutes); 4 credits; enrollment limited to 20

**351s(01) Kant's Critique of Pure Reason*

Kant's *Critique of Pure Reason*, one of the central works in the Western philosophic tradition, is noted for both the breadth of its vision and the obscurity of its prose. This seminar involves a careful, critical reading of the text in order to assess the validity of its argumentation, its historical importance, and its significance for contemporary philosophy.

Meets Humanities I-B requirement.

T. Wartenberg

Prereq. 8 credits in department including Philosophy 202 or equivalent, or per instructor; 1 meeting (1 hour, 50 minutes); 4 credits; enrollment limited to 20

***352fs Nineteenth-Century Continental Philosophy**

**352f Hegel and Marx*

A detailed study of the work of two major social and political philosophers in the Continental tradition: Hegel and Marx. Focus will be on such topics as the role of creative activity in human life; the concept of alienation; the idea of freedom; the philosophy of history, and the nature of the ideal society. The approach will be philosophical, involve critical engagement with the ideas of these thinkers, and require detailed study of some of their major texts, including Hegel, *Phenomenology of Spirit* and *Philosophy of Right*; Marx, *Economic and Philosophical Manuscripts of 1844* and *Communist Manifesto*. *Meets Humanities I-B requirement.*

Prereq. 8 credits in department; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***352s Nineteenth-Century Continental Philosophy**

During the nineteenth century, a distinctive mode of philosophizing arose, now known as Continental Philosophy, that placed the issue of human alienation squarely on the philosophic agenda. We will investigate how this topic achieved such importance through careful reading, analysis, and comparison of works by Hegel, Kierkegaard, Feuerbach, Marx, and Nietzsche. We will explore how these philosophers understood the potentials of human life as well as how they saw society limiting them.

Meets Humanities I-B requirement.

Prereq. 8 credits in department; 1 meeting (1 hour, 45 minutes); 4 credits; enrollment limited to 20

***373f Philosophy of Art**

This class examines philosophical issues arising concerning the interpretation, creation, and experience of art. Topics vary from year to year.

***373f(01)** This seminar will focus on the work of Arthur Danto, perhaps the preeminent contemporary philosopher of art and art critic for *The Nation*. We will explore his writings from his seminal essay, "The Artworld," to his recent book, *The Abuse of Beauty*, in an attempt to understand his views on art, its development, and its future.

Meets Humanities I-B requirement.

T. Wartenberg

Prereq. 8 credits in department; 4 credits; enrollment limited to 20

***373s** An examination of what philosophers find significant in specific art forms, such as film, contemporary painting, and classical music. We will focus in depth on the writings of such philosophers as Stanley Cavell, Arthur Danto, and Kendall Walton. Interest in a particular artform as well as some philosophical background would be useful.

Meets Humanities I-B requirement.

T. Wartenberg

Prereq. 8 credits in department; 4 credits; enrollment limited to 20

***375f Philosophy of Film**

Philosophers tend to see films as works of art, whereas film theorists tend to emphasize the economic, cultural, and ideological context of their production. This course will examine the differences between these two approaches to film, seeking to determine the distinctive aspects of each. Readings will be drawn from a variety of sources including contemporary philosophers of film, feminist philosophers and film theorists, and aestheticians.

Meets Humanities I-B requirement.

Prereq. 8 credits in department or in film studies, or permission of instructor; 1 meeting (2 hours) and screening; 4 credits; enrollment limited to 20

***390f Proseminar**

Does not meet a distribution requirement.

The department

Prereq. major or permission of department; 1 meeting (3 hours); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department; 1 to 8 credits

Physical Education and Athletics

Lecturers Allen, Friedman, Hyer, Lee, Nasseir, Perrella, Priest (*chair*), Santiago, Saunders, Seccina, Seferiadis, Whitcomb; PGA Golf Professional Bontempo; Riding Instructors Collins, Law, Pierce

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 her overall quality of life, both now and in the future.

Six physical education units are required of all students, except transfer students, whose requirements are based on entering status. Sophomore transfer students need 4 units and junior transfers, 2 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 2 physical education units. Some courses, however, meet for half a semester, for 1 physical education unit.

Fees are indicated where required.

The physical education department does not offer a physical education major program but does offer a course for academic credit entitled Women in Sport. 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 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,

sports; and 5, riding.

Aquatics

101fs(01) Beginning Swimming

Stresses safety and comfort in the water. Covers basic front and back strokes, floating and treading water, and feet-first and head-first entries.

Does not meet a distribution requirement.

D. Allen, C. Lee

2 meetings (50 minutes); 2 units; enrollment limited to 10

101fs(02,03) Advanced Beginning Swimming

Covers basic front and back strokes, floating, and treading water, as well as feet-first and head-first entries.

Does not meet a distribution requirement.

D. Allen, M. Seccina

2 meetings (50 minutes); 2 units; enrollment limited to 12

102f Springboard Diving

Includes forward, backward, inward, reverse, and twisting dives.

Does not meet a distribution requirement.

M. Clark

1 meeting (2 hours); 2 units; enrollment limited to 16

104fs Beginning Scuba Diving

Designed for someone 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.

Does not meet a distribution requirement.

S. Ausevich

1 meeting; fee course; 2 units; enrollment limited to 16

201f Intermediate Swimming

Covers skills of the front and back crawl, butterfly, breast strokes, and diving.

Does not meet a distribution requirement.

D. Allen

2 units; enrollment limited to 20

303s Swim and Stay Fit

Offers conditioning through endurance swimming. Includes instruction on stroke technique.

Does not meet a distribution requirement.

C. Lee

Prereq. for intermediate and advanced swimmers; 2 meetings (50 minutes); 2 units; no repeats; enrollment limited to 25

306f Red Cross Lifeguard Training

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. Some classes will meet between 8:00–9:50 AM for the required CPR training portion.

Does not meet a distribution requirement.

C Lee

Prereq. screening test; for advanced swimmers; 2 meetings (75 minutes); 3 physical education units with certification, 2 physical education units without; fee course; enrollment limited to 10

307s Red Cross Water Safety Instructor

(Community-based learning course) Includes required test, reading assignments, and final examinations. This course will give the student a certification to teach basic water safety and learn to swim classes.

Does not meet a distribution requirement.

D. Allen

Prereq. minimum 17 years of age, screening test; 2 meetings (75 minutes); 3 physical education units with certification, 2 physical education units without; fee course; enrollment limited to 10

Exercise, Fitness, and Wellness

***100fs Physical Education Activity Seminar**

Offers students the opportunity to receive basic instruction and be exposed to a number of activities taught in the physical education curriculum. Students will have the opportunity to gain a basic understanding of the importance of lifetime sports and fitness in their lives as well as take two classes in each of six different physical activities during the

half-semester course.

***100f(01) Seminar I**

In the fall, Seminar I includes introduction to lifetime activity and fitness, ballroom dance, tennis, canoeing, t'ai chi, soccer, and badminton.

Does not meet a distribution requirement.

The department

Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit

***100f(02) Seminar II**

In the fall, Seminar II includes introduction to lifetime activity and fitness, folk dance, volleyball, swimming, yoga, fencing, and squash.

Does not meet a distribution requirement.

The department

Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit; enrollment limited to 20

***100s(01) Seminar I**

In the spring, Seminar I includes these activities: folk dance, volleyball, swimming, yoga, fencing, and squash.

Does not meet a distribution requirement.

The department

Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit; enrollment limited to 20

***100s(02) Seminar II**

In the spring, Seminar II includes these activities: rowing, badminton, tennis, soccer, canoeing, and t'ai chi.

Does not meet a distribution requirement.

The department

Prereq. open only to first-year students; students are permitted to take no more than one seminar course for PE credit; 1 unit; enrollment limited to 20

122fs Fitness for Life

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.
Does not meet a distribution requirement.
P. Nasseir (fall), the department (spring)
2 meetings (75 minutes); 3 units; no repeats;
enrollment limited to 22

123f Running for Fitness

Covers all aspects of running, including gear, training, and running techniques. All levels of runners welcome.
Does not meet a distribution requirement.
C. Lee
2 meetings (75 minutes); 2 units; no repeats;
enrollment limited to 20

***124s Cross-Training for Fitness**

Covers the basic skills in running, cycling, swimming, and weight training and focuses on the use of the activities to develop cardiovascular and muscular endurance. Bicycle and helmet are required, as is ability to swim at intermediate level.
Does not meet a distribution requirement.
C. Lee
2 meetings (75 minutes); 2 units; no repeats

125fs Weight Training for Fitness

Covers basic weight-training techniques. Instructs students in the use of Cybex machines and free weights. Allows students to develop individualized weight-training programs.
Does not meet a distribution requirement.
The department
2 meetings (50 minutes), half semester; 1 unit;
no repeats; enrollment limited to 16

128fs Walking for Fitness

Covers all aspects of walking, including equipment, walking techniques, and training techniques.
Does not meet a distribution requirement.
J. Seferiadis (fall); the department (spring)
2 meetings, half semester; 1 unit; no repeats;
enrollment limited to 25

325f Functional Strength Training

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.
Does not meet a distribution requirement.
E. Perrella
2 meetings (50 minutes); 2 units; no repeats;
enrollment limited to 16

Dance and Individual Activities

The Department of Physical Education offers instruction in the following individual activities and dance idioms.

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 2 physical education units. See Department of Dance for course descriptions.

110f Hiking in the Pioneer Valley

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.
Does not meet a distribution requirement.
C. Lee
1 meeting (3 hours); no repeats; 2 units; enrollment limited to 20

111fs Self-Defense for Women

The first half of the semester is the RAD program (Rape Aggression Defense). Teaches “streetwise” self-defense, crime prevention and awareness, risk reduction, and full contact self-defense. The second half of the semester is a continuation of the RAD system, but the Kuboton self-defense key chain is added. The Kuboton is a self-defense tool that a woman of any size and age, with a minimum of training, can use to stop an attack.
Does not meet a distribution requirement.
B. Arrighi
1 meeting (2 hours); course fee \$25, RAD manual and Kuboton \$15; dress comfortably with athletic shoes with nonmarking soles;
2 units; no repeats; enrollment limited to 35

112fs Beginning Yoga

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 medicinal benefits, yoga can be practiced by people of all abilities with safe and healthy results.

Does not meet a distribution requirement.

H. Haghighi

2 meetings (50 minutes), half semester fee course; 1 unit; enrollment limited to 20

114f Beginning T'ai Chi

T'ai chi is a slow movement exercise that stimulates energy (chi). 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.

Does not meet a distribution requirement.

M. Kinuta

2 meetings (50 minutes); fee course; 2 units; enrollment limited to 30

118f Folk Dance

Covers a variety of folk dances from representative countries. Beginning and intermediate levels.

Does not meet a distribution requirement.

J. Friedman

2 meetings, last six weeks of fall; 1 unit; no repeats; enrollment limited to 40

119fs Ballroom Dance

Introduces ballroom dances such as foxtrot, rumba, waltz, polka, cha-cha, tango, and swing.

Does not meet a distribution requirement.

L. Priest

2 meetings; first six weeks of fall, first half of spring semester; 1 unit; enrollment limited to 40

126fs Pilates

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 flex-

ibility in an integrated way.

Does not meet a distribution requirement.

M. Marroquin

2 meetings (50 minutes); fee course; 1 unit; enrollment limited to 20

***210s Outdoor Leadership Skills**

(Community-based learning course) This course will educate students about all aspects of leadership in outdoor activities, especially hiking and camping. This will include trip planning, map and compass reading, appropriate guides for the geographical area, weather awareness, and other environmental concerns such as wildlife, insects, and plants. The primary focus will be on the safety of participants; however, a portion of the course will address issues of trust development, group dynamics, and problem solving. Opportunities for personal growth and exposure to the inner self will also be emphasized through initiative games and dialogue.

Does not meet a distribution requirement.

C. Lee

Prereq. Physical Education 110 or permission of instructor; 1 meeting (3 hours), full semester; 2 units; no repeats; enrollment limited to 15

212fs Intermediate Yoga

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.

Does not meet a distribution requirement.

H. Haghighi

Prereq. Physical Education 112; 2 meetings (50 minutes), half semester; fee course; 1 unit; enrollment limited to 20

***214fs Intermediate T'ai Chi**

Introduces part two of the Yang style. For the serious student who wants to learn additional postures, their applications, and how to incorporate t'ai chi principles into everyday life.

Does not meet a distribution requirement.

D. Barry

Prereq. Physical Education 114 or permission of instructor; 2 meetings (50 minutes); fee

course; 2 units; enrollment limited to 30

217s Responding to Emergencies: Community CPR

Offers Red Cross certification. Includes reading assignments and examinations. Course content includes current medical information on CPR and the prevention and treatment of injuries and sudden illness with an emphasis on personal safety. Class will need to meet for 8 hours on an agreed-upon Saturday in February to complete the CPR section.

Does not meet a distribution requirement.

E. Perrella

2 meetings (50 minutes); fee course; 2 units; no repeats; enrollment limited to 16

Sports

131fs Beginning Tennis

Covers basic forehand and backhand drives, volley, and serve; rules, scoring, and basic strategy. Designed for beginning players who have had little or no tennis experience.

Does not meet a distribution requirement.

The department

2 meetings (50 minutes); 2 units; enrollment limited to 22

132s Beginning Soccer

Covers basic technique and strategies as well as the rules of the game. Designed for those with little or no previous experience.

Does not meet a distribution requirement.

J. Seferiadis

2 meetings (50 minutes), second half semester; 1 unit; enrollment limited to 24

133fs Beginning Canoeing

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.

Does not meet a distribution requirement.

D. Allen (fall); the department (spring)

Prereq. must be a swimmer, swim test given at first class meeting; 2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 14

134fs Beginning Badminton

Teaches the service, smash, clean, and drop shots, as well as rules and strategy of singles and doubles. For those with little or no badminton experience.

Does not meet a distribution requirement.

M. Seccina, J. Seferiadis (fall);

the department (spring)

2 meetings (50 minutes); half semester for 1 physical education unit; enrollment limited to 24

135s Beginning Volleyball

Covers basic skills and strategy. Taught in conjunction with Physical Education 235s. For those with little or no experience.

Does not meet a distribution requirement.

P. Nasseir

2 meetings (50 minutes), half semester;

1 unit; enrollment limited to 24

136fs Beginning Fencing

Covers the basic skills, techniques, and strategy of foil fencing.

Does not meet a distribution requirement.

D. McMenamin

2 meetings (50 minutes); fee course; 2 units; enrollment limited to 20

137fs Beginning Golf

Covers the fundamentals—complete swing, golf course etiquette, golf rules. *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.* Classes meet at golf course. For those with little or no golf experience.

Does not meet a distribution requirement.

R. Bontempo

2 meetings (50 minutes), half semester; equipment provided; fee course; 1 unit; enrollment limited to 10

138s Beginning Basketball

Basketball is a team sport that is played in a 5-on-5 format with all players playing both offense and defense. This course is designed for people who have limited experience of the game. Students of this class will be given the opportunity to develop knowledge, skills and techniques of basketball.

Does not meet a distribution requirement.

M. Seccina

2 meetings; half semester; 1 unit; enrollment limited to 24

139f s Ultimate Frisbee

This is a noncontact sport played by two seven-player teams. The object of the game is to score goals. The frisbee may only be moved by passing; the thrower is not allowed to take any steps. When a pass is incomplete, intercepted, etc., a turnover occurs, resulting in a change of possession of the disc. A goal is scored when a player successfully passes the disc to a teammate in the end zone which that team is attacking.

Does not meet a distribution requirement.

A. Whitcomb

Offered first half of first semester, second half of second semester; 2 meetings (50 minutes); 1 unit; no repeats; enrollment limited to 21

142fs Beginning Squash

Introduces sound footwork, forehand, backhand drives, and volleys, lob serve, back-wall shots, and boasts. Covers international squash rules and basic strategy. For beginning players who have had little or no squash experience.

Does not meet a distribution requirement.

M. Hyer, A. Santiago (fall);

the department (spring)

2 meetings (50 minutes); 2 units; enrollment limited to 14

144fs Beginning Racquetball

Covers basic strokes, rules, and strategy. For those with little or no racquetball experience.

Does not meet a distribution requirement.

M. Seccina (fall); the department (spring)

2 meetings (50 minutes), half semester;

1 unit; enrollment limited to 8

***145f Beginning Lacrosse**

Covers stick skills and basic strategies. Scheduled to precede Physical Education 245 for those wanting a full semester of instruction. For those with little or no previous experience.

Does not meet a distribution requirement.

M. Hyer

2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 24

231fs Intermediate Tennis

Reviews the basic strokes. Emphasizes the lob, overhead, return of serve, and strategy for both singles and doubles.

Does not meet a distribution requirement.

M. Hyer (fall); the department (spring)

Prereq. Physical Education 131 or permission of instructor; 2 meetings (50 minutes);

2 units; enrollment limited to 22

***234fs Intermediate Badminton**

This course continues the basic skills and emphasizes playing formations, defensive and offensive shots and strategies for singles and doubles play.

Does not meet a distribution requirement.

The department

Prereq. Physical Education 134; 2 meetings

(50 minutes); half semester course, usually

following Physical Education 134; 1 unit;

enrollment limited to 24

235s Intermediate Volleyball

Elaborates on fundamental skills of beginning volleyball, in addition to the more advanced skills of blocking and individual defense.

Does not meet a distribution requirement.

P. Nasseir

Prereq. Physical Education 135 or permission

of instructor; 2 meetings (50 minutes), half

semester; 1 unit; enrollment limited to 24

236s Intermediate Fencing

Continues the basic skills and emphasizes more complicated strategies and tactics. Expands on handwork and footwork.

Does not meet a distribution requirement.

D. McMenamin

Prereq. Physical Education 136 or permission

of instructor; 2 meetings (50 minutes); fee

course; 2 units

237fs Intermediate Golf

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.*

Does not meet a distribution requirement.

R. Bontempo

2 meetings (50 minutes), half semester; equip-

ment provided; fee course; 1 unit; enrollment

limited to 10

242fs Intermediate Squash

Reviews stroke techniques, footwork, and basic strategies; introduces more advanced strategies; and shots such as slice serves, cross-court lob returns, reverse boast, and drop shots. Emphasizes consistency in shots, shot combinations, and a thorough knowledge of the rules.

Does not meet a distribution requirement.

P. Saunders

Prereq. Physical Education 142 or some playing experience; 2 meetings (50 minutes), full semester; 2 units; enrollment limited to 10 (fall), 14 (spring)

***245f Intermediate Lacrosse**

Emphasizes defensive techniques and team strategies. For those with some lacrosse experience.

Does not meet a distribution requirement.

M. Hyer

Prereq. Physical Education 145 or permission of instructor; 2 meetings (50 minutes), half semester; 1 unit; enrollment limited to 24

331fs High-Intermediate Tennis

Teaches the topspin forehand, slice backhand, slice volley, approach shot, defensive lob, and overhead smash. Emphasizes appropriate shot selection and more advanced strategy.

Does not meet a distribution requirement.

A. Santiago

Prereq. permission of instructor; fall: 2 meetings (75 minutes); spring: 2 meetings (50 minutes); half semester; 1 unit; enrollment limited to 16

***342fs High-Intermediate Squash**

Perfects stroke techniques, emphasizes sound court positioning and movement patterns, perfects shot placement, and develops good shot selection. For players with some competitive playing experience.

Does not meet a distribution requirement.

K. Martini (fall), the department (spring)

Prereq. Physical Education 242 or permission of instructor; 2 meetings (50 minutes), half semester; 1 unit

Riding

051fs Beginning Riding: An Introductory Course

Covers safety procedures in handling, grooming, tacking, and control of the horse at the walk, trot, and canter; allows students to develop a half-seat position for jumping low cross-rails. For those with no prior formal riding instruction.

Does not meet a distribution requirement.

The department

2 meetings (50 minutes); fee course; 2 units

052fs Beginning Riding II

Reviews basic position and the proper aids for the walk, trot, and canter. Emphasizes establishing greater control over the horse.

Does not meet a distribution requirement.

The department

Prereq. Physical Education 051; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

151fs Low-Intermediate Riding

Teaches students to improve control of the horse on the flat and over low jumps. Focus on the rider includes developing a stable position and balance. For riders capable of controlling a horse at the walk, trot, and canter.

Does not meet a distribution requirement.

E. Donaldson, R. Sattler

Prereq. Physical Education 051; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

251fs Intermediate Riding

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.

Does not meet a distribution requirement.

E. Donaldson, R. Sattler, S. Williams

Prereq. 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

252fs Introduction to Dressage

Teaches riders with a solid mastery of equitation at how to begin to put a horse on the bit. Teaches students how to correctly ride the dressage movements required at the training level while focusing on confidence.

Does not meet a distribution requirement.

S. Williams

Prereq. must be able to walk-trot-canter; 2 meetings (50 minutes); fee course; 2 units;

enrollment limited to 6

351fs High-Intermediate Riding

Emphasizes maintaining proper position and balance at all paces and over jumps up to three feet in height. Focuses on riding technique to persuasively influence the horse's movements.

Does not meet a distribution requirement.

J. Collins, C. Law

Prereq. 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

352fs Intermediate Dressage

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.

Does not meet a distribution requirement.

P. Pierce, R. Schurink

Prereq. 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 5

451fs Advanced Riding

Develops the art of communicating with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping.

Does not meet a distribution requirement.

The department

Prereq. Physical Education 351; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 8

452fs Advanced Dressage

For advanced riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of the aids through a balanced and effective seat.

Does not meet a distribution requirement.

The department

Prereq. Physical Education 352; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 5

***453fs Advanced Boarder Flat and Jumping**

Develops the art of communicating with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Must have use of your own horse.

Does not meet a distribution requirement.

C. Law

Prereq. must be at Physical Education 451 level and able to jump 3'-3'6" course of fences; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 20

***454fs Advanced Boarder Dressage**

For advanced riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of the aids through a balanced and effective seat. Students must have use of their own horse.

Does not meet a distribution requirement.

The department

Prereq. at least Physical Education 352 level or permission of instructor; 2 meetings (50 minutes); fee course; 2 units; enrollment limited to 20 (fall) and 5 (spring)

458fs Riding Team 052, 151, 251, 351, 451fs

Team members are required to enroll in one of the above levels of riding. Team members practice on Fridays. Five shows are in the fall, five are in the spring. The College is a member of the Intercollegiate Horse Show Association.

Does not meet a distribution requirement.

C. Law

Prereq. permission of instructor; selection by tryouts in fall and spring; 1 unit

459fs Private Dressage Instruction

Private instruction available at any level with permission and arrangement of the instructor.

Does not meet a distribution requirement.

The department

10 lessons (50 minutes); fee course; 1 unit

460fs Private Hunter Seat Instruction

Private instruction available at any level with permission and arrangement of the instructor.

Does not meet a distribution requirement.

C. Law

Prereq. permission of instructor; 10 lessons (50 minutes); fee course; 1 unit; enrollment limited to 5

461fs Semiprivate Hunter Seat Instruction

Semiprivate instruction available at any level with permission and arrangement of the

instructor during the first week of classes.
Does not meet a distribution requirement.
The department
Prereq. permission of instructor; 10 lessons
(50 minutes); fee class; 1 unit; enrollment
limited to 3

462fs Semiprivate Dressage Instruction
 Semiprivate instruction available at any level
 with permission and arrangement of the
 instructor during the first week of classes.
Does not meet a distribution requirement.
The department
Prereq. permission of instructor; 10 lessons
(50 minutes); fee course; 1 unit; enrollment
limited to 3

Academic Courses

295fs Independent Study
 Allows academic credit to be given for aca-
 demic research projects on issues of sports,
 exercise, and women's health, done under the
 supervision of department faculty.
Does not meet a distribution requirement.
The department
Prereq. soph, jr, sr, or permission of
department; 1 to 4 credits

Athletics

401fs Intercollegiate Swimming and Diving Team
 Includes eight to ten dual or tri meets. Seven
 Sisters Tournament, NEWMAC Champion-
 ship, and the New England Championships.
 Season runs mid-October through March.
Does not meet a distribution requirement.
D. Allen
Team selection by tryouts; 5 meetings; 2 units

**423f Intercollegiate Cross-Country Run-
 ning Team**
 Includes five to seven meets. Seven Sisters
 Invitational Tournament, New England
 Championships, and NEWMAC
 Championship.
Does not meet a distribution requirement.
C. Lee
Team selection by tryouts; 5 meetings; 2 units

431fs Intercollegiate Tennis Team
 Includes twelve fall and eight spring matches.
 Seven Sisters Tournament, New England
 Intercollegiate Tournament, and NEWMAC
 Competition.

Does not meet a distribution requirement.
A. Santiago
Team selection by tryouts; 5 meetings; 2 units

432f Intercollegiate Soccer Team
 Includes 14-game schedule. NEWMAC
 Championship.
Does not meet a distribution requirement.
K. Martini
Team selection by tryouts; 5 meetings; 2 units

435f Intercollegiate Volleyball Team
 Includes 18- to 20-match schedule. Seven
 Sisters Tournament, Volleyball Hall of Fame
 Invitational, and NEWMAC Championship.
Does not meet a distribution requirement.
K. Parker
Team selection by tryouts; 5 meetings; 2 units

437fs Intercollegiate Golf Team
 Includes dual matches, invitational tourna-
 ments, Massachusetts and Eastern
 Intercollegiate Golf Championships.
Does not meet a distribution requirement.
S. Durocher
Team selection by tryouts; 5 meetings; 2 units

438fs Intercollegiate Basketball Team
 Includes 20 games per season. Seven Sisters
 Tournament and NEWMAC Championship.
 Season runs from October through March.
Does not meet a distribution requirement.
To be announced
Team selection by tryouts; 5 meetings; 2 units

441fs Intercollegiate Crew
 Novice squad for first-year rowers and
 coxswain; varsity squad participation in three
 fall and seven spring regattas and NEWMAC
 Championship. Champion International
 Collegiate Regatta by invitation annually.
Does not meet a distribution requirement.
J. Friedman, J. Grow
Selection by tryouts beginning the first day of
classes in the fall; 5 meetings; 1 unit

442fs Intercollegiate Squash
 Includes 14 dual matches played mostly
 at weekend invitational events. Also Seven
 Sisters Championship and the Howe Cup Na-
 tional Team Championship at Yale University.
 Season runs from mid-October to the first
 weekend in March.
Does not meet a distribution requirement.

To be announced

Team selection by tryouts in mid-October;

5 meetings; 2 units

443fs(01) Intercollegiate Indoor Track and Field Team

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.

Does not meet a distribution requirement.

J. Hewitt

Team selection by tryout; 5 meetings; 2 units

443fs(02) Intercollegiate Outdoor Track and Field Team

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.

Does not meet a distribution requirement.

C. Lee

Team selection by tryout; 5 meetings; 2 units

445s Intercollegiate Lacrosse Team

Includes 14-game schedule. Seven Sisters Tournament and NEWMAC Championship.

Does not meet a distribution requirement.

M. Hyer

Team selection by tryouts; 5 meetings; 2 units

446f Intercollegiate Field Hockey Team

Includes 18-game schedule. Seven Sisters Tournament and NEWMAC Championship.

Does not meet a distribution requirement.

A. Whitcomb

Team selection by tryouts; 5 meetings; 2 units

Physics

The major and minor in physics are administered by the Department of Physics: Professors Nicholson, Peterson, Sutton; Associate Professor Hudgings; Assistant Professor Aidala; Visiting Assistant Professor Tewari; Mount Holyoke Fellow and Visiting Assistant Professor Lopes.

Contact Persons

Cynthia Morrell, *senior administrative assistant*
TBD, *chair*

Consulting with a departmental adviser, 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, physical chemistry, and other similar programs can work out special majors in consultation with faculty in the appropriate department.

Requirements for the Major

Credits

- A minimum of 36 credits
- 24 at the 300 level

Courses

Courses required for the major consist of the following or their equivalents:

- Physics 115, Force, Motion, and Energy and 216, Waves and Electromagnetism*
- 231, Techniques of Experimental Physics
- 301, Waves and Particles
- 302, Quantum Mechanical Phenomena
- 303, Introduction to Mathematical Methods for Scientists
- 308, Electronics

- 315, Analytical Mechanics
- 325, Electromagnetic Theory

*Students who can demonstrate proficiency in one or both of these courses by taking placement exams administered by the department may begin their physics study at the appropriate level but must still complete 36 credits of college-level physics courses for the major.

Other

- At least 4 credits of advanced independent work in physics must be taken. This requirement may be fulfilled by any combination of independent study 295 and 395. For independent study, a student may undertake a project related to the research of a faculty member or, under faculty supervision, a project of her own design.
- Physics majors are also encouraged to take Chemistry 101 and/or 201 (General Chemistry I and II).
- Math 203 (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.

Getting Started in Physics

Entering students considering a major in physics or astronomy are strongly urged to take Physics 115 in the first year. While it is possible to complete the major by taking Physics 115 and 216 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.

Some combination of 295 and 395 totaling at least 4 credits is also required. 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.

For students beginning physics in the first semester of the first year:

	Semester I	Semester II
Fy	<i>Physics 115</i> Math 101	<i>Physics 216</i> Math 202
Soph	<i>Physics 301</i> <i>Physics 303</i>	<i>Physics 302</i> <i>Physics 315</i>
Jr	<i>Physics 308</i> <i>Physics 325</i>	Physics 326 or 336 Physics 324
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 202 <i>Physics 115</i>
Soph	<i>Physics 216</i> <i>Physics 303</i>	<i>Physics 315</i> Physics 295 (or 324)
Jr	<i>Physics 301</i> <i>Physics 308</i>	<i>Physics 302</i> Physics 324 (295, 395, or elective)
Sr	<i>Physics 325</i> Physics 395	Physics 336 (or 326) Physics 395

For students beginning physics in the first sophomore semester:

	Semester I	Semester II
Fy	Math 101	Math 202
Soph	<i>Physics 115</i>	<i>Physics 216</i>
Jr	<i>Physics 301</i> <i>Physics 303</i>	<i>Physics 302</i> <i>Physics 315</i>
Sr	<i>Physics 308</i> <i>Physics 325</i> Physics 395	Physics 336 (or 326) Physics 395

(Physics 231 should be taken during the sophomore or junior year; Chemistry 101 or 201 and Math 211 in Semester I or II of any year.)

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

Normally, courses for the minor consist of:

- Physics 216 (Physics 115 is a prerequisite)
- Any three of 301, 302, 303, and 308, although other combinations of courses are also possible.

Introductory Courses and Distribution Requirements

Physics 103f–204s is a noncalculus introductory course sequence in physics, appropriate for students in the life sciences and for students with a general, nonprofessional interest in physics and satisfies the physics requirements of medical school.

Physics 115–216 is a calculus-based introductory course sequence in physics, appropriate for students intending to major in a physical science. To major in physics or astronomy, a student must complete Physics 216 by the end of her sophomore year. A student with excellent preparation in physics may take a departmental placement exam to place out of these introductory courses. Any higher 4-credit physics course will then count for

distribution in physics.

Physics 115 and 216 do not cover the full range of topics on the MCAT syllabus; the Physics 103 and 204 sequence has a better coverage of these topics.

Course Offerings

103f Foundations of Physics

This course studies a variety of topics in physics unified by the physical notions of force, energy, and equilibrium, and the mathematical notions of geometry, proportion, and dimensional analysis. Topics include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.

Meets Science and Math II-B requirement.

M. Peterson

2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 28

115fs Force, Motion, and Energy

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. Calculus is used at the level of Calculus I.

Meets Science and Math II-B requirement.

S. Tewari (fall); the department (spring)

4 meetings (50 minutes), 1 lab (3 hours);

4 credits; enrollment limited to 42

204s Phenomena of Physics

This course studies a variety of topics in physics, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 103f, the applicable mathematics is geometry, proportion, and dimensional analysis.

Meets Science and Math II-B requirement.

M. Peterson

Prereq. Physics 103 or 115; 2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 24

216fs Waves and Electromagnetism

Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Introduces both mechanical and electromagnetic wave phenomena. Additional topics chosen according

to the interests of the class and instructor.

Meets Science and Math II-B requirement.

K. Aidala (fall); the department (spring)

Prereq. Physics 115, Mathematics 202 or concurrent enrollment; 4 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 28

231fs Techniques of Experimental Physics

Provides training in the techniques employed in the construction of scientific equipment.

Does not meet a distribution requirement.

The department

Prereq. soph, jr, major in department; 1 meeting (2 hours) for 4 weeks; 1 credit; enrollment limited to 4

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph; 1 to 4 credits

301f Waves and Particles

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, X-ray and electron diffraction, the wave nature of particles, the uncertainty principle, and Schrodinger's equation in one dimension.

Meets Science and Math II-B requirement.

J. Hudgings

Prereq. Physics 216, 303, or concurrent enrollment; 2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 25

302s Quantum Mechanical Phenomena

The application of quantum mechanics to selected systems. The hydrogen atom and multi-electron atoms are studied in depth, with emphasis on angular momentum, electron spin, and the Pauli exclusion principle. Principles developed are then applied to other systems, such as molecules, Bose and Fermi gases, condensed matter, nuclei and elementary particles, chosen according to the interests of the class and the instructor.

Meets Science and Math II-B requirement.

The department

Prereq. Physics 301; 2 meetings (75 minutes), 1 meeting (50 minutes), 1 lab (3 hours);

4 credits; enrollment limited to 14

303f Introduction to Mathematical Methods for Scientists

Topics include infinite series, complex numbers, partial differentiation, multiple integration, selected topics in linear algebra and vector analysis, ordinary differential equations, and Fourier series.

Does not meet a distribution requirement.

S. Tewari

Prereq. Physics 216 or concurrent enrollment; 4 meetings (50 minutes); 4 credits; enrollment limited to 25

308f Electronics

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.

Meets Science and Math II-B requirement.

C. Sutton

Prereq. Physics 216; 3 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 12

315s Analytical Mechanics

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.

Does not meet a distribution requirement.

The department

Prereq. Physics 303; 4 meetings (50 minutes); 4 credits; enrollment limited to 25

324s Methods of Applied Mathematics

(Same as Mathematics 324s) This course is an introduction to theories and techniques important to applied mathematics, such as special functions, calculus of variations, theory of functions of a complex variable, the algebra of vector spaces, solution of partial differential equations, Green's functions, integral transform methods, and probability and statistics. Topics selected according to class interests.

Does not meet a distribution requirement.

The department

Prereq. Physics 216, 303; 4 meetings

(50 minutes); 4 credits; enrollment limited to 25

325f Electromagnetic Theory

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.

Does not meet a distribution requirement.

C. Sutton

Prereq. Physics 301, 315, or 324; 3 meetings (50 minutes); 4 credits; enrollment limited to 25

326s Statistical Physics and Condensed Matter

Topics include: the development of the general problem of many-particle systems and the laws of thermodynamics from fundamental quantum and probability concepts; applications to ideal gases, paramagnetism, and black-body radiation; and an introduction to the physics of the solid state, including crystal structure, free electron and band theory of metals, lattice vibrations, and specific heats of solids.

Does not meet a distribution requirement.

The department

Prereq. Physics 301; 3 meetings (50 minutes); one or both of Physics 326 and 336 will normally be offered in alternating years; 4 credits; enrollment limited to 25

***329fs Topics in Advanced Physics**

Topics chosen according to the interests of the students and the instructor.

Fall 2006: *Solid-State Physics*

This course will be an introduction to the physics of the solid state. Topics covered include: electrical conductivity, crystal structure and reciprocal lattices, energy bands, semiconductors, and metals. Advanced material (e.g., defects, superconductivity, or magnetism) will be introduced based on student interest.

Does not meet a distribution requirement.

W. Lopes

*Prereq. Physics 302, 325; 2 meetings
(75 minutes); 4 credits; enrollment limited
to 25*

Spring 2007: TBA

*Prereq. will depend on the subject being dis-
cussed for this semester; 2 meetings
(75 minutes); 4 credits; enrollment limited
to 25*

***336s Quantum Mechanics**

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; physics and perturbative methods.

Does not meet a distribution requirement.

The department

*Prereq. Physics 302, 324 or 325; 3 meetings
(50 minutes); 4 credits; enrollment limited to
25*

***Physics 326 or 336 offered in alternating
years.***

395fs Independent Study

Does not meet a distribution requirement.

The department

*Prereq. jr, sr, permission of department;
1 to 8 credits*

Politics

The major and minor in politics are administered by the Department of Politics: Professors Amy, Cocks, Ellenburg, Ferraro, Gill, Pyle, Stewart; Associate Professors Khory, Smith (*chair*); Assistant Professor Chen; Visiting Associate Professor Fox (complex organizations); Visiting Assistant Professor Yadav; Visiting Instructor Mink.

Contact Person

Patricia Ware, *senior administrative assistant*
Preston Smith, *chair*

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

- One course must be taken in each of the following four subfields:
 - American politics:
 - Politics 104, American Politics
 - Complex Organizations 204, Poverty in the United States
 - Politics 207, Women and the Law
 - Politics 210, Minorities and the Law
 - Complex Organizations 220, Winners and Losers: Taxation, Social Justice, and Economic Choices
 - Politics 235, Constitutional Law: The Federal System
 - Politics 236, Civil Liberties
 - Politics 244, Urban Politics and Policies
 - Politics 245, Policy Making in America: Congress and the Bureaucracy
 - Politics 246, American Political Thought
 - Politics 250, Politics of Black Urban Reform
 - Politics 266, Environmental Politics in America
 - Comparative politics:

- Politics 106, Comparative Politics
- Politics 117, Globalization and Its Discontents
- Politics 208, Chinese Politics
- Politics 213, African Political Systems
- Politics 228, East Asian Politics
- Politics 237, European Politics

International politics:

- Politics 116, World Politics
- Politics 240, International Political Economy
- Politics 247, International Law
- International Relations 270, American Foreign Policy

Political theory:

- Politics 101, Fundamentals of Politics
- Politics 111, Self and Political Thought
- Politics 211, Ancient and Medieval Political Thought
- Politics 212, Modern Political Thought
- Politics 221, Marx and Marxism
- Politics 233, Invitation to Feminist Theory
- Critical Social Thought 250, Introduction to Critical Social Thought (when taught by Professor Cocks)
- Three courses (12 credits) at the 300 level, which must normally be taken at Mount Holyoke College. 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 adviser 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.

Course Offerings

*101fs Fundamentals of Politics: Concepts and Controversies

(Writing-intensive course) This course examines three contrasting conceptions of freedom and of what threatens or denies or enhances freedom, in light of selective controversies in American politics and society. We explore concepts related to "freedom," such as "community," "equality," and "the

common good"; and we acquaint ourselves with competing political perspectives on contemporary America. We also consider some pressing issues, such as the role of government and the future of public goods; the social limits to economic growth; the character and ramifications of economic inequality; racial, ethnic, and gender discrimination; and affirmative action.

Meets Social Sciences III-A requirement.

S. Ellenburg

2 meetings (75 minutes); conducted in small sections, with students submitting short essays throughout the semester; 4 credits

104fs American Politics

Offers an overview of the American political system and the theories of those who celebrate it and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties and elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the notions of liberalism, pluralism, and democracy that inform the practice of American politics.

Meets Social Sciences III-A requirement.

The department (fall), D. Amy (spring)

2 meetings (75 minutes); 4 credits

*106fs Comparative Politics

(Writing-intensive course) Introduces the study of comparative politics, with particular focus on democratization, economic development, globalization, states, and civil society. Comparison of political institutions, parties, gender systems, and national and ethnic conflicts. Relevant case studies.

Meets Social Sciences III-A requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 25

*111f Confessions, Novels, and Notebooks: The Self and Political Thought

(First-year seminar; writing-intensive course)

What is the relationship between personal experience and political theory? How do political thinkers grasp and articulate the connections between self and political order? Our first-year seminar will probe the links between heart and mind in political philosophy by exploring the lives and writings of

three illustrative figures who together span the history of political thought. This coming year those figures will be Saint Augustine, Jean-Jacques Rousseau, and Simone de Beauvoir.

Meets Social Sciences III-A requirement.

J. Cocks

2 meetings; 4 credits; enrollment limited to 20

***112f Speaking and Arguing: The Rhetoric of Peace and War**

(Speaking-intensive course) 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.

Meets Social Sciences III-A requirement.

V. Ferraro

Prereq. limited to first-year students;

2 meetings (75 minutes); 4 credits;

enrollment limited to 15

116fs World Politics

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.

Meets Social Sciences III-A requirement.

V. Ferraro, K. Khory (fall), K. Khory (spring)

2 meetings (75 minutes); 4 credits; enrollment limited to 45

***117fs Globalization and Its Discontents**

(First-year seminar; writing-intensive course) What is the world coming to? Is globalization expanding global trade, new information technology, an emerging global culture, and spreading democratization, as its supporters claim? Or is it a new form of first-world imperialism deepening inequality, undermining genuine democratic politics, and escalating the environmental crisis? Intensive writing and discussion.

Meets Social Sciences III-A requirement.

P. Gill

2 meetings (75 minutes); 4 credits; enrollment limited to 18

207s Women and the Law

This course is an assessment, in terms of political power, of how the legal order impinges on women in American society, with an examination of the legal rights of women in a number of areas of substantive law: equal opportunity in education, employment, and credit; selected aspects of the law governing marital status, the family, and property.

Meets Social Sciences III-A requirement.

W. Stewart

2 meetings (75 minutes); 4 credits

***208s Chinese Politics**

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.

Meets Social Sciences III-A requirement.

C. Chen

Prereq. Politics 106 or permission of instructor;

2 meetings (75 minutes); 4 credits; enrollment limited to 25

***210s Minorities and the Law**

Focuses on the interrelationship of law and the distribution of political power as they impinge on members of disadvantaged ethnic and racial minorities. Examines the legal status of Native Americans, African Americans, Chinese, Japanese, and Latino/Hispanic groups in historical perspective, together with the impact of ethnic and racial stratification on the contemporary exercise of police and the operation of jails as social institutions. Assesses the contemporary status of minority groups under the U.S. Constitution in the areas of "equal protection" and "due process," and legislation purporting to eliminate racial discrimination in housing, banking, and employment.

Meets multicultural requirement; meets Social Sciences III-A requirement.

W. Stewart

Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

211f Ancient and Medieval Political Thought

(Writing-intensive course) Sophocles (*Antigone*), Plato (*Apology*, *Crito*, and *Republic*), Aristotle (*Nicomachean Ethics* and *Politics*), Augustine, Aquinas, Beza, and Mornay. Recurring issues include the obligation to obey and disobey, tyrannicide, the role that different kinds of knowledge or reason ought to play in politics, distributive justice, who ought to rule and who ought not to rule, alternative classifications of political societies, and the uses of arguments by analogy in politics.

Meets Social Sciences III-A requirement.

S. Ellenburg

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

212s Modern Political Thought

(Writing-intensive course) The political writings of Hobbes, Locke, Mill, Rousseau, Burke, Hegel, and Marx in the context of a sustained critique of liberal individualism (natural rights and utilitarianism) and an examination of radical egalitarian, conservative, and revolutionary alternatives. Recurring issues include law and liberty, the fragility of the good life, “human nature” arguments in politics, contrasting understandings or justifications of “private” property, and the claims by Hobbes, Rousseau, Hegel, and Marx, after having dismissed all predecessors as mistaken or superficial or both, to have refounded and then completed the enterprise of political theory.

Meets Social Sciences III-A requirement.

S. Ellenburg

Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

213f African Political Systems

Offers a comparative study of selected political systems, emphasizing political conflict in southern Africa. Examines African participation in regional and universal international organizations.

Meets multicultural requirement; meets

Social Sciences III-A requirement.

W. Stewart

Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

***221f Marx and Marxism**

On theoretical and practical questions at the heart of the nineteenth- and early twentieth-century Marxist tradition. These questions include the master/slave relation, the movement of history, the inner logic of capital, alienation and mystification, and the making of the revolutionary subject. While focusing on Marx’s own writings, we also inspect Marx’s intellectual debt to Hegel, as well as Lenin’s and Luxemburg’s intellectual and political debt to Marx.

Meets Social Sciences III-A requirement.

J. Cocks

Prereq. soph, jr, sr, or fy with permission of instructor; 2 meetings (75 minutes); 4 credits

***228fs East Asian Politics**

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.

Meets Social Sciences III-A requirement.

J. Sun

Prereq. jr, sr, Politics 106 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

233s Invitation to Feminist Theory

(Same as Gender Studies 221s) On theoretical attempts to grasp the complex ties and tensions between sex, gender, and power. 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.”

Meets Social Sciences III-A requirement.

J. Cocks

2 meetings (75 minutes); 4 credits; enrollment limited to 25

235f Constitutional Law: The Federal System

This course presents the effect of U.S. constitutional law on the distribution of power. Topics include judicial review and congressional control of court jurisdiction; the rise of federal regulation of the economy; and the relative powers of the president, Congress, and the courts in national emergencies, foreign relations, and war. Case method.

Meets Social Sciences III-A requirement.

C. Pyle

Prereq. Politics 104; 2 meetings (75 minutes); 4 credits

236s Civil Liberties

This course presents 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, and others; and freedom of expression. Emphasis on the appropriateness of different methods of interpreting law.

Meets Social Sciences III-A requirement.

C. Pyle

Prereq. Politics 104; 2 meetings (75 minutes); 4 credits

***237f European Politics**

(Writing-intensive course) This course explores domestic, regional, and international political issues in contemporary Europe, including an introduction to political institutions, political participation, and public policy in several European states. Special attention to the European and democratic transformation in Central Europe.

Meets Social Sciences III-A requirement.

P. Gill

Prereq. 4 credits in department, Politics 106 recommended; 2 meetings (75 minutes); 4 credits

***240f International Political Economy**

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.

Meets Social Sciences III-A requirement.

V. Ferraro

Prereq. Politics 116; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

***244f Urban Politics and Policies**

This course examines the political character of contemporary American cities, giving particular attention to the relationship between urban politics and policy making. The course investigates the historical, structural, and ideological factors—economic development, race, ethnicity, gender, governmental forms, federal aid, pluralism—that constrain policy making and shape the sharing and contesting of urban space. Case studies demonstrate the interplay of political and economic factors in urban development.

Meets Social Sciences III-A requirement.

P. Smith

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

***245s Policy Making in America: Congress and the Bureaucracy**

This course examines power, politics, and policy making in both Congress and the federal bureaucracy. The section on Congress focuses on such questions as the following: How is policy made in Congress? Are there political biases in congressional procedures? Which political groups exert the most influence? How? In the section on bureaucracy, we consider such questions as the following: Why is there so much bureaucracy in the modern state? How do administrators make decisions? What are the sources of bureaucratic power? What is an “iron triangle?” Can bureaucracies be made more responsive and democratic?

Meets Social Sciences III-A requirement.

D. Amy

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

246s American Political Thought

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.

Meets Social Sciences III-A requirement.

C. Pyle

Prereq. Politics 104, or History 170, 171, or 270, or permission of instructor; 2 meetings (75 minutes); 4 credits

247f International Law

This course presents international norms and institutions for regulating conflict, including civil strife, promoting economic well-being, protecting human rights, exploring and using outer space, and controlling exploitation and pollution of the oceans. International agreements, problems of lawmaking, interpretation, and compliance; nationality and the status of foreigners and their investments; the principle of self-determination. Interests of postcolonial states as they impinge on the international legal order.

Meets Social Sciences III-A requirement.

W. Stewart

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

***250f Black Urban Reform**

Examines how African Americans have shaped, and been shaped by, the modern American metropolis. Explores the impact of migration, residential segregation, changing economic conditions, and political incorporation on black urban life chances. Investigates the efforts of African Americans to deal with cities through organizations, movements, and traditions of black reform.

Meets multicultural requirement; meets Social Sciences III-A requirement.

P. Smith

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

***251s Black and Latino Politics**

(Community-based learning course) This course will focus on the ways African American and Latino politics are structured and practiced in the United States in the context of a changing political economy since World War II and the emergence of political conservatism. Our central concerns include: the

obstacles and potential successes of political alliances between Latinos and African Americans; varying forms of political participation involving, for example, labor and community organizing, electoral politics, and social movements.

Meets multicultural requirement; meets

Social Sciences III-A requirement.

P. Smith, A. Lao-Montes

Prereq. 4 credits in American politics or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***252f Topics in Urban Studies**

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? Assignments for the course will utilize empirical data to explore conflict and change in a local city through different historical periods. This course will be taught simultaneously at two campuses. Students will be taught alternately by faculty from both institutions.

Meets Social Sciences III-A requirement.

P. Smith

Prereq. soph, jr, sr, introductory course in American history or social sciences or permission of instructor; 2 meetings (75 minutes); 4 credits

***256s The International Protection of the Environment**

The politics of the transnational regulation of the environment—domestic linkages of international efforts by states and international governmental and nongovernmental organizations. The relationship between environmental protection and sustainable development and its rationale—the impact of an increasingly globalized economy upon the environment.

Meets Social Sciences III-A requirement.

W. Stewart

Prereq. Politics 116; 2 meetings (75 minutes); 4 credits

266f Environmental Politics in America

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, and deep ecology. *Meets Social Sciences III-A requirement.*

D. Amy

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25

270f American Foreign Policy

(See Complex Organizations 270, International Relations 270, and History 283)

***274s South Asian Politics**

A comparative study of the governments and politics of the region. Consideration of the history, social structure, and cultural heritage of the region establishes the context for understanding the political framework of the seven South Asian states. Each faces critical problems of nation and state building, political participation, economic development, and resource distribution. Although the emphasis is on political and economic development within these states, we also examine regional relations and the involvement of outside powers in regional affairs.

Meets multicultural requirement; meets Social Sciences III-A requirement.

K. Khory

2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, jr, sr, permission of department and instructor; 1 to 4 credits

***313s The Politics of Poverty**

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 progressive perspec-

tives on poverty and poverty policy.

Meets Social Sciences III-A requirement.

D. Amy

Prereq. jr, sr, 8 credits in department including Politics 101 or 104, and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

330s Seminar on Social Justice

May the discoverer of the cure for a fatal disease charge whatever she wants? May a professional golfer with a circulatory ailment use a golf cart? Is progressive taxation unjust or confiscatory? Must a prosperous and just society provide "free" public education and alleviate ill health, unemployment, and poverty? More generally, for diverse scarce goods and necessary burdens, does justice demand allocations on the basis of merit, need, lottery, seniority, equality, birth, desert, market competition, rotation, etc? The contrasting views of four contemporary theorists: John Rawls, Robert Nozick, Michael Walzer, and Iris Marion Young.

Meets Social Sciences III-A requirement.

S. Ellenburg

Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

331s Law, Liberty, and Political Obligation

This seminar in contemporary Anglo-American legal and political thought focuses on contending schools of legal thought and their critics. Topics include legal positivism (H. L. A. Hart); law and moral principle (R. Dworkin), critical legal studies (M. Kelman, E. Mensch, and D. Kairys); feminist jurisprudence (M. Minow, C. MacKinnon, and R. West); critical race theory (C. Lawrence and M. Matsuda); and law and economics (R. Posner). Attention to controversies involving the nature of law; what actions should be criminalized; judicial discretion; justifications of punishment and the death penalty; affirmative action; campus speech codes; and the relationship, if any, between law and justice.

Meets Social Sciences III-A requirement.

S. Ellenburg

Prereq. jr, sr, 8 credits in politics or philosophy, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

332f Seminar on Electoral Systems

This course examines the American electoral system, analyzes its strengths and weaknesses, and considers whether alternative systems used in other democracies are superior. Can American elections be made fairer, more representative, and more democratic? Can voting become a more meaningful and effective political act? Among the topics: theories of representation, campaign finance, winner-take-all vs. proportional voting systems, gerrymandering, and representation of women and racial minorities.

Meets Social Sciences III-A requirement.

D. Amy

Prereq. jr, sr, 8 credits in department including Politics 104; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

***333s Cultural Politics**

This course looks at key intersections of culture and power. Drawing on novelists, essayists, and theorists, we probe the cultural aspects of nationalist revolts, the situation of diaspora populations, the making of postcolonial subjects, the class significance of aesthetic style and taste, the paradoxes of particularism and universalism, and the repressive and creative tensions between dominant and marginal groups.

Meets Social Sciences III-A requirement.

J. Cocks

Prereq. jr, sr, permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***343s The Intellectual and Politics**

Radical Ecology

Human beings appear to be the first species to knowingly destroy their own ecological niche. Many thinkers have tried to understand what this might mean about humans, nature, and the planet and have proposed social, economic, and political solutions to the environmental crisis. We will discuss several approaches, such as radical green politics, ecopsychology, ecofeminism, ecosocialism, new cosmologies, and eco spiritualities.

Meets Social Sciences III-A requirement.

P. Gill

Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

345s Memories of Overdevelopment

On unsettling features of modern and late modern society. These include the pre-eminence of the city over the country, the pursuit of infinite economic growth, the restless transformation of the landscape, the anonymity of power, the unmooring of the individual, the triumph of a culture of commodity fetishism, and the erosion of public space. We assess critical theories of the modern age as well as practical efforts to change its course.

Meets Social Sciences III-A requirement.

J. Cocks

Prereq. jr, sr, permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

346s Seminar in Public Policy

The purpose of this course is to develop the ability to analyze, choose, and promote public policies—the practical political skills that are essential to effective citizenship. Students work in teams on an assigned policy problem, analyzing it and determining the best solution. A large amount of class participation—both oral and written—is expected of all students.

Meets Social Sciences III-A requirement.

D. Amy

Prereq. jr, sr, 8 credits in department and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

347f Race and Urban Political Economy

Examines the relationship between a changing economic structure, urban administrations, and communal resistance in minority urban politics. Topics include the place of cities in global economic restructuring, the representation and power of blacks, Asians, and Latinos/Hispanics in governing coalitions, and the response of minority and community organizations to both structural possibilities and constraints of the new urban political economy.

Meets multicultural requirement; meets Social Sciences III-A requirement.

P. Smith

Prereq. Politics 244, 250, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

348s Colloquium in Politics: Community

Development

(Community-based learning course)

The course engages students in the theories, debates, and strategies regarding the revitalization of inner-city communities. Examines what roles business, government, and nonprofit, community-based organizations (the “third sector”) play in developing “blighted” neighborhoods. Topics include economic development, affordable housing, equal and accessible social services, and political empowerment. Features speakers from related fields of community development. Students conduct research projects generated by community-based organizations in Holyoke and Springfield. Focuses on helping students integrate knowledge derived from class discussions, speakers, and their research experience.

Meets Social Sciences III-A requirement.

P. Smith

Prereq. jr, sr, 8 credits in politics including one of Politics 244, 250, or 347, and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

349s International Organization

This course is the study of the United Nations system and regional organizations, including the European Communities, the Organization of African Unity, and the Organization of American States, with a view to ascertaining their contribution to the international political order and the impact on these organizations of international interdependencies in such fields as ecology, economics, and technology.

Meets Social Sciences III-A requirement.

W. Stewart

Prereq. jr, sr, Politics 116 or 247; 1 meeting (2 hours, 50 minutes); 4 credits

*353f The Politics of Work

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.

Meets Social Sciences III-A requirement.

C. Chen

Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

*367s Decision Making

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?

Meets Social Sciences III-A requirement.

C. Pyle

Prereq. Politics 104, 245, 246, or permission of instructor, 2 meetings (75 minutes); 4 credits

371f Seminar on Anarchism

Classics of anarchos (“without a ruler”) literature selected from among Proudhon, Bakunin, Kropotkin, Tolstoy, Goldman, Berkman, and others; anarchists’ autobiographies; anarchists confront Marxists, in speech and on battlefields; revolutionary ideology and the justification or rejection of political violence; varieties of anarchist justice; “Seattle” and after.

Meets Social Sciences III-A requirement.

S. Ellenburg

Prereq. jr, sr, 8 credits in politics or history or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

*379fs Topics in European Politics

**Europe and the European Union*

(Writing-intensive course) A research seminar. Europeans of both west and east are intensifying their efforts to broaden and deepen European integration at the same time that there has been a startling revival of ethnic conflict and nationalist agendas. Voters in Scotland and Wales elect their own parliaments while civil wars rage in the Balkans; Central Europeans struggle to solidify

democratic nation-states in a global environment where some claim the nation-state may soon be obsolete. How are these centrifugal and centripetal forces interrelated?

Meets Social Sciences III-A requirement.

P. Gill

Prereq. 8 credits in politics, including Politics 106, 237, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

380s The Politics of Ethnic Conflict

This seminar explores the dimensions of ethnic conflict in severely divided societies. We examine the nature of ethnic identity, the sources of group conflict, and the forms and patterns of group conflict. Case studies are selected for their contemporary importance and the different lessons that can be learned from them. A variety of approaches to address ethnic conflict is assessed. Students have the opportunity to concentrate independently on problems or cases in which they may have a special interest.

Meets multicultural requirement; meets Social Sciences III-A requirement.

K. Khory

Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

381f South Asian Politics

A comparative study of the governments and politics of the region. Consideration of the history, social structure, and colonial heritage of the region establishes the context for understanding the political framework of the seven South Asian states. Each faces critical problems of nation and state building, political participation, economic development, and resource distribution. The focus will be on political and economic development within these states, regional relations, and the involvement of outside powers in regional affairs.

Meets multicultural requirement; meets Social Sciences III-A requirement.

K. Khory

Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

385s International Security

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; ethnic, nationalist, and regional conflicts; weapons proliferation; and the role of nuclear weapons in the post-cold war world. The course concludes with an examination of specific initiatives for achieving both common and comprehensive security.

Meets Social Sciences III-A requirement.

K. Khory

Prereq. jr, sr, 8 credits in department including Politics 116; 1 meeting (2 hours, 50 minutes); 4 credits

***388s Post-Communist Transitions**

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.

Meets Social Sciences III-A requirement.

C. Chen

Prereq. jr, sr, 8 credits in department, 106 recommended, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

391f Contemporary Political Ideas

Fall 2006: Conservatism

This course explores such contested political concepts as liberalism, democracy, power, freedom, identity, alienation, civil society, and the public sphere—as those concepts have been interpreted by diverse currents of twentieth-century thought. Each year the course is taught, we will highlight a different conceptual theme. This year we will examine the idea of conservatism.

Meets Social Sciences III-A requirement.

J. Cocks

Prereq. jr, sr, 8 credits in department or in critical social thought or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

***The Idea of Sovereignty**

This course explores such contested political concepts as liberalism, democracy, power, freedom, identity, alienation, civil society, and the public sphere—as those concepts have been interpreted by diverse currents of twentieth-century thought. Each year the course is taught, we will highlight a different conceptual theme. This year we will examine the idea of sovereignty.

Meets Social Sciences III-A requirement.

J. Cocks

Prereq. jr, sr, 8 credits in department or in critical social thought; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

***392s Portraits of Political Thinkers**

This course explores the lives, affiliations, and ideas of one or two political thinkers who have made a special contribution to the self-understanding of our age. We will study Hannah Arendt and Edward Said, two controversial figures who, from contrasting vantage points, write on anti-Semitism and orientalism, imperialism and nationalism; geographical and intellectual exile; and Zionism and Palestinian self-determination.

Meets Social Sciences III-A requirement.

J. Cocks

Prereq. jr, sr, 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department and instructor; 1 to 8 credits

398f The Rwanda Genocide in*Comparative Perspective**

The 1994 genocide in Rwanda caused untold human suffering, left more than half a million dead, and reverberated throughout the Central African region. This course explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the twentieth century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice in the aftermath of

conflict. Consideration of theories of genocide, and comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and Sierra Leone.

Meets Social Sciences III-A requirement.

C. Newbury

Prereq. jr, sr, 8 credits in department; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 18

Related Courses in Other Departments

Available for credit in politics. See department listings for course descriptions.

	<i>International Relations</i>
211	Middle East Politics
222	The United States, Israel, and the Arabs
224	The United States and Iran
225	Resource Scarcities, Global Environmental Perils, and World Politics
311	Problems of International Peace and Security
317	U.S. Foreign Policy and Regional Conflict
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
341	Political Islam
342	Comparative Politics of North Africa
365	Ethics and International Relations

	<i>Russian and Eurasian Studies</i>
131	An Introduction to the Peoples and Cultures in Russia and Eurasia
240	Russia: From Communism to Capitalism
241	Russia and the West
242	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
243	Terrorism: Russia as Its Cradle
313	The New Democracies
316	Foreigners Within, Foreigners Without: Europe and Its New Neighbors (Seminar)
330	Nationalism
350	Revolutions

Psychology

The major and minor in psychology are administered by the Department of Psychology and Education: Professors Cohen, Deutsch, Hollis, Hornstein, Millard, Ramsey (*chair*), Shilkret; Associate Professors Binder, Lawrence, Packard; Assistant Professors Douglas, Valle; Lecturer C. Morrow; Visiting Associate Professor Romney; Visiting Assistant Professor Trudeau.

Contact Persons

Janet Crosby, *senior administrative assistant*
Patricia Ramsey, *chair*

Requirements for the Major

Students interested in the field of psychology (as well as the fields of education or neuroscience and behavior) begin their program by taking a 100-level course in psychology.

Credits

- A minimum of 32 credits
- At least 12 credits at the 300 level; only one 4-credit Psychology 395 project (see below for description of project) can count toward this 12-credit, 300-level requirement.

Courses

- 100-level course in psychology
- 200, Experimental Methods in Psychology, *and*
- 201, Statistics
- Two laboratory courses at the 300 level. The laboratory requirement may be satisfied in either of two ways:

1) *By electing two courses among:*

- Psychology 310, Laboratory: Research Methods in Social Psychology
- 323, Laboratory in Personality Research: Qualitative Methods

- 324, Laboratory in Personality Research: Quantitative Methods
- 325, Laboratory in Psychological Assessment
- 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
- 352, Laboratory in Sensory Psychology

or

2) *By electing one course from the above list plus completing 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 Psychology 395.
- All majors must take courses in at least four 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. The courses may be at either the 200 or the 300 level. Psychology 295 and 395, Independent Studies, will *not* be counted as one of the five areas of psychology.

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 advisers 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, Experimental 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

101fs Introduction to Psychology: A Biological Perspective

How do we remember and why do we forget? Can we inherit schizophrenia? How does stress affect health? In what ways does learning affect our emotions? Why are we fearful of some situations and not others? This course addresses such questions from an interdisciplinary, biological perspective to understand what scientists have discovered about mind, brain, and behavior.

Meets Social Sciences III-A requirement.

K. Hollis

2 meetings (75 minutes); 4 credits

110f Introductory Seminars in Psychology

110f(01) Brain/Mind

(Writing-intensive course; first-year seminar)
What is the relationship between brain activity and how we think, feel, perceive, remember, and communicate? How does the brain contribute to our development as unique individuals? How does subjective experience shape the structure and activity of our brains? In approaching these questions we will bridge the perspectives of psychoanalysis and neuroscience. We will explore how the brain works; the role of conscious and unconscious processes in determining our behavior; and the effects of traumatic injury to the brain.

Meets Social Sciences III-A requirement.

J. Cohen

Prereq. fy; 2 meetings (75 minutes) plus fourth hour; 4 sophomores allowed; 4 credits; enrollment limited to 12

110f(02) Brain/Mind

(Writing-intensive course) See 110f(01) above.

Meets Social Sciences III-A requirement.

J. Cohen

Prereq. soph (class of 2009); 2 meetings (75 minutes) plus fourth hour; 4 credits; enrollment limited to 4

110f(03) First Love: Attachment Theory and Research

(Writing-intensive course; first-year seminar)
The relationship with the infant's primary caretaker, usually the mother, develops in a complex way during the first year after birth. We will study what is now known about this relationship, parallels in other animals, variations in the mother-child relationship in early life. The importance of this first love for later development in childhood, adolescence, and adult life will be studied. Students will give class presentations.

Meets Social Sciences III-A requirement.

R. Shilkret

Prereq. fy; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

200fs Research Methods in Psychology

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 oral presentation.

Meets Social Sciences III-A requirement.

The department

Prereq. 100-level course in psychology, and Psychology 201; 2 meetings (75 minutes), 1 lab (2 hours); 4 credits

NOTE: Students must take statistics (Psychology 201) before enrolling in this course; students should sign up for the lecture course and one lab section.

201fs Statistics

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.

Does not meet a distribution requirement.

The department

Prereq. 100-level course in psychology; 2 meetings (75 minutes), 1 lab (2 hours); 4 credits

NOTE: Students should sign up for the lecture course and one lab section.

295fs Independent Study

Independent research projects are arranged with individual faculty members in the department.

Does not meet a distribution requirement.

The department

Prereq. permission of instructor; 1 to 4 credits

***300s Seminar in History and Systems of Psychology: Controversies in Psychology**

(Speaking- and writing-intensive course) A seminar designed to give advanced psychology and neuroscience students a broad conceptual and historical overview of their discipline through an analysis of its enduring disputes. Each week we will read and analyze primary source materials (both historical and contemporary) on several sides of a

major controversy, such as: Are there racial differences in intelligence? Is madness rooted in faulty biology? Do women's brains differ from men's? Is violence innate or learned? Each student will write a major research paper on an additional controversy not discussed in class. Heavy reading load; frequent written and oral assignments.

Meets Social Sciences III-A requirement.

G. Hornstein

Prereq. 100-level course in psychology, Psychology 200, 201, plus 8 additional credits in the department; 1 meeting (3 hours); 4 credits; enrollment limited to 20

NOTE: Preference given to senior psychology and neuroscience majors; during advising week students must submit a written list of psychology, philosophy, and sociology courses taken at Mount Holyoke College or elsewhere.

395fs Independent Study

Students who register for independent research as honors work are encouraged to participate in Psychology 411f–412s.

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of instructor; 1 to 8 credits

401f–402s Research

Thesis research—graduate level only.

Does not meet a distribution requirement.

The department

4 credits

411f–412s Seminar in Psychological Research

(Speaking- and writing-intensive course)

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. Graduate students and students engaged in independent research (Psychology/Neuroscience and Behavior 395) are encouraged to participate.

Does not meet a distribution requirement.

P. Ramsey

1 meeting (50 minutes); 1 credit

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.

210s Social Psychology

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.

Meets Social Sciences III-A requirement.

The department

Prereq. 100-level course in psychology;

2 meetings (75 minutes); 4 credits

211f Psychology of Women

Fall 2006: The Classic Texts

(Speaking-intensive course; same as Gender Studies 212f) An intensive analysis of key works that have shaped the study of the psychology of women over the past 100 years. Each week we will read and analyze a major text, situating its ideas within historical and cultural contexts of the field at that time. Works to be considered include: Freud's, Horney's, and Deutsch's psychoanalytic papers on women; Chodorow's *Reproduction of Mothering*; Gilligan's *In a Different Voice*; Miller's *Toward a New Psychology of Women*; Chesler's *Women and Madness*; Valian's *Why So Slow?*; and Fausto-Sterling's *Myths of Gender*.

Meets Social Sciences III-A requirement.

G. Hornstein

Prereq. Psychology 100; preference given to students who have taken Psychology 200, 201, and 220; 1 meeting (3 hours); 4 credits

212f Individuals and Organizations

(See Complex Organizations 212f)

213f Psychology of Racism

Examines the psychological causes and emotional reality of racism as it appears in everyday life. Through lectures, readings, simulation exercises, group research projects, and extensive class discussion, students have the opportunity to explore the psychological impact of racism on both the oppressor and the oppressed.

Meets Social Sciences III-A requirement.

P. Romney

Prereq. permission of instructor, preference

given to soph; 1 meeting (3 hours);

4 credits; enrollment limited to 25

NOTE: Students must submit a statement to Ms. Romney during advising week.

310f Laboratory: Research Methods in Social Psychology

This course is an introduction to laboratory and field methods in social psychology: methodology, data analysis, ethical problems, statistical inference, and research design. All students are expected to design and conduct a research project.

Meets Social Sciences III-A requirement.

F. Deutsch

Prereq. Psychology 200 and permission of in-

structor; 1 meeting (2 hours) plus fourth hour;

4 credits; enrollment limited to 12

NOTE: Students must schedule an interview with the instructor during advising week.

319s Seminar in Social Psychology

Spring 2007: Gender and Domestic Labor

(Same as Gender Studies 333s(05)) This

course examines social psychology and

sociological theories and research address-

ing why women do more housework and

child care than men. It pays special attention

to the situation of dual-earner families and

considers class and ethnic differences on the

nature of this inequality and the barriers to

full equality at home.

Meets Social Sciences III-A requirement.

F. Deutsch

Prereq. permission of instructor; 1 meeting

(2 hours); 4 credits; enrollment limited to 15

NOTE: Students must meet with instructor during advising week to get permission to enter the course.

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. Courses in philosophy (264, Philosophy of Mind) and in sociology (231, Criminology) are also recommended.

220s Theories of Personality

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 theories of personality and will encourage critical analysis of the various theories. We will examine personality from the perspectives of psychoanalytical, humanist, and constructivist theories, as well as from the perspective of positive psychology.

Meets Social Sciences III-A requirement.

A. Douglas

Prereq. 100-level course in psychology;

2 meetings (75 minutes); 4 credits

320s Concepts of Abnormality

This course is a study of how maladaptive patterns of thought and action are understood from a psychological viewpoint. Behaviors ranging from neurotic to psychotic are studied in terms of underlying character structure and origins in childhood experience. Competing psychoanalytic theories are brought to bear on these phenomena.

Meets Social Sciences III-A requirement.

R. Shilkret

Prereq. jr, sr (permission required for exceptions), two prior psychology courses, *Psychology 230 recommended; 2 meetings (75 minutes); 4 credits*

***322f Psychoanalytic Psychology**

This extensive examination of Freud's systematic psychology focuses on such phenomena as the effects of early experience, continuity and change in development, and

similarities among and differences between individuals. Readings include selections from Sigmund Freud's earlier work and from the sweeping revisions of the 1920s. Criticisms and revisions of Freud are discussed. Throughout, ideas from contemporary psychoanalysis are compared and contrasted with those of Freud.

Meets Social Sciences III-A requirement.

R. Shilkret

Prereq. *Psychology 230, 220 recommended and permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 12*

NOTE: *Students must submit a letter of interest during advising week. Include a list of courses taken in psychology and other disciplines that have prepared you for this course.*

***323s Laboratory in Personality Research: Qualitative Methods**

This laboratory course focuses on the study of individual lives and explores interviewing as a qualitative research strategy for the understanding of human experience. The course aims to provide a forum to discuss the study of individual lives within the social sciences, to consider interviewing techniques and qualitative methods of data analysis, and to provide students the opportunity to conduct a study of their own using this methodology.

Meets Social Sciences III-A requirement.

The department

Prereq. *Psychology 200, 201, 220, and permission of instructor; 1 meeting (3 hours);*

4 credits; enrollment limited to 15

***324s Laboratory in Personality Research: Quantitative Methods**

Personality-relevant constructs, such as attachment, adjustment, achievement motivation, communality, dominance, sociality, and others, are usually studied among adults using questionnaires and inventories. A single large class research project will be conducted, with all students participating in all phases of the research.

Meets Social Sciences III-A requirement.

R. Shilkret

Prereq. *Psychology 200 and 201, and either Psychology 210 or 230 and permission of*

instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

NOTE: An essay (due during advising week) explaining why you want to take the course is required.

***325s Laboratory in Psychological**

Assessment

Historical development, theoretical bases, and critical evaluation of tests used to describe adult cognitive and personality functioning. Supervised practicum in test administration, scoring, and interpretation.

Meets Social Sciences III-A requirement.

R. Shilkret

Prereq. Psychology 200 and 201, either Psychology 230 or 320, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

NOTE: Students must submit a statement and schedule an interview with the instructor during the advising week. There will be a schedule posted on the instructor's door, and students should submit the statement a day before they schedule the appointment.

329f Seminar in Personality and Abnormal Psychology

329f(01) First-Person Narratives of Madness (Writing-intensive course) Psychologists have typically conceptualized "mental illness" in terms of the symptoms and diagnoses proposed by psychiatrists in the Diagnostic and Statistical Manual of Mental Disorders (DSM). These categories, while perhaps useful for prescribing medication, do little to help us understand the subjective experiences that are considered "mad." In this seminar, we analyze accounts (historical and contemporary) written by people who have experienced extreme states, intense emotions, or unusual perceptions or beliefs, to understand how these "counter-narratives" offer new insights into psychological life.

Meets Social Sciences III-A requirement.

G. Hornstein

Prereq. jr, sr, Psychology 100; students with a background in literature particularly welcome;

preference given to senior psychology and neuroscience majors; 1 meeting (3 hours); 4 credits; enrollment limited to 18

329f(02) Psychology of Trauma

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."

Meets Social Sciences III-A requirement.

A. Douglas

Prereq. jr, sr, Psychology 100, Psychology 230 preferred or a course in abnormal psychology; 1 meeting (3 hours); 4 credits; enrollment limited to 13

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. Courses in anthropology (230, Language in Culture and Society) and biological sciences (200, Introduction to Biology II: How Organisms Develop) are also recommended.

230fs Developmental Psychology

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 Child Study Center. *Meets Social Sciences III-A requirement.*
R. Shilkret (fall), A. Valle (spring)
Prereq. 100-level course in psychology;
2 meetings (75 minutes) plus mandatory fourth hour; 4 credits

223fs Educational Psychology

(Community-based learning course; same as Education 233fs) 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.

Meets Social Sciences III-A requirement.

B. Packard

Prereq. soph, jr, or sr; *2 meetings (75 minutes), prepracticum (2-hour block per week); 4 credits*

***234s Differences in Learning**

(See Education 234s)

236f Adolescent Development

This course offers a comprehensive introduction to human development during adolescence. It considers historical and cultural forces that contribute to adolescence as a distinct segment of the life span. Contemporary problems confronting adolescents—such as crime, violence, gender, race, eating disorders, substance abuse, and depression—are also examined.

Meets Social Sciences III-A requirement.

The department

Prereq. 100-level course in psychology;
2 meetings (75 minutes); 4 credits

330fs Lab in Developmental Psychology

This course is a study of research methods in developmental psychology, focusing on ob-

servational, survey, and interview techniques for studying young children, adolescents, and adults. It encourages the student to think about the basic issues of developmental psychology research: the conceptualization of problems, design of research, choice of methods to be used, and ethical questions that might arise. Students complete a major research project.

Fall 2006

330f(01) Science, Epistemology, and Parent-Child Conversations

How do ideas about knowledge (folk epistemology) develop, and how do these ideas relate to the types of reasoning strategies people emphasize? Using existing transcript data, students will define and explore specific questions about how conversations with parents may help guide elementary school children's emerging ideas about knowledge and about the nature of science. Students will also help develop a questionnaire and collect data to explore variation in these ideas and possible relation to reasoning biases among college students.

Meets Social Sciences III-A requirement.

A. Valle

Prereq. Psychology 200 and 201, and 230 or 241 and permission of instructor; *2 meetings (2 hours); 4 credits; enrollment limited to 12*
NOTE: Students must meet with the instructor during advising week to get permission to enroll.

Spring 2007

330s(01) Adolescent Development in Community Settings

This course is a study of research methods in developmental psychology, focusing on observational, survey, and interview techniques for studying young children, adolescents, and adults. It encourages the student to think about the basic issues of developmental psychology research: the conceptualization of problems, design of research, choice of methods to be used, and ethical questions that might arise. Students complete a major research project.

Meets Social Sciences III-A requirement.

B. Packard

Prereq. Psychology 200, 201, 230 and permission of instructor; *1 meeting (3 hours);*

4 credits; enrollment limited to 12

NOTE: During advising week students must submit a statement and meet with professor.

331fs Lab in Early Social and Personality Development

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 Child Study Center. 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.

Meets Social Sciences III-A requirement.

P. Ramsey

Prereq. Psychology 200, 201, and 230 or permission of instructor; 1 meeting (2 hours), 2 labs (3 hours each) at Gorse Child Study Center; 4 credits; enrollment limited to 18

***337f Seminar in Educational Psychology:**

Motivation

(Community-based learning course; speaking-intensive course) What influences our desire to learn, to participate in certain activities, or to become particular kinds of people? We will examine the topic of "motivation" using several perspectives, across age levels and in various settings. Drawing from a variety of resources, including autobiographies, research studies, and videos, we will target our own motivation through reflection and action and the motivation of others through active coaching and mentoring in a community-based setting.

Meets Social Sciences III-A requirement.

B. Packard

Prereq. Psychology 233 and permission of instructor; 1 meeting (3 hours), requires a field component in a community-based site (at least one 2-hour block per week); 4 credits; enrollment limited to 15

NOTE: A statement of interest must be submitted during advising week. Please pick up an information sheet in the department office.

339f Seminar in Developmental Psychology

339f(01) Culture and Human Development

This seminar examines theory and research on the cultural basis of human development and on cultural variations and similarities in development in different historical and current world communities. The approach is interdisciplinary, drawing on psychology, anthropology, linguistics, sociology, and history, to examine varying and universal goals of development and participation of children and their families in cultural practices.

Meets Social Sciences III-A requirement.

A. Valle

Prereq. jr, sr, Psychology 230; 1 meeting (3 hours); 4 credits; enrollment limited to 12

**339s(01) First Love: Attachment Theory and Research*

The relationship with the infant's primary caretaker, usually the mother, develops in a complex way during the first year after birth. We will study what is now known about this relationship, how we know about its importance to the infant, and the variation in types of such relationships early in life. The importance of this first love for later development, in childhood, adolescence, and adult life will be considered. Methods of research will be emphasized and students will be expected to give class presentations.

Meets Social Sciences III-A requirement.

R. Shilkret

Prereq. jr, sr, Psychology 200, 230, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

NOTE: A written statement to Professor Shilkret during advising week required.

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, developmental psychology, and biological sciences (333, Neurobiology). Courses in philosophy

(210, Logical Thought; 264, Philosophy of the Mind) and computer science (101, Problem Solving and Structured Programming; 334, Artificial Intelligence; and 335, Introduction to Computer Vision and Robotics) are recommended for those students with interests in cognitive science and artificial intelligence.

240s Visual and Auditory Perception

Why is it that some people, mostly men, cannot distinguish red socks from green ones? Why does the moon on the horizon appear larger than when it is overhead? How do Magic Eye pictures work? Why does the Mona Lisa's smile seem so elusive? This course addresses such questions by examining biological and psychological studies of the visual and auditory systems. Among the topics we will explore are object recognition; color vision; the perception of depth, size and movement; the effects of experience on perception; sound localization; and the perception of pitch.

Meets Social Sciences III-A requirement.

J. Cohen

Prereq. 100-level course in psychology;
2 meetings (75 minutes); 4 credits

241f Cognitive Psychology

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.

Meets Social Sciences III-A requirement.

J. Trudeau

Prereq. a 100-level course in psychology;
2 meetings (50 minutes); 4 credits

340f Laboratory in Perception and Cognition

How we perceive and understand the written word is a critical aspect of communication and a major issue in modern psycho-linguistics. In this lab we will apply the principles of psychological research to the question of how people read. Two of the dominant approaches to reading will be explored in depth: the dual-route model and the triangle

model. The class will form small groups to design and implement original psycholinguistic experiments with the aim of testing the hypotheses of these models. We will be particularly interested in how the meaning of a word affects how it is read.

Meets Social Sciences III-A requirement.

J. Trudeau

Prereq. 100-level course in psychology, Psychology 201, 200; 1 meeting (3 hours);
4 credits; enrollment limited to 15

***349f Seminar in Perception and Cognition**

(Speaking-intensive course) In this seminar we will explore various genetic syndromes, developmental disabilities, and brain damage cases that produce asymmetric cognitive profiles. We will examine the cognitive strengths and weaknesses associated with various syndromes and disabilities in order to gain a greater understanding of the syndrome itself, but we will also explore how these cases inform us about learning, memory, and development in "normal" individuals.

Meets Social Sciences III-A requirement.

K. Binder

Prereq. 100-level course in psychology, Psychology 200 and 201, and permission of instructor;
1 meeting (2 hours, 15 minutes);
4 credits; enrollment limited to 12

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. Courses in computer science (101, Problem Solving and Structured Programming) and philosophy (264, Philosophy of Mind; 263, Philosophy of Biology) are also recommended.

250f Introduction to the Biological Bases of Behavior

(Same as Neuroscience and Behavior 250f)

This course is an introduction to and survey of the biological bases of behavior, including

physiological, biochemical, and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language, and mental disorders.

Meets Social Sciences III-A requirement.

W. Millard

Prereq. 100-level course in psychology and 4 credits in biological sciences; 3 meetings (50 minutes); 4 credits

251f Animal Behavior

(Writing-intensive course) 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.

Meets Social Sciences III-A requirement.

K. Hollis

Prereq. 100-level course in psychology; 2 meetings (75 minutes); 4 credits

252f Bon Appetit! Food, Appetite, and Culture

Food is energy, an occasion for intimacy, and often a cause of aggression and pathology. The provenance of food preferences in humans and other species is considered from the perspectives of anthropology, biology, neuroscience, and psychology. Specific topics include the sensory properties of food, attitudes toward food, the psychology of ingestion, and the neuroscience of feeding.

Meets Social Sciences III-A requirement.

W. Millard

Prereq. 100-level course in psychology; 2 meetings (75 minutes); 4 credits

350s Laboratory in Behavioral Neuroscience

This laboratory provides intensive study and discussion of specific topics in behavioral neuroscience, including psychopharmacology, neuroanatomy, electronics, and surgery. Examination of methods and experimentation in the laboratory.

Meets Social Sciences III-A requirement.

W. Millard

Prereq. Psychology 200, 250, and permission of instructor, priority given to pre-enrolled seniors and majors; 2 meetings (2 hours); 4 credits;

enrollment limited to 12

NOTE: Students must meet with the instructor during advising week to get permission to enter the course.

351s Laboratory in Animal Learning and Animal Behavior

Several projects within such areas as feeding, aggression, reproduction, and learning are researched by students working in small groups. The course stresses the acquisition of research skills required for naturalistic and laboratory observation in the study of animal learning and behavior.

Meets Social Sciences III-A requirement.

K. Hollis

Prereq. Psychology 200, preference given to senior psychology and neuroscience majors; 1 meeting (2 hours, 15 minutes) plus fourth hour; 4 credits; enrollment limited to 12

NOTE: During advising week students must submit a written list of psychology and biology courses taken at Mount Holyoke or elsewhere, along with their name and year of graduation.

***352s Laboratory in Sensory Psychology**

This laboratory course offers a detailed examination of selected topics in vision research, emphasizing the interrelations of anatomical, physiological, and behavioral data. Laboratory demonstrations and experiments introduce behavioral methods of study of sensory systems. Principles of function generally applicable to all sensory systems are discussed.

Meets Social Sciences III-A requirement.

J. Cohen

Prereq. Psychology 200, 240, or 250 and permission of instructor; 2 meetings (50 minutes), 1 lab (3 hours); 4 credits; enrollment limited to 10

NOTE: Students must meet with the instructor during advising week to get permission to enter the course.

359s Seminar: Biological Bases of Behavior

**359f(01) How Experience and Brain Plasticity Shape Cognitive and Social Development*

What is the function of the brain's visual areas in people who are born blind? How does the brain change when we learn a new skill?

How does early auditory deprivation affect the development of language? What changes occur in the brains of people who have a limb amputated and experience a phantom limb? Can knowledge of brain plasticity lead to treatments for cognitive disorders such as dyslexia or ameliorate the effects of traumatic stress during early childhood? Are there critical periods for normal cognitive and social-emotional development? This seminar will consider these and other questions as we explore studies of behavioral and brain plasticity and their potential applications.

Meets Social Sciences III-A requirement.

J. Cohen

Prereq. Psychology 240 or 250 or Biological Sciences 333 or permission of instructor;

1 meeting (3 hours) plus fourth hour; 4 credits; enrollment limited to 12

Spring 2007

359s(01) Of Madness and Molecules: Seminar in Neuropsychopharmacology

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).

Meets Social Sciences III-A requirement.

W. Millard

Prereq. Psychology 250 or Biological Sciences

333, priority given to pre-enrolled seniors and majors; 1 meeting (3 hours); 4 credits; enrollment limited to 15

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: Professor Ramsey; Associate Professors Lawrence, Packard; Assistant Professor Carlisle; Visiting Lecturer Bell; Gorse Child Study Center Director, Professor Ramsey.

Contact Persons

TBA, *senior administrative assistant*
Sandra M. Lawrence, *director, Secondary/Middle Teacher Preparation Program*
Lenore Carlisle, *director, Early Childhood/Elementary Teacher Preparation Program*
Beverley Bell, *teacher licensure coordinator*

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 (see p. 7).*

Requirements for the Major in Psychology and Education

Credits

- Option I—A minimum of 60 credits (including the practicum)
- Option II—46 credits
- At least 20 of these credits must be at the 300 level in two or more disciplines.

Courses (for both Option I and II)

- The following psychology courses:
 - a 100-level psychology course
 - 200, Experimental Methods in Psychology
 - 201, Statistics
 - 230, Developmental Psychology
 - 233, Educational Psychology
- One laboratory at the 300 level
- The following education courses:
 - Education 205, Whiteness, Racism,

and Inequality in Schools and Society or 220, Foundations of Multicultural Education

Both options must take courses 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; D) perception, cognition, and language; and E) biological bases of behavior.

Additional Courses for Option I

- 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 324 (January Term), Observing and Assisting in Early Childhood and Elementary Settings (junior or senior year) or Educational Studies 301, Education in South Africa
- 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, history, politics, literature, and other courses in the humanities and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of 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 Ms. Carlisle or Ms. Lawrence for assistance in selecting this course work.

Additional Courses for Option II

- Education 324 (f, s, or j), Observing and Assisting in Early Childhood and Elementary Settings (junior or senior year) or Education 332 (f, s, or j), Observing and Assisting in Middle and Secondary Educational Settings (junior or senior year) or Educational Studies 301, Education in South Africa
- Education 395, Independent Study 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.

Requirements for the Minor in Education (with Teacher Licensure)

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 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 teacher (5–8) and (8–12), English teacher (8–12), history teacher (5–8) and (8–12), mathematics teacher (5–8) and (8–12); earth science (5–8) and (8–12), French (5–12), German (5–12), Italian (5–12), Spanish (5–12), Russian (5–12), Latin and classical humanities (5–12), music (all levels), political science (5–8) and (8–12), and 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 Ms. Beverley Bell, Five College Teacher Licensure Coordinator, 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 Ms. Carlisle (early childhood or elementary) or Ms. Lawrence (middle and secondary school, foreign language, music, and visual art programs) as well as advisers in the major to assist with course selection necessary for teacher licensure, and 4) complete the application process for the practicum year. This application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

For the Mount Holyoke 2004–2005 MTEL test results see "Teacher Licensure" in the Other Degree and Certificate Programs chapter.

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 must take Psychology 230 and 233; either Education 205 or 220, 300, 324j, or Educational Studies 301, Education 325, 322, and 323. 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 elementary license (1–6) should plan their distribution courses so that they will fulfill general education requirements in math, history, politics, literature, and other courses in the humanities and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Education as appropriate for the elementary license. See Ms. Carlisle or Ms. Lawrence for assistance in selecting this course work.

Required Courses for the Education Minor Specific to Teaching Licenses in

Middle or Secondary Education, Foreign Language, Music, or Visual Art

Students pursuing middle or secondary (as well as foreign language, music, or visual art) licensure must take Psychology 236 and 233; either Education 205 or 220, 330, 333 seminar, 332j or Educational Studies 301, and Education 331; and a subject-specific methods of teaching course at one of the Five Colleges. Students pursuing teacher licensure in music must enroll in a sequence of music education methods courses at UMass in lieu of Education 330.

Application to the Practicum Semester

Candidates for teacher licensure at all levels must apply to participate in the practicum semester by February 15 of their junior year. In addition to completing an application form and having an interview with the program director, students must submit a résumé, transcript of good academic standing, 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. 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.

Ninth-Semester Program

This program is intended for students who cannot complete all of the teaching program requirements before graduation (not available for Psychology and Educational Studies major, Option I). Students may apply by February 15 of their junior year to return to the College the spring semester after graduation to do their student teaching practicum semester at the cost of one credit.

Obtaining a Teaching Licensure from the Massachusetts Department of Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, students must 1) successfully complete the requirements of a 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 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 Education.

Course Offerings

205fs Whiteness, Racism, and Inequality in Schools and Society

(Community-based learning course; writing-intensive course) What is race? Who decides? What does it mean to be white? How is the ideology of whiteness maintained? We will explore these and related questions as we examine the ways in which whiteness and racism are enacted in schools, have historically interfered with the educational attainment of children of color, and have led to the miseducation of white children. Readings and assignments will examine dynamics of dominance and how the construction of racial identities influences the lives of teachers and students in classrooms. We will also consider theories of multicultural education and antiracist pedagogies as strategies for addressing racial and other inequities in schools.

Meets multicultural requirement; meets Social Sciences III-A requirement.

S. Lawrence

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes) plus prepracticum; 4 credits

*220s Foundations of Multicultural Education

(Community-based learning course) This course offers a study of the historical, theoretical, and philosophical perspectives that

are the underpinnings of multi-culturalism 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. Requires a pre-practicum in a school or community-based setting.

Meets multicultural requirement; meets Social Sciences III-A requirement.

The department

Prereq. a 100 level course in psychology; 2 meetings (75 minutes), prepracticum (3 hours per week); 4 credits

233fs Educational Psychology

(See Psychology 233fs)

***234s Differences in Learning**

(Same as Psychology 234s) The course will survey the etiology, diagnosis, and remediation of a variety of learning differences and special needs. Conditions such as dyslexia, attention deficit disorder, and autism will be examined. It will provide an introduction to interpreting test results, systematic behavioral observations, evaluating clinical information, diagnostic hypothesizing, and planning individualized educational programs. The principles of inclusion and their implications for children will be explored. Requires a field component.

Meets Social Sciences III-A requirement.

L. Carlisle

Prereq. a 100 level course in psychology, 230 or 236, and 233; priority will be given to students applying to Mount Holyoke College's teacher licensure programs; prerequisites will be strictly enforced; 1 meeting (3 hours) plus field placement; 4 credits

256f Making Meaning for Operations/Reasoning Algebraically about Operations

This course will draw on two modules of the Developing Mathematical Ideas (DMI) series. DMI is a curriculum designed to help think through the major ideas of K–7 mathematics and examine how children develop those ideas. The first four sessions will parallel the first four sessions of Making Meaning for Operations. The remaining nine sessions will be based on the Reasoning Algebraically about Operations module. This module

focuses on how children's study of operations leads into articulation of generalizations in the number system and justification of such generalizations. Participants will explore and understand how such work in the early grades relates to algebra studied in later grades.

Does not meet a distribution requirement.

J. Bodner Lester

Prereq. permission of instructor; 4 credits; enrollment limited to 12

295fs Independent Study

Independent study programs are arranged with individual faculty members in the department.

Does not meet a distribution requirement.

The department

Prereq. permission of instructor; 1 to 4 credits

300f The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools

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.

Does not meet a distribution requirement.

L. Carlisle

Prereq. limited to students accepted to the practicum year program; 1 meeting (3 hours), prepracticum (4 hours per week); 4 credits

322s Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education

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 prelicensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

Does not meet a distribution requirement.

L. Carlisle

Prereq. limited to students accepted into the practicum year program; 1 meeting (2 hours); 4 credits

323s Student Teaching in Early Childhood and Elementary Schools

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' Preservice Performance Assessment Program.

Does not meet a distribution requirement.

L. Carlisle

Prereq. limited to students accepted to the practicum year program; full-time student teaching in school site (includes Mount Holyoke College's spring break), 5 days a week for 12 weeks; 10 credits

324fs Observing and Assisting in Early Childhood and Elementary Settings

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. Course graded on a credit/no

credit basis.

Does not meet a distribution requirement.

L. Carlisle

Prereq. permission of instructor; 1 to 2 credits, 1 credit (20 hours of prepracticum), 2 credits (40 hours or more of prepracticum)

324j Observing and Assisting in Early Childhood and Elementary Settings

Students are expected to complete supervised fieldwork full-time every day during the January Term in a school site or other educational setting where daily supervised interaction with children is available. January Term placements can be located either within or outside the Five College area. This course is required of all students doing teacher licensure at the early childhood or elementary levels and must be taken in the junior or senior year. Graded on a credit/no credit basis.

Does not meet a distribution requirement.

L. Carlisle

Prereq. a 100-level psychology course and one of the following: Psychology 233, 234, 230, Education 205 or 220, and permission of instructor; 3 mandatory meetings (1 hour) and prepracticum; 2 credits

325f The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum

Students will learn about inquiry-based science/math curriculum and use of technology in the classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks. At the Hitchcock Center and in classes on campus, 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 become more adept at developing effective approaches to using assessment to guide instruction. Early childhood candidates will visit Gorse Child Study Center to learn about resources for pre-K students.

Does not meet a distribution requirement.

L. Carlisle

Prereq. limited to students accepted in the practicum year program; 1 meeting (3 hours); 4 credits

330f The Process of Teaching and Learning in Secondary and Middle Schools

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. Requires a prepracticum.

Does not meet a distribution requirement.

S. Lawrence

Prereq. limited to students accepted to the practicum year program; 1 meeting (3 hours), prepracticum (3 hours per week); 4 credits

331s Student Teaching in Secondary and Middle Schools

Spring 2007

331s(01) Students undertake full-time supervised student teaching in secondary or middle school subjects, the visual arts, or music classrooms. Group seminars and individual conferences are held to discuss issues of classroom practice. Evaluation of performance is determined by on-site visits and by written assignments. This course is graded on a credit/no credit basis.

Does not meet a distribution requirement.

S. Lawrence

Prereq. sr, Education 330 and 332j, and permission of instructor; 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; 5 days a week for 12 weeks, plus 1 meeting (1 1/2 hours) to be arranged; 10 credits

331s(02) This section for Amherst College students only. 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.

Does not meet a distribution requirement.

S. Lawrence

Prereq. sr, Education 330 and 332j, and permission of instructor; full-time student teaching in school sites (includes Mount Holyoke College's and Amherst College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 5 days a week for 12 weeks; 4 credits

332fs Observing and Assisting in Secondary and Middle School Educational Programs

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. This course is graded on a credit/no credit basis.

Does not meet a distribution requirement.

S. Lawrence

Prereq. permission of instructor; 1 to 2 credits

333s Practicum Seminar on Teaching and Learning: Middle and Secondary Education

333s(01) 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.

Does not meet a distribution requirement.

S. Lawrence

Prereq. limited to students who have been ac-

*cepted into the practicum year program;
1 meeting (2 hours); 4 credits*

333s(02) This section for Amherst College students only. 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.
Does not meet a distribution requirement.

S. Lawrence

*Prereq. limited to students who have been accepted into the practicum year program;
1 meeting (2 hours); 4 credits*

395fs Independent Study

Does not meet a distribution requirement.

The department

*Prereq. jr, sr, permission of instructor;
1 to 8 credits*

495fs Independent Study

Does not meet a distribution requirement.

The department

4 credits

Religion

The major and minor in religion are administered by the Department of Religion: Professors Crosthwaite (*chair*), Fine, Grayson, Peterson; Assistant Professors Penn, Mrozik, Steinfelds; Visiting Instructor Heim.

Contact Persons

Anna May Dion, *senior administrative assistant*

Jane Crosthwaite, *chair*

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.

Requirements for the Major

Credits

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

Courses

At least one course from each of the following three groups:

- Sacred texts and interpretive traditions. For example, Religion 201, Introduction to the Qur'an
- Religious thought (ethics/religious law, philosophy, theology). For example, Religion 226, Introduction to the Philosophy of Religion
- History and society. For example, Religion 218, Women in American Religious History

Other

- Majors must take courses in at least three different major traditions, including at least one from each of the following two categories: (1) Judaism, Christianity, Islam; (2) Hinduism, Buddhism, Taoism, Confucianism.
- Additional courses are selected in consultation with the adviser.
- Independent work is encouraged and, if approved by the adviser, such work may constitute partial fulfillment of the above requirements.

Requirements for the Minor

Credits

- A minimum of 16 credits (four courses) in the department beyond the 100 level
- One of the four must be a 300-level course.
- At least two of the courses must be taken at Mount Holyoke College.

Recommended Courses for First-Year Students

The following courses are recommended for first-year students: 100, 201, 202, 203, 204, 206, 212, 226, 261, and 263.

Course Offerings

100fs Introduction to Religion

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.

Meets Humanities I-B requirement.

J. Grayson (fall), A. Steinfelds (spring)

2 meetings (75 minutes); 4 credits; enrollment limited to 35

*104s Introduction to Judaism

(Same as Jewish Studies 104s) 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.

Meets Humanities I-B requirement.

L. Fine

4 credits; enrollment limited to 25

***201fs Introduction to the Qur'an**

This course examines the history, structure, and themes of the Qur'an and analyzes the place of the Qur'an in Islamic religious thought. It emphasizes the contribution of the Qur'an to questions of universal import. Topics include Qur'anic doctrines of God, humanity, freedom and determinism, and the problem of evil.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Steinfels

2 meetings (75 minutes); 4 credits; enrollment limited to 25

202f Introduction to Islam

(Same as Asian Studies 202f) This course is intended to introduce students with little or no prior knowledge of Islam to basic Islamic texts, concepts, and practices. Starting with an introduction to the figure of the Prophet Muhammad and the Qur'an, we will survey some of the most important themes and issues in Islamic experience and belief: conversion/Islamization, law (shari'ah), mysticism, theology, political theory, and the experience of Muslims in non-Muslim countries.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Steinfels

2 meetings (75 minutes); 4 credits; enrollment limited to 25

203s Introduction to the Hebrew Bible

This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as Old Testament). It investigates the social and historical context of the ancient Israelites, examines a wide 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 of these writings and will present different methods for approaching and interpreting ancient texts.

Meets Humanities I-B requirement.

M. Penn

2 meetings (75 minutes); 4 credits; enrollment limited to 24

204f Introduction to the New Testament

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.

Meets Humanities I-B requirement.

M. Penn

2 meetings (75 minutes); 4 credits; enrollment limited to 24

***205s Issues in Islamic History**

This introductory course provides a broad, chronologically structured overview of Islamic history, focusing on major issues that have been of religious significance to Muslims in various eras. Using case studies, ranging from episodes in the early Islamic conquests to the growth of Islam in urban America, we will examine enduring themes and contextual variations in the history of Islam.

***Classical Islamic Civilization**

This course examines 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.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Steinfels

2 meetings (75 minutes); 4 credits; enrollment limited to 25

206f Early Christianity in Conflict

This course examines how conflicts between Christians and non-Christians, conflicts between different groups of Christians, and conflicts within given Christian communities shaped first- through fourth-century Christianity and influenced subsequent Christian history. We will pay particular attention to issues surrounding martyrdom, “heresy,” anti-Judaism, the formation of a male-dominated clergy, and competing views regarding sexuality.

Meets Humanities I-B requirement.

M. Penn

2 meetings (75 minutes); 4 credits; enrollment limited to 15

207f Women and Gender in Islam

(Same as Asian Studies 207s) 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.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Steinfels

2 meetings (75 minutes); 4 credits; enrollment limited to 25

***208fs Texts and Readers: Introduction to the Religious Classics of Judaism**

(Se Jewish Studies 208fs)

***209f East Meets West, From Dante to Disney**

This course will focus on European and American perceptions of the Arab and Islamic world and on counter-images and critiques produced by Arab and Muslim authors. Moving from the medieval to the contemporary period, we will look at poetry, novels, travel narratives, movies, and other

materials reflecting the distinctive ways in which Europeans and Americans have both stigmatized and romanticized the Islamic “East.” We also will read theoretical materials analyzing the discourse of Orientalism.

Meets multicultural requirement; meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

210f Religious Ethics

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.

Meets Humanities I-B requirement.

J. Crosthwaite

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

***211f Religion of the Ancient Near East**

This course offers a historical survey of the development of religious thought and life in Mesopotamia, Egypt, and the Mediterranean world as reconstructed by archaeology and through an examination of ancient documents.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

212f Introduction to Judaism

(Same as Jewish Studies 212fs) 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.

Meets Humanities I-B requirement.

*L. Fine**4 credits; enrollment limited to 25***215s Jewish Spiritual Autobiographies**

(Same as Jewish Studies 215s) Along with such genres as letters, ethical wills, travel accounts, and other personal communications, spiritual autobiographies and diaries often reveal what people actually thought and felt about matters important to them. These sources provide insight into religion as lived experience. This course studies autobiographical accounts of Jewish religious figures from the medieval period to the contemporary. We include narratives by both women and men, philosophers, mystics, messianic pretenders, travelers, authors of Holocaust memoirs, and other contemporary Jews. Taken together, such accounts bring to life the diversity of spiritual quests in which Jews have engaged.

*Meets Humanities I-B requirement.**L. Fine**4 credits***218f Women in American Religious History**

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.

*Meets Humanities I-B requirement.**The department**Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 25***219f Religion and Revolution in the Nineteenth-Century West**

(Same as Critical Social Thought 250f) By focusing on nineteenth-century texts, this course will critically assess notions of “revolution” in the West using two case-studies—the 1848 “Freiheit” Movement (Germany) and American slavery (U.S.)—to determine the influence religion and humanistic ideas had within key moments of social reform. Contemporaneous social upheavals will also be considered. Primary texts will include

selections from Hegel’s *Logic* and *The Phenomenology of Mind*; Walker’s *Appeal*; and Douglass’s *My Bondage and My Freedom*. Supplemental readings will include Rousseau, Feuerbach, Marx, Nietzsche, Kierkegaard, Truth, Emerson, Brown, Chapman, and Stanton.

*Meets Humanities I-B requirement.**J. Grayson**Prereq. 4 credits in religion, critical social thought, philosophy, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 26***220s Ethics and Public Policy**

This course focuses on ethics in the public sphere, on moral aspects of international, national, and institutional policy. It is concerned with evidence in policies and their formulation, of values with theological or religious roots. Emphasis is on thinkers who embody a double concern: religious/moral values and some area of public policy. Issues considered may include distribution of natural resources, national defense policy, health care distribution, gender, poverty, and the distribution of wealth.

*Meets Humanities I-B requirement.**J. Crosthwaite**Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 35****221fs Religious Movements in America**

This course is a study of the historical and theological development of the religious traditions in America, an assessment of the influence of these traditions on American civil institutions, and an examination of selected contemporary religious movements.

*Meets Humanities I-B requirement.**The department**Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 30****222f Engendering Judaism: Women and Jewish Tradition***(See Jewish Studies 222f)****223s Christian Doctrine and Thought I**

From the beginnings through the time of Thomas Aquinas. Emphasizes such matters as developing notions of institutional and canonical authority; Christological formulations and debates; doctrines of salvation, sacramentalism, and monasticism; and

theological formulations as they are reflected in the various documents and writings of the period.

Meets Humanities I-B requirement.

The department

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

***226fs Introduction to the Philosophy of Religion**

(Speaking- and writing-intensive course; same as Philosophy 226fs) This course begins its survey of the discipline of the philosophy of religion with the work of Plato. We then proceed to an examination of the classical theistic arguments for knowledge of God's existence (those of Anselm, Aquinas, and Maimonides) that dominated Scholastic thought and consider the criticisms of these approaches by Enlightenment philosophers such as Kant. We trace the rise of experience as the central category of pietism and romanticism in the texts of Schleiermacher and Coleridge. Finally, we focus on the pragmatic tradition in American philosophy of religion, especially in the work of William James and Josiah Royce.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits; enrollment limited to 35

***228s On Human Freedom: Lordship and Bondage in Religion and Culture**

This course offers a critical investigation of selected materials taken from Eastern, Western, and Third World religious and cultural texts and customs in order to appreciate their respective views on human freedom. Particular attention is given to the varied definitions and meanings of freedom; the master/slave relationship as a universal paradigm for reflecting on freedom; some moral and ethical implications associated with the idea of freedom; and the connections among freedom, will, and human identity.

Meets multicultural requirement; meets Humanities I-B requirement.

J. Grayson

Prereq. Religion 100 or 226, or permission of instructor; 2 meetings (75 minutes); 4 credits

230s Spirituals and the Blues

(Speaking- and writing-intensive course)

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?

Meets multicultural requirement; meets Humanities I-B requirement.

The department

Prereq. soph, jr, sr; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 45

***235f Introduction to Jewish Mysticism**

(Same as Jewish Studies 235f) 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.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits

***241s Women and Buddhism**

The course examines Buddhist representations of women and women's representations of Buddhism. We will study materials by and about Buddhist women from Thailand, India,

China, Tibet, Japan, and the U.S. Some of the questions we will ask are: How are women portrayed in Buddhist literature? How do they portray themselves? How have Buddhist women responded to sexism in their communities? How have Buddhist women contributed to the development of new Buddhist institutions?

Meets multicultural requirement; meets Humanities I-B requirement.

S. Mrozik

2 meetings (75 minutes); 4 credits; enrollment limited to 18

***245fs The Quest for Meaning after the Holocaust**

(Same as Jewish Studies 245fs) The destruction of European Jewry by the Nazis during the Second World War was the most devastating tragedy in all of modern Jewish history, and perhaps of the twentieth century as a whole. The Holocaust poses fundamental questions for all people about what it means to be human, the nature of social community, and about religious faith and tradition. This course explores significant attempts to come to grips with these moral and philosophical questions through literature, religious thought, and film, including the work of Paul Celan, Primo Levi, Elie Wiesel, Aharon Appelfeld, Arthur Cohen, Richard Rubenstein, Jean Amery, Claude Lanzmann, Eva Fogelman, and Pierre Sauvage.

Meets Humanities I-B requirement.

The department

2 meetings (75 minutes); 4 credits

***250s Zen and Japanese Culture**

(Same as Asian Studies 250fs) This course inquires into the relationship between the teachings of Zen Buddhism and the various manifestations of Japanese culture. It begins with a reading of the history of Zen Buddhism and basic writings of Zen masters such as Hui Neng, Rinzai, and Dogen. It then examines writings by Zeami, Rikyu, and Basho, masters of the Japanese arts of No theatre, the way of tea, and the composition of haiku. Students are expected to perform such arts in class.

Meets multicultural requirement; meets Humanities I-B requirement.

2 meetings (75 minutes); 4 credits; enrollment limited to 60

255s Dimensions of Contemporary Judaism in America

(Same as Jewish Studies 255s) Contemporary Judaism in America is in a state of extraordinary ferment and creative transition. This course will explore significant aspects of this ferment, including ritual innovation and experimentation, theological creativity, Jewish feminism, the growing interest in Jewish spirituality, Jewish environmentalism, Zionism, and the religious repercussions of the Holocaust.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits

261f Hinduism

(See Asian Studies 261f)

***262s Confucianism and Taoism**

(Same as Asian Studies 262s) A survey of two major religious traditions in East Asia, particularly in China, with special attention given to the textual tradition such as Analect, Tao Te Ching, Mencius, Mo Tzu, Chuang Tsu. Some attention is directed to popular Taoism's chronic themes such as longevity, rejuvenation, medicine, and martial art.

Meets multicultural requirement; meets Humanities I-B requirement.

The department

Prereq. soph, jr, sr; 2 meetings (75 minutes); 4 credits

263f Buddhism

(Same as Asian Studies 263f) 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 the historically and culturally diverse expressions of Buddhism. We will ask ourselves what Buddhism has meant to different people in different times and places, with particular attention to changing conceptions of belief and practice. Among the traditions we will study are Theravada, Zen, Pure Land, and Tantra.

Meets multicultural requirement; meets Humanities I-B requirement.

S. Mrozik

2 meetings (75 minutes); 4 credits; enrollment limited to 23

***265s Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**

(Same as Jewish Studies 265s) 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.

Meets Humanities I-B requirement.

L. Fine

2 meetings (75 minutes); 4 credits; enrollment limited to 18

***268f Buddhist Literature from Ginsberg to Gautama**

(Same as Asian Studies 267f) This course is an introduction to Buddhist literature. We will read and discuss works from diverse cultures and historical periods, including contemporary North American Buddhist fiction, ancient Indian biographies of the Buddha, and medieval Japanese Buddhist poetry. We will ask how Buddhists, living in different times and places, have imagined the path to liberation.

Meets multicultural requirement; meets Humanities I-B requirement.

S. Mrozik

2 meetings (75 minutes); 4 credits; enrollment limited to 18

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, permission of department;

1 to 4 credits

***303fs Records of the Life of Jesus**

This course offers a critical analysis and evaluation of the New Testament materials dealing with the life and teachings of Jesus. It discusses some contemporary, historical, and theological approaches to the Gospel records.

Meets Humanities I-B requirement.

The department

Prereq. 8 credits in department, Religion 110 or 204 strongly recommended, or permission of instructor; 1 meeting (2 hours); 4 credits

***304f Topics in Biblical Studies**

This seminar explores the history of Judaism and Christianity as reflected in ancient religious writings, particularly those that eventually became part of the Hebrew Bible and the New Testament. In any given semester the seminar may be organized around a particular theme (e.g., those writings that did not make it into the Bible) or a particular person or literature (e.g., the apostle Paul and his writings). Topics are announced in advance of the semester in which the course is to be given.

Meets Humanities I-B requirement.

The department

Prereq. previous course in Hebrew Scripture or New Testament; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

***305s The Hebrew Prophets**

This course is an intensive study of the Hebrew prophets, their lives, and their messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern times, using a variety of authorities.

Meets Humanities I-B requirement.

A. Steinfels

Prereq. Religion 203 and 4 credits in department; 1 meeting; 4 credits

306s Sex and the Early Church

(Same as Gender Studies 333s(05)) 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 history of sexuality.

Meets Humanities I-B requirement.

M. Penn

Prereq. previous course in New Testament or early Christianity; 4 credits; enrollment limited to 15

***311f Sufism: The Mystic Path in Islam**

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 issues of orthodoxy, heresy, and antisocial behavior in the history of Sufism.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Steinfelds

2 meetings (75 minutes); 4 credits; enrollment limited to 20

***315f Forging Early Christian Identities**

This seminar explores how first- through third-century Christians struggled to forge a coherent self-identity. We look at early Christian letters to the Roman emperor, anti-Jewish tractates, New Testament writings, accounts of Christian martyrs, depictions of Satan and his minions, descriptions of early heresies, and an ancient exorcism manual. Our investigations will employ several critical models from anthropology, sociology, and cultural studies to explore the dynamics of how the ancient church defined who was and was not Christian.

Meets Humanities I-B requirement.

The department

Prereq. previous course in religion; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

***319s Women and Early Christianity**

This seminar investigates the role of women in the New Testament and in early Christian communities. We will explore controversies concerning women's leadership in the early church as well as the role of gender and gender imagery in the development of early Christian thought and practice. Our seminar will look at ancient marriage guides, misogynistic satires, New Testament gospels, Pauline letters, accounts of female martyrs, early church manuals, Christian art, theological tractates, and accounts of female saints. We also will examine how recent work in women's studies and queer theory can help us better understand the power dynamics of

early Christianity.

Meets Humanities I-B requirement.

The department

Prereq. Religion 204, 206, or 315; 4 credits; enrollment limited to 15

***322s Modern Theology**

This course is a study of representative theologians in the nineteenth and twentieth centuries who have made significant contributions to religious thinking in the West. Thinkers include Kierkegaard, Schleiermacher, Bultmann, Barth, Tillich, and others. Emphasis is on the nineteenth century.

Meets Humanities I-B requirement.

Prereq. 8 credits in department, Religion 226 recommended, or permission of instructor; 1 meeting (2 hours); 4 credits; enrollment limited to 20

323s Topics in Contemporary Theology

Spring 2007

323s(01) Feminist Theologies

(Same as Gender Studies 333f(03)) Mary Daly, Elisabeth Schussler Fiorenza, Phyllis Trible, and Naomi Goldenberg, 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.

Meets Humanities I-B requirement.

J. Crosthwaite

Prereq. 8 credits in department or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

**323s(02) Theology Meets The Matrix*

(Speaking- and writing-intensive course) Nineteenth-century theologians Schleiermacher, Hegel, and Kierkegaard believed that speculation, necessity, and mechanistic perfection were dangerous ideas that had conquered their world. The way to break

free from these powers was to reconsider the meaning of religion. As we enter the twenty-first century, we have come full circle. Technology (The Matrix) threatens our humanity and genuine religious sensibility by “blinding” us from truth. We are slaves to a force larger than ourselves, a reality created by machines. This course seeks to show how The Matrix is a contemporary text for understanding the similar (and dissimilar) forces that shaped the nineteenth and twenty-first centuries.

Meets Humanities I-B requirement.

J. Grayson

Prereq. Religion 226 plus 4 additional credits in department, or permission of instructor; 4 credits; enrollment limited to 18

323s(03) The Women Who Shaped the Mind of Frederick Douglass

Eight women—Harriet Bailey, Betsey Bailey, Sophia Auld, Anna Murray, Julia Crofts-Griffiths, Annie Douglass, Ottilia Assing, and Helen Pitts—occupied crucial roles in the formation of Frederick Douglass’s mind. In this seminar we will read closely Douglass’s three autobiographies and related primary sources in order to discern the theological significance these women had for him. Students also will be introduced to contemporary readings in theological hermeneutics in order to consider its implications for reading and interpreting autobiography.

Meets Humanities I-B requirement.

J. Grayson

Prereq. 8 credits in department or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 20

***325fs Asian Religions**

This course provides the opportunity for intensive study in Asian religious traditions. One of the traditions listed here is considered each time the course is offered. The student may therefore receive credit more than once. I. The Islamic Tradition II. History of Chinese Thought III. Japanese Religious Traditions IV. Hinduism

Meets multicultural requirement; meets Humanities I-B requirement.

Prereq. 200-level religion course or permission of instructor; 4 credits

326f Buddhism in the Pioneer Valley

This course is a research seminar on Bud-

dism in the Pioneer Valley. We will begin by studying the history and development of Buddhism in North America, then turn our attention to local Buddhist communities. Students will design and execute individual research projects on some aspect of Buddhism in the Pioneer Valley.

Meets Humanities I-B requirement.

S. Mrozik

Prereq. soph, jr, sr; 4 credits in religion, Asian studies, or anthropology; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 15

330f Contemplative Practice and Religious Traditions

Contemplative practices and meditative techniques are central to many religious traditions. This course explores such practices through the study of religious texts that serve as guides to contemplation, with a special focus on Judaism, Buddhism, and Hinduism. We also consider ways in which classical contemplative traditions are being adapted by contemporary religious seekers. There will be a practical component entailing an opportunity to engage in meditative practices.

Meets Humanities I-B requirement.

L. Fine

Prereq. soph, jr, sr, 4 credits in religion, Jewish studies or Asian studies; 4 credits; enrollment limited to 15

***332s 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.

**332s(01) The Shakers*

(Same as Gender Studies 333s(02)) 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 imita-

tion, 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.

Meets Humanities I-B requirement.

J. Crosthwaite

Prereq. jr, sr, 8 credits in department, Religion 221 or permission of instructor; 2 meetings; 4 credits; enrollment limited to 25

***332s Creation vs. Evolution**

A distinctive mark of Western thought in the nineteenth century was its fascination with "the origin of things." The origin of the species and the origin of the universe are two prime examples. These two concerns, in particular, had a decisive impact on how religion and science came to be understood and expressed in the twentieth century. As a consequence of the ensuing public debate, this question of "origins" presented a direct challenge to the received theory of creation, the meaning of miracles, as well as the nature of biblical inspiration.

Meets Humanities I-B requirement.

The department

Prereq. jr, sr, 8 credits in department, Religion 221 or permission of instructor; 2 meetings; 4 credits; enrollment limited to 20

345s Topics in the Study of Islam

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. Topics will include issues that have a particular bearing on Islamic religious traditions.

**345s(01) Sufism: The Muslim Mystical Experience*

345s(02) Islam in South Asia

This course will examine the spread and development of Islamic religious traditions in South Asia, i.e., India, Pakistan, and Bangladesh. Particular attention will be paid to different modes of interaction with the indigenous, largely Hindu, traditions, including conversion, accommodation, and conflict. The relationship between political and religious identities, the partition of South Asia on religious lines, and the recent growth of fundamentalism and religious violence, will

also be covered.

Meets multicultural requirement; meets Humanities I-B requirement.

A. Steinfels

Prereq. Religion 201, 202, 205, or 207, or permission of instructor; 4 credits

***350fs Special Topics in Judaism**

A study of a particular problem of inquiry, topic, or theme, with a comparative focus.

***350f(01) Contemporary Jewish Ethics**

(Same as Jewish Studies 350f(01)) 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.

Meets Humanities I-B requirement.

Prereq. 8 credits in religion or Jewish studies, or permission of instructor; 2 meetings (75 minutes); 4 credits

***350s(01) Love, Friendship, and Interpersonal Relations in Judaism**

(Same as Jewish Studies 350s(01)) This course will explore ideas and practices having to do with interpersonal relations in Judaism, particularly notions of love and friendship in various contexts: teachers and disciples, fellow students, wives and husbands, and among members of specific communities, including intentional fellowships. There will be a special focus on traditions and communities rooted in Jewish mystical tradition, including Hasidism.

Meets Humanities I-B requirement.

Prereq. 8 credits in religion or Jewish studies, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 12

***352f Written on the Body: Body Images and Practices in Religious Traditions**

This course examines body images and practices in diverse religious traditions around the world. Working with different methodological and theoretical perspectives, we will ask the following questions: What are bodies? How do body images perpetuate or challenge religious and social norms? What roles do

bodies play in religious experience? We will generate answers to these questions by investigating a wide range of religious phenomena including healing rituals, relics, saints, fasting, asceticism, and modest dress.

Meets Humanities I-B requirement.

S. Mrozik

1 meeting (2 hours, 50 minutes); 4 credits;

enrollment limited to 15

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department;

1 to 8 credits

Romance Languages and Literatures

The major and minor in Romance languages and literatures are administered by the Romance Languages and Literatures Committee: Professor Vaget (French, *chair, spring 2007*); Associate Professors Arnold (classics), Debnar (classics), Romero-Díaz (Spanish, *chair, fall 2006*, on leave spring 2007); Assistant Professors Chierichini (Italian), Crumbaugh (Spanish, on leave fall 2006), Frau (Italian, on leave fall 2006), Gundermann (Spanish), Mosby (Spanish, on leave 2006–2007).

Contact Persons

Mary Fanelli, *senior administrative assistant*
Nieves Romero-Díaz, *chair, fall 2006*
Nicole Vaget, *chair, spring 2007*

The major program in Romance languages and literatures 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 literatures 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.

Requirements for the Major

The Romance languages and literatures 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.
- In the years when it is offered, qualified students are expected to elect the Seminar in the Romance Languages and Literatures (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.

Romance languages and literatures is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 7).

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 literatures 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 literatures 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 literature minor.

Course Offerings

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of department; 1 to 4 credits

NOTE: *Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.*

375s Seminar in Romance Languages and Literatures

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 are expected to read works in at least one original language. Papers will be written in the Romance language of the student's choice.

Spring 2007: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New Cinemas

(Same as Spanish 361s, Italian 360s, Film Studies 370s, and French 321s) In this seminar, we will study the cross-cultural influences between Italian neorealism, the French nouvelle vague, and the New Latin American Cinemas. Both the Italian and the French movements represent models and counterpoints for those Latin American filmmakers of the 1950s and 1960s who sought to redress the dominance of the realist American model in Latin America and the domination of the markets by the products of Hollywood. The New Latin American Cinemas, in turn, paved the way toward the emergence of Third Cinema. We will study films, as well as cinematic theory, from Italy, France, the Soviet Union,

Japan, Cuba, Brasil, Argentina, and Mexico.

Meets language requirement or

Humanities I-A requirement.

C. Gundermann

Prereq. permission of instructor; 1 meeting

(2 hours, 50 minutes); 4 credits; enrollment

limited to 16

NOTE: *Papers will be written in English or the*

Romance language of the student's choice.

Students wishing to obtain 300-level credit

in Spanish, Italian, or French must read texts

and write papers in the Romance language for

which they wish to receive advanced credit.

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of department; 1 to 8 credits

NOTE: *Independent study credits taken as part*

of an honors thesis do not count toward the

requirements for the major.

Russian and Eurasian Studies

The majors and minors in Russian and Eurasian studies are administered by the Department of Russian and Eurasian Studies: Professors Cruise, Jones; Associate Professor Scotto (*chair*); Assistant Professor Glebov; Visiting Assistant Professor Pleshakov; Senior Lecturer Downing.

Contact Persons

TBA, *senior administrative assistant*
Peter Scotto, *chair*

Department Web Site

<http://www.mtholyoke.edu/acad/russ>

The revitalized post-Soviet Russia offers a wealth of new areas to explore. Whether your interest lies in Russia or one of the other independent states that make up the CIS, a wide range of careers is available for individuals with ambition, energy, and imagination. Employment opportunities for Americans trained in Russian and Eurasian studies include work in business and international trade, journalism, national resources management, environmental protection, nongovernmental and charitable organizations, peace and security. Since the breakup of the Soviet Union, it has become ever easier for students to study and work in Russia and the neighboring countries of Eurasia. Students wishing to focus on Eurasia will find that mastery of Russian and a grasp of Russia's historical role on the Eurasian continent are essential to developing a deep understanding of regions where native non-Russian peoples lived under Russian and Soviet rule. Students who major in Russian literature and culture or Russian studies will also gain a background in Eurasia, where such concerns as global energy resources and the influence of Islamic culture, to name only two, are at the forefront.

The diverse peoples and cultures of both Russia and the non-Russian states will all play a determining role in the future economic

and political development of Eurasia. For this reason, the Department of Russian and Eurasian Studies offers programs of study that are intended to develop a critical awareness of both Russia and Eurasia and to provide the linguistic and intellectual tools necessary for sustained engagement with this area of the world. For students who do not choose to major in the department, the experience of recent alumnae has shown that study in the field can be profitably combined with majors in history, economics, international relations, environmental studies, or the natural sciences. (Mount Holyoke alumnae with minors in Russian and Eurasian studies can currently be found working in U.S. consulates in Russia and Eurasia and in the oil fields of Siberia.) These students may wish to consider one of the several minor tracks offered by the department.

Getting Started in Russian

A student coming to Mount Holyoke with no background in Russian should enroll in Russian 110–111, our course in beginning Russian. This yearlong 12-credit introduction (6 credits per semester) to Russian language and culture will help a student to progress quickly and to acquire both strong oral proficiency and a firm grasp of grammatical concepts. This new course makes it possible for a student to begin studying Russian in her sophomore year and still complete the requirements for a major in Russian and Eurasian studies by the time she graduates.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

(For other courses recommended for study in the first year, see below, after the "Study Abroad" section.)

Study Abroad

Study abroad is highly recommended and

may be used toward fulfillment of major requirements.

The department has a guide to study abroad which describes 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 in order to participate.

In addition to RES 110–111, recommended courses for first-year study include:

- RES 151(01), *Anna Karenina: Loving to Death* (first-year seminar)
- RES 151(02), *Crown Jewels of Russian Culture* (first-year seminar)
- RES 131, *Introduction to the Peoples and Cultures of Russia and Eurasia*

Courses on Russian literature and culture may be used to satisfy the distribution requirement in the humanities—arts, language, and literature. Courses on Russian history and politics (such as RES 131 and 205, offered every other year) may be used to satisfy distribution requirements either in the humanities or social sciences.

The Majors

The Department of Russian and Eurasian Studies offers two majors:

- Russian Literature and Culture
- 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 the rich cultural heritage of Russia and the unique contributions Russia has made 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. In addition to offerings within the department, courses that count toward the major are regularly offered by other departments (economics, geography, history, politics, international relations, and women's studies), in addition to courses in the Five Colleges. Students are urged to take advantage of these opportunities. There are also opportunities for students to travel to the Republic of Georgia during January Term. Students may also pursue their own study abroad option in the new countries of the CIS. The interdisciplinary major exempts students from the College's minor requirement.

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, Caucasus, 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 Culture

Credits

- A minimum of 36 credits, of which 12 credits must be completed at the 300 level
- A student may, with the permission of the instructor and in consultation with her adviser, enroll in a 200-level course for

300-level credit.

Courses

- Three courses beyond 201, to be chosen from 202, Intermediate Russian; 221–222, Texts and Contexts; *or* advanced courses in literature/culture (consult department)
- RES 205, Russia under the Tsars *or* RES 131, Introduction to the Peoples and Cultures of Russia and Eurasia
- RES 210, Great Books: The Literature of Nineteenth-Century Russia
- RES 211, Topics in Twentieth-Century Russian Literature
- 3 elective courses, 1 each from literature, culture, and politics/history, to be completed at the 300 level.

Requirements for the Major in Russian and Eurasian Studies

Credits

- A minimum of 40 credits, of which 20 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 adviser, enroll in a 200-level course for 300-level credit.

Courses

- Proficiency in Russian language demonstrated by completion of 202 or equivalent
- RES 131, Introduction to the Peoples and Cultures of Russia and Eurasia
- RES 205, Russia under the Tsars *or* one-semester survey of Russian history, to be chosen in consultation with the adviser
- RES 210: Great Books: The Literature of Nineteenth-Century Russia
- RES 240, Russia: From Communism to Capitalism
- RES 241, Russia and the West
- RES 395, Independent Study—one semester of independent study with a member of the department in the senior year

Russian and Eurasian studies is an interdisciplinary major. Students who complete an interdisciplinary major automatically fulfill the College's "outside the major" requirement

(see p. 7).

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 221.

The Minor in Language and Literature

The minor in language and literature requires 12 credits above the 100 level, ordinarily drawn from 201, 210, and 211.

The Minor in Culture and Literature

This 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 RES 131, 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 adviser 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.

Language and Distribution Requirements

Elementary Russian (110–111) or Intermediate Russian (201 or 202) fulfills the College language requirement.

Courses Taught in Russian

- 110/111 Elementary Russian
- 201/202 Intermediate Russian
- 221/222 Texts and Contexts: Introduction to Literature (I-A)
- 301/302 Advanced Studies in Russian
- 295/395 Independent Study

Courses Taught in English

- 131 Introduction to the Peoples and Cultures of Russia and Eurasia (III-A)
- 151 What It Feels Like for a (Russian) Girl (first-year seminar) (I-A)
- 151(02) Crown Jewels of Russian Culture (first-year seminar) (I-A)
- 151(01) *Anna Karenina*: Loving to Death (first-year seminar) (I-A)
- 205 Russia under the Tsars (III-A or I-B)
- 210 Great Books: The Literature of the Nineteenth Century (I-A)
- 211 Topics in Twentieth-Century Russian Literature (I-A)
- 213 *War and Peace* (I-A)
- 215 Dostoevsky and the Problem

- of Evil: *The Brothers Karamazov* (I-A)
- 235 Gogol (I-A)
- 240 Russia: From Communism to Capitalism (III-A)/Politics 209
- 241 The Foreign Policy of the Soviet Union and Its Successor States (III-A)/Politics 264
- 242 Oil and Water Don’t Mix: Geopolitics, Energy, and the Environment (III-A)/Politics 242
- 243 Terrorism (III-A)
- 244 Red Star over Russia (I-B)/History 260
- 311 The Silk Road: From Silk and Gold to Oil and Telecommunications (III-A)
- 313 New Democracies (III-A)
- 315 Utopia and Anti-Utopia (III-A)
- 330 Nationalism (III-A)
- 331 Impacts of War (III-A)
- 350 Revolutions (III-A)
- 395 Independent Study

NOTE: *If the course satisfies a distribution requirement, it is indicated in parentheses. Courses are not taught every year. Please check the course offerings (below).*

Course Offerings

Courses Taught in Russian

110f–111s Elementary Russian

A yearlong introduction to Russian language and culture. Classroom focus on speaking and reading is supplemented by a video series set in post-Soviet Moscow, frequent written assignments, and weekly conversation with native speakers. Completion of the course will provide students with a strong speaking base and the skills to undertake independent reading.

Meets language requirement; does not meet a distribution requirement.

E. Cruise

3 meetings (50 minutes), 2 meetings (75 minutes), plus 1 lab; 6 credits; enrollment limited to 15

201f–202s Intermediate Russian

Emphasis on increasing active command of grammar while focusing on conversational topics. Readings include poetry, short stories, and magazine and newspaper articles. Classes

are conducted mostly in Russian.

Meets language requirement; does not meet a distribution requirement.

P. Scotto (fall), S. Downing (spring)

Prereq. Russian and Eurasian Studies 111 or permission of department; 3 meetings (75 minutes) plus 1 meeting (50 minutes) to be announced; 4 credits; enrollment limited to 15

221f–222s Texts and Contexts: Introduction to Russian Literature

Through focus on a specific theme or idea, we will study a variety of texts and set them into the cultural context that marks them as distinctly Russian. Texts will be selected from a broad range of genres and sources. Introduction to basic bibliography and sources for research in Russian. Readings, discussions, short oral and written reports. Taught in Russian. Topics and meeting times will be in consultation with the department and will be designed to accommodate student interests.

221f Nineteenth-Century Russian Literature From “Lady into Lassie” to “Lady with the Dog”: A study of the nineteenth-century prose and poetry of Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, and Chekhov. Meets Humanities I-A requirement.

P. Scotto

3 meetings (75 minutes); 4 credits

**222s Twentieth-Century Russian Literature Meets Humanities I-A requirement.*

The department

4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

302s Advanced Studies in Russian

Spring 2007: “Russian in Use”: A Practicum Advances language skills by exploring topics of general interest such as geography, education, politics, ecology, and Russian perceptions of America. Practice using external resources, authentic texts, and unscripted listening. Students examine topics from diverse perspectives and are en-

couraged to develop their own opinions in clear, colloquial standard Russian. Text: S. Rosengrant, *Russian in Use: An Interactive Approach to Communicative Competence. Meets language requirement; does not meet a distribution requirement.*

P. Scotto

Prereq. Russian and Eurasian Studies 221 or permission of instructor; 3 meetings (50 minutes); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Courses Taught in English

131s Introduction to Peoples and Cultures of Eurasia

(Taught in English; same as Politics 109s)

Explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. How has this region been imagined and mapped? How useful are conventional definitions of the boundary between “Europe” and “Asia”? What is meant by “Eastern Europe,” “Central Europe,” and “Eurasia”? Topics to be considered will include the struggle for a usable past and the emergence of national identity; techniques of imperial rule and colonial domination; formation and dissemination of knowledge about Eurasia; cultural traditions of the region. Designed to help students navigate the world of post-Soviet and post-socialist Eurasia.

Meets multicultural requirement; meets

Social Sciences III-A requirement.

S. Glebov

2 meetings (75 minutes); 4 credits

151f First-Year Seminar

151f(01) Anna Karenina: Loving to Death (Writing-intensive course; taught in English; first-year seminar) Leo Tolstoy’s *Anna Karenina* is an action-packed drama about love and passion, personal freedom and societal expectations, and the costs of living. We will read the text slowly, with attention to the ambiguities that defeat a clear or simple

interpretation of the novel's message. We will screen several films of Anna Karenina and assess interpretations of the novel.

Meets Humanities I-A requirement.

E. Cruise

2 meetings (75 minutes); 4 credits; enrollment limited to 15

151f(02) Crown Jewels of Russian Culture (Speaking-intensive course; first-year seminar) We will study masterworks of Russian civilization from a broad range of periods and types. These works of art, architecture, and literature define the essential moments in the formation of the idea of Russian culture. Topics will include: medieval churches and icons; Saint Petersburg: The Venice of the North; Tolstoy, Dostoyevsky, Chekhov, and Nabokov; the Romanov court jeweller Faberge; a film by Eisenstein; Tchaikovsky's ballet; Shostakovich's symphony; and last, but not least, modern Russian dancers such as Nureyev and Baryshnikov.

Meets Humanities I-A requirement.

C. Pleshakov

2 meetings (75 minutes); 4 credits; enrollment limited to 15

***206s Women, Life, and Politics in Modern Russia (1860–2000)**

(Speaking-intensive course) The case of Russia offers a compelling example of history's failure to account for women's contributions in shaping a nation's political, social, and cultural identity. We will study Russia's past from the perspective of the women whose courage and sacrifice helped to change the course of history. Topics include the "lady" terrorist revolutionaries of the 1870s, the aborted liberation of women in the new Soviet state, the fighter pilots of World War II, and post-Soviet cultural icons. Texts include fiction, memoirs, film, and contemporary documents. Emphasis on strategies of oral presentation.

Meets Social Sciences III-A requirement.

E. Cruise

2 meetings (75 minutes); 4 credits; enrollment limited to 15

210f Great Books: The Literature of Nineteenth-Century Russia

(Taught in English) 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, Gogol, Turgenyev, Tolstoy, Dostoevsky, and Chekhov.

Meets Humanities I-A requirement.

P. Scotto

2 meetings (75 minutes); 4 credits; enrollment limited to 25

211s Topics in Twentieth-Century Russian Literature

Spring 2007: Diabolic Carnival: Bulgakov's Master and Margarita and Its Contexts

(Taught in English) 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.

Meets Humanities I-A requirement; meets Russian and Eurasian Studies twentieth-century literature requirement.

P. Scotto

2 meetings (75 minutes); 4 credits; enrollment limited to 25

213s Tolstoy's War and Peace

(Speaking- and writing-intensive course; taught in English) To explain the fundamental conflict in Tolstoy's art, Sir Isaiah Berlin advanced the now famous formula that Tolstoy was a fox (pluralist) struggling to be a hedgehog (monist). Indeed, throughout his life and in his art, Tolstoy sought to shape experience into a single and all-embracing philosophical principle, but he was never able to suppress his extravagant intuition that

existence, being contradictory, fragmentary, and ultimately incoherent, defeated attempts at codification. We will read *War and Peace* in an attempt to understand how that irresolvable conflict fuels Tolstoy's intellectual pursuits and informs his theories on art. *Meets Humanities I-A requirement.*

E. Cruise

Prereq. Russian and Eurasian Studies 151 or 153, 210, or 2 courses in any literature, or permission of instructor; 2 meetings (75 minutes); 4 credits

215 Dostoevsky and the Problem of Evil: *The Brothers Karamazov

(Taught in English) 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?

Meets Humanities I-A requirement.

P. Scotto

2 meetings (75 minutes); 4 credits; enrollment limited to 20

***240f Russia: From Communism to Capitalism**

(Taught in English; same as Politics 209f) 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?

Meets Social Sciences III-A requirement.

S. Jones

2 meetings (75 minutes); 4 credits; enrollment limited to 25

241f Russia and the West

(Taught in English; same as Politics 264f)

Since its creation at the beginning of the twentieth century, the Soviet Union dominated the minds of Western foreign policy makers. 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 Caucasasia?

Meets Social Sciences III-A requirement.

S. Jones

2 meetings (75 minutes); 4 credits; enrollment limited to 25

242s Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

(Taught in English; same as Politics 242s)

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 further exploitation, corruption, and instability? How important are the new states to the West's strategic energy interests?

Meets Social Sciences III-A requirement.

S. Jones

2 meetings (75 minutes); 4 credits

244s Topics in the Recent History of Europe

Spring 2007: Red Star Over Russia:

The Totalitarian Regime of Lenin and Stalin, 1917–1953

(Same as History 260s(03)) The Bolshevik Revolution of 1917 marked the coming of totalitarianism to Russia. Led first by Lenin and then by Stalin, the country went through the most brutal civil war, purges, World War

II, and the first stages of cold war. This period also saw immense social change and sweeping economic transformation. What were the causes of totalitarianism in Russia? How did the regime function? What were the major landmarks of Russian history in the period 1917–1953?

Meets Humanities I-B requirement

C. Pleshakov

2 meetings (75 minutes); 4 credits; enrollment limited to 50

***313 The New Democracies**

(Taught in English; same as Politics 300s)

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.

Meets Social Sciences III-A requirement.

S. Jones

Prereq. any two courses in any combination from politics, international relations, or economics; 1 meeting; 4 credits

***315 Utopia and Anti-Utopia**

(Taught in English) The twentieth century has been largely shaped by several nations’ ambitions to build utopian societies. Russia and China have attempted to realize the vast promises of communism while Nazi Germany aimed to construct a perfect racist world. Beyond political struggle, wars, and revolutions, recent extraordinary achievements in technology have contributed to the utopian mindset. Are political utopias dead in the new millennium? How do cyberspace and the global village contribute to utopian thinking? What will be the role of utopia in the twenty-first century?

Meets Social Sciences III-A requirement.

C. Pleshakov

Prereq. 8 credits in politics, international relations, or Russian and Eurasian studies; 1 meeting (3 hours); 4 credits; enrollment limited to 15

316s Foreigners Within, Foreigners Without: Europe and Its New Neighbors

(Taught in English; same as European Studies 316s) 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?

Does not meet a distribution requirement.

S. Jones

Prereq. jr, sr; at least one course at the 200 or 300 level relevant to European studies or permission of the instructor; 4 credits; 1 meeting (3 hours)

***330 Nationalism**

(Taught in English) Courses in this section satisfy the distribution requirement in social sciences. 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?

Meets Social Sciences III-A requirement.

S. Jones

Prereq. 8 credits in politics, international relations, or Russian and Eurasian studies; 1 meeting (3 hours); 4 credits; enrollment limited to 15

***343 Terrorism: Russia as Its Cradle**

(Taught in English; same as Politics 243s)

Russia was the first nation in the world to

face political terrorism. In Russia, the era of terrorism lasted from the 1860s, when the People's Will group launched the hunt on the tsar Alexander II, until 1918, when the Socialist Revolutionary Party attempted to assassinate Lenin. A case study of terrorism in Russia will help us to answer a number of questions highly relevant today. What are the causes of terrorism? What are its goals and methods? What can governments do to cope with it? What is the impact of terrorism on society?

Meets Social Sciences III-A requirement.

C. Pleshakov

Prereq. jr, sr only; 1 meeting

(2 hours, 50 minutes); 4 credits

350s Revolutions

(Taught in English; same as Politics 350s)

Revolutions have a rich and bloody history on the European continent. In the twentieth century, there were frequent revolutionary upheavals, particularly in Russia and Eastern Europe. We will study two revolutionary periods: Russia in 1917 and the USSR in 1991. These revolutionary events present great contrasts, yet at the same time clarify the nature of revolutions and why they occur. Do they bring the expected fundamental and accelerated change people hope for? Our focus will be on the contrasts and parallels between Russia's early twentieth-century socialist revolution and late twentieth-century capitalist revolution. What was (and is) their impact on European history and thought?

Meets Social Sciences III-A requirement.

S. Jones

Prereq. Russian and Eurasian Studies 110 or 8 credits in politics, international relations, or Russian and Eurasian studies; 1 meeting (3 hours); 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Courses Cross-Listed with Other Departments That Can Be Counted Toward the Major

See department listings for descriptions and course offerings.

	<i>European Studies</i>
316	Foreigners Within, Foreigners Without: Europe and Its New Neighbors (seminar)
	<i>History</i>
260	Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917–1953
	<i>Politics</i>
109	Introduction to the Peoples and Cultures of Eurasia
209	Russia: From Communism to Capitalism
242	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
243	Terrorism
264	Russia and the West
300	The New Democracies
308	Nationalism
316	Foreigners Within, Foreigners Without: Europe and Its New Neighbors (seminar)
350	Revolutions

Sociology

The major and minor in sociology are administered by the Department of Sociology and Anthropology: Professors Moran (on leave 2006–2007), Morgan (*chair*), Tucker; Associate Professor Townsley; Assistant Professors Banks (on leave fall 2006), McKeever (on leave fall 2006); Visiting Instructor Butler.

Contact Persons

Deborah LaBarre, *senior administrative assistant*
Lynn Morgan, *chair*

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, the sociology of medicine, collective behavior and social movements, the sociology of gender, social inequality, political sociology, and the sociology of immigration.

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
 - 318, Exemplary Works in Sociology
 - 333, Contemporary Social Thought
- 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
- 123, Introduction to Sociology
- 4 credits at the 300 level
- 12 additional credits beyond the 100 level

Course Offerings

103f Intellectuals, the Media, and the Public Sphere

(Writing-intensive course; first-year seminar)
This course introduces topics in the sociology of intellectuals, with a focus on the relationships between the academy, the media, and the public sphere. In the first part of the course, we will read classical theoretical texts as well as several exemplary empirical studies. In the second part of the course, students will analyze op-ed data from the New York Times and USA Today to answer descriptive questions about the social space of media intellectuals in the contemporary United States. *Meets Social Sciences III-A requirement.*

E. Townsley

*Prereq. fy only; 2 meetings (75 minutes);
4 credits; enrollment limited to 16*

123fs Introduction to Sociology

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.

Meets Social Sciences III-A requirement.
C. Butler (fall), the department (spring)
2 meetings (75 minutes); 4 credits; enrollment
limited to 40

***200f Classics in Nineteenth-Century Critical Social Thought**

(See Critical Social Thought 250f(01))

216f Issues in Sociology

This course will focus on significant issues in the field of sociology not covered in other courses in the sociology curriculum. Topics will vary.

Fall 2006: Sociology of the Family

Throughout history, the family has been the social institution that has stood at the very center of society. The principle aim of this course is to introduce the distinctive ways in which sociologists analyze the family. While most of us can understand the family in terms of personal experiences, this course will require you to view marriage and family as social constructions. In order to do so, we will look at the family as a social institution that is subject to change across time and place. We will apply this sociological perspective to an analysis of social changes affecting courtship, mate selection, sexual behavior, parenthood, marital stability, and divorce through the life cycle. We will also pay special attention to cultural diversity as it relates to the family throughout the course.

Meets Social Sciences III-A requirement.

C. Butler

Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

223f Development of Social Thought

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.

Meets Social Sciences III-A requirement.

K. Tucker

Prereq. Sociology 123 or Anthropology 105, soph, jr, sr; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

224s Practicing Sociology

(Community-based learning course) This course in archival and field research methods uses a sociological lens to magnify issues in research design for nonquantitative data. In this community-based learning experience, students will use resources from their own “community” to describe and contextualize the idea of a community. There will be hands-on experience with primary documents from the Mount Holyoke College Archives, as well as interview material that students will collect, transcribe, and analyze themselves.

Does not meet a distribution requirement.

E. Townsley

Prereq. 8 credits in sociology; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

225s Survey Research and Data Analysis

Introducing the logic and methods of social research, this course is concerned with a review of social science methodology; questions of measurement, design, and general research strategies; and specific discussion of sample survey techniques and the logic and practice of data manipulation and statistical analysis.

Does not meet a distribution requirement.

M. McKeever

Prereq. sociology majors or permission of instructor; 2 meetings (75 minutes), 1 lab (1 hour); 4 credits; enrollment limited to 25

***227s Social Inequality**

This course is a critical survey of theoretical and empirical research on social inequality, stratification, and mobility. The central focus is class, race, and gender inequalities as they have changed during the post-World War II period in the United States (although we will look briefly at stratification regimes in other cultures and time periods). The concepts and methods of social stratification have wide application in sociology, economics, public policy, and administration contexts. As the course progresses, we will explore some of these applications as we wrestle with several

policy issues currently confronting U.S. society.

Meets Social Sciences III-A requirement.

The department

Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***230f Sociology of Immigration**

This course covers the social, economic, and political aspects of current immigration to the United States. The course begins with an overview of the history of immigration over the past 200 years, and how immigration over the past 40 years differs from earlier eras.

The course then explores the major issues of current immigration research in sociology, including demographic change, economic inequality, and assimilation.

Meets Social Sciences III-A requirement.

M. McKeever

Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***231f Criminology**

This course emphasizes the historical and theoretical development of the various approaches to the study of crime. Crime represents a handle by which we hope to grasp the more enduring problems and issues of human behavior.

Meets Social Sciences III-A requirement.

R. Moran

Prereq. Sociology 123; 3 meetings (50 minutes); 4 credits; enrollment limited to 30

***234s Social Problems**

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.

Meets Social Sciences III-A requirement.

R. Moran

Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

***240f Collective Behavior and Social Movements**

This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of

the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.

Meets Social Sciences III-A requirement.

K. Tucker

Prereq. Sociology 123; 2 meetings (75 minutes); 4 credits; enrollment limited to 30

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph and permission of department; 1 to 4 credits

305f Sociology of Gender

(Same as Gender Studies 333f(01)) This course focuses on the social production of gender relationships across a range of institutional, interactional, intellectual, and cultural contexts. The syllabus is structured around selections from major social, political, economic, and cultural theories

of gender in addition to several exemplary empirical studies. Weekly topics include kinship and socialization, the contemporary moral orders of masculinity and femininity, family organization, legal systems and nation-states, war and rape, and the gendered organization and deployment of expert authority in a range of social settings.

Meets Social Sciences III-A requirement.

E. Townsley

Prereq. 4 credits in sociology; 1 meeting (3 hours); 4 credits; enrollment limited to 20

316f Special Topics in Sociology

This course focuses on significant problems in the field of sociology with group meetings and reports.

Fall 2006: Collective Behavior and Social Movements

This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.

Meets Social Sciences III-A requirement.

K. Tucker

Prereq. 8 credits in the department; 1 meeting

(3 hours); 4 credits; enrollment limited to 20

***317f Topics in Contemporary Social Thought**

This course examines one or more contemporary schools of social theory. Possible topics include, but are not limited to, the Frankfurt School, contemporary feminism, and the Parsonian sociological tradition. This course satisfies the 300-level theory requirement in sociology.

**317f(01) Cultural Sociology and Contemporary Theory*

This course examines some recent developments in cultural sociology and contemporary social theory. Themes include the nature of the self, the politics of new social movements, justice, law, and disorder, intellectuals, the university, and the mass media. Some familiarity with social theory is required (for example: Sociology 223, 333 or some substitute). Email with questions please.

Meets Social Sciences III-A requirement.

E. Townsley

Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***318s Exemplary Works in Sociology**

This course addresses the social and political contexts, the philosophical foundations, the methodologies, and the ethical and political implications of exemplary works in contemporary sociology. This class is an exercise in the critical reading of texts, as we evaluate, critique, and come to appreciate some of the fundamental concepts of the sociological tradition. We explore how these various authors' theoretical perspectives and methodological approaches structure their understanding of their respective problems. This course satisfies the 300-level theory requirement in sociology.

Meets Social Sciences III-A requirement.

K. Tucker

Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***329s Social Change in Southern Africa**

This course will focus on recent issues of political, economic, and social change in southern Africa. We will also examine social change in these countries, and how these developments can further inform sociological theories of nationalism, development, and multinational communities. Recent issues of democratization, economic inequality, AIDs, peacekeeping, and the development of the Southern African Development Community will be considered.

Meets multicultural requirement; meets Social Sciences III-A requirement.

M. McKeever

Prereq. 8 credits in sociology or permission of instructor; 1 meeting (3 hours); 4 credits

***332f The Sociology of Criminal Law and Justice**

This course examines sociologically the criminal justice system that has developed to process law violators. Special attention goes to the formation of criminal codes; the purpose of penal sanction; the development and operations of the police, including corruption and brutality; the adult and juvenile court system; the prison; the prison hospital; and the future of imprisonment and crime control.

Meets Social Sciences III-A requirement.

R. Moran

Prereq. 8 credits in sociology including Sociology 231 or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

333s Contemporary Social Theory

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.

Meets Social Sciences III-A requirement.

K. Tucker

Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***340s The Sociology of Medicine**

This course provides a sociological interpretation of various aspects of the field of medicine. Topics include measurement of variations in rates of disease and their relationship to social characteristics and social structure, systems of care and hospitalization, and sociological theories concerning why people differ in their perception and response to illness and disease.

Meets Social Sciences III-A requirement.

R. Moran

Prereq. senior major in social science or 8 credits in sociology; 2 meetings (75 minutes); 4 credits; enrollment limited to 20

Does not meet a distribution requirement.

The department

Prereq. jr, sr, and permission of department; 1 to 8 credits

***350s Sociology of Punishment**

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.

Meets Social Sciences III-A requirement.

R. Moran

Prereq. 8 credits in sociology, including Sociology 231, or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 20

***390f Sociology Research Seminar**

This course provides a forum for students to explore topics and share their research with one another. Students will be expected to produce a thesis proposal or substantial independent topic proposal. Faculty will assist students in their research projects and lecture on their methodological approaches to research and the integration of theory and empirical work. We will also discuss sociological writing and grant writing.

Does not meet a distribution requirement.

The department

Prereq. 12 credits in sociology and Sociology 225 or equivalent; 1 meeting (3 hours); 4 credits

395fs Independent Study

Spanish

The major and minor in Spanish are administered by the Department of Spanish. Advisers in Spanish: Associate Professors Miñana (*cochair, fall; chair, spring*), Romero-Díaz (*cochair, fall; on leave spring 2007*); Assistant Professors Crumbaugh (*on leave fall 2006*), Gundermann, Mosby (*on leave 2006–2007*); Visiting Assistant Professor Saenz de Viguera; Lecturer Castro; Visiting Lecturers Belmonte-Alcántara, Corona-Martínez, de Swanson, Fariño, Rojas-Rimachi, Washa; Mount Holyoke Fellow and Visiting Assistant Professor Yansi Pérez.

Contact Person

Susan LaBarre, *senior administrative assistant*
Regelio Miñana, *cochair, fall*
Nieves Romero-Díaz, *cochair, fall*
Regelio Miñana, *chair, spring*

Requirements for the Major

The Spanish department offers a variety of courses intended to help students acquire proficiency in the language as well as knowledge of the rich and varied literatures and cultures of Spain and Latin America. The program emphasizes fundamental links between the study of language and its broader cultural contexts. Many opportunities are made available to all students taking language courses to engage with the language in context both inside and outside the classroom. Weekly sessions with native Spanish speakers expose students to various aspects of Spanish and/or Latin American culture. The weekly *mesa de español* provides a comfortable environment for relaxed communication and cultural exchange, and the annual extracurricular activities (film series, lectures, etc.) complete the learning experience at MHC. The department strongly recommends that students study abroad to enrich their learning. Courses are taught in Spanish (interdisciplinary courses taught in English are noted in the course descriptions). Spanish majors graduating from Mount Holyoke have used the analytical, linguistic, and cultural knowledge they have acquired to pursue a range of careers in international affairs, government,

law, business, education, journalism, and the performing arts, among others.

Credits

- A minimum of 36 credits

Courses

- 212, Preparation for Advanced Studies
- Two of the following introductory literature courses taken in any order:
 - 235, Introduction to Latin American Literature I
 - 237, Introduction to Latin American Literature II
 - 244, Foundations of Spanish Literature
 - 246, Modern Spanish Literature
- A minimum of four 300-level courses are required for the major (390 may not be counted as one of these four courses). At least two of them must be taken within the department. They are used to develop a concentration in the literature of Spain or Latin America and should be chosen carefully with the aid of a department adviser to ensure proper breadth within the concentration.
- One 4-credit elective course in culture and literature at a level above 212.
- At least one of the 300-level Spanish courses must be taken in the senior year at Mount Holyoke.

Other

- Courses lower than 209, Composition and Culture, cannot be counted toward the major.
- Independent Study (Spanish 395) may not be used as part of the minimum major requirements.
- Only one course in English offered by the department can be counted toward the major.
- A student spending a semester or a year in Spain or Latin America with a program approved by the department and the College will normally meet some of the

requirements of her major through study abroad. By taking appropriate courses, a student may bring back a variety of 200-level courses and a maximum of two 300-level courses to count toward the major. Additional courses in Spanish taken abroad at the 300 level will normally receive credit but will not count toward the minimum requirement for the major.

Requirements for the Minor

A minor in Spanish is intended to develop proficiency in the language and an acquaintance with the culture and literature of Spain and Latin America.

Credits

- A minimum of 20 credits at the 200 and 300 levels

Courses

- 212, Preparation for Advanced Studies
- Two 200-level literature courses
- At least one 300-level literature course

Other

- Courses lower than 209, Composition and Culture, cannot be counted toward the minor.
- Independent Study (Spanish 395) may not be used as part of the minor.
- No course in English can be counted toward the minor.

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, please consult your adviser or the chair of the Spanish and Italian 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 Spanish department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Guidelines for New Students

Placement

Any student with prior course work in Spanish who plans to enroll in a Spanish course must do the following: 1) take an online placement test no later than August 2, and 2) complete a language questionnaire (located in the online *First-Year Curriculum Guide*). The Web address for the placement exam is <http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke>. Consult the *First-Year Curriculum Guide* or the Spanish department office for information about ID numbers and passwords for use with this Web site.

Course Selection

The following guidelines should also be taken into consideration when selecting courses. Students with no previous training in Spanish or with only one year of Spanish at the high school level should elect Spanish 101 (offered in the fall only). Students with 2–3 years of Spanish should elect Spanish 200; students with 3–4 years of Spanish should elect Spanish 201. Upon reviewing both the questionnaire and placement test results, the Spanish department may require a level change.

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 otherwise indicated. 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

101f–102s Elementary Spanish

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.

Does not meet a distribution requirement.

The department

Prereq. no previous study of Spanish; for new students with minimal previous study, a placement score between 0–199; 5 meetings (50 minutes) or 3 meetings (75 minutes) plus 1 meeting (50 minutes); 4 credits; enrollment limited to 18

NOTE: Students must complete Spanish 101 and Spanish 102 to meet College language requirement.

103s Intensive Elementary Spanish

This course completes the work of Spanish 101 and 102 in one semester through intensive practice in speaking, reading, and writing in Spanish, and is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and informal conversational sessions with native language assistants and creative group projects supplement class work.

Meets language requirement; does not meet a distribution requirement.

E. Castro

4 meetings (75 minutes) plus 1 lab (50 minutes); 8 credits; enrollment limited to 16

105f Modern Latin American Women Writers

(Writing-intensive course; first-year seminar; taught in English) This course will examine issues of gender, race, identity, and nationality in the work of selected writers from the Hispanic Caribbean and from Latin America. We will also consider the ways in which gender, race, and historical and cultural specificity shape and complicate these categories of inquiry and the role of memory and tradition in shaping students' literary and cultural

to do close textual readings, prepare reports, participate in class discussions, and write substantial papers.

Meets multicultural requirement; meets Humanities I-A requirement.

R. De Swanson

Prereq. fy only; 2 meetings (75 minutes); 4 credits; enrollment limited to 15

200fs Intermediate Spanish I

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. To satisfy the language requirement, students entering at this level must complete Spanish 201.

Does not meet a distribution requirement.

The department

Prereq. Spanish 102; for new students, a placement score between 200–350; 4 meetings (50 minutes); 4 credits; enrollment limited to 18

201fs Intermediate Spanish II

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. Weekly conversation sessions with a native language assistant. May be taken without Spanish 200 to satisfy the language requirement.

Meets language requirement; does not meet a distribution requirement

The department

Prereq. Spanish 200 or 102; for new students, a placement score between 351–450 or permission of department; 4 meetings (50 minutes); 4 credits; enrollment limited to 18

202s Spanish for Heritage Speakers

(Writing-intensive course) Any “heritage” speaker regardless of her level of oral proficiency in Spanish may enroll. Course components build on students’ existing linguistic skills, encourage interactions with various texts and media (i.e., written essays, newspapers, films, and other media), and examine issues of importance to Spanish speakers of the Americas. Specific activities include formal and informal writing; class discussions; oral presentations such as interviews,

dialogues, and role-plays; grammar review focusing on verb tenses and syllabification; vocabulary expansion and development; peer editing of written assignments; analysis of literary works from Spain and Latin America; and a semester project.

Meets language requirement or meets Humanities I-A requirement.

T. Belmonte-Alcantara

Prereq. fy, soph, jr, or sr with permission of department; 4 meetings (75 minutes); 4 credits; enrollment limited to 20

NOTE: *This course is designed for students who have acquired oral fluency in Spanish through their home environments but have had little formal training in reading and writing.*

209fs Composition and Culture

(Writing-intensive course) 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.

Meets language requirement; does not meet a distribution requirement

L. Corona-Martínez, L. Saenz de Viguera (fall);

J. Crumbaugh, R. Miñana (spring)

Prereq. Spanish 201, or new students, a placement score above 451; 2 meetings (75 minutes) plus 1 hour unarranged; 4 credits; enrollment limited to 16

210fs Conversation and Culture: Speaking Spanish in the Real World

(Speaking-intensive course) The course offers students the possibility of learning and putting into practice the advanced oral skills necessary to be able to handle oral exposition and discussion in a well-organized and rhetorically correct Spanish. The class will focus on such skills as debating, interviewing, and role-playing, among others. Topics will cover current cultural, political, and socioeconomic issues in the Hispanic world.

Meets language requirement; does not meet a distribution requirement.

T. Belmonte-Alcantara (fall);

L. Corona-Martínez, C. Gundermann (spring)

Prereq. Spanish 201, 209, or permission of instructor, for new students, a placement score above 451; 2 meetings (75 minutes) plus 1 hour unarranged; 4 credits; enrollment limited to 15 (fall) and 16 (spring)

211f Hispanic Cultures and Civilizations

A cultural survey of Spanish, Latin American, and the Latino U.S. culture from a historical perspective. This is an intensive reading, writing, and discussion course that seeks to develop a sense of history through an in-depth study of selected topics and themes. It will examine aspects of the social, political, and economic history of the various countries, including the study of gender relations, race and ethnicity, community and class formation, military dictatorship and revolutionary movements, and transitions to electoral democracy.

Meets language requirement or Humanities I-A requirement.

L. Corona-Martínez

Prereq. Spanish 201, 209, 210 or permission of instructor; for new students, a placement score above 451; 2 meetings (75 minutes); 4 credits; enrollment limited to 14

212fs Preparation for Advanced Studies

This course will equip students of Spanish with a variety of skills that will 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 will acquire basic knowledge of the geography, history, and culture of the Hispanic world.

Meets Humanities I-A requirement.

R. Minana, N. Romero-Dias (fall);

L. Saenz de Viguera, R. de Swanson (spring)

Prereq. Spanish 201, 209, or permission of instructor, for new students, a placement score above 451; 2 meetings (75 minutes); 4 credits; enrollment limited to 14 (fall) and 15 (spring)

***213 Advanced Spanish Grammar**

A study of Spanish phonology, morphology,

and syntax. Major emphasis will be on the structure of the Spanish language and stylistics. Exercises in writing, translation, and close textual study are basic to this course. *Meets either language requirement or Humanities I-A requirement.*

The department

Prereq. Spanish 201, 209, or permission of instructor; for new students, a placement score above 451; 2 meetings (75 minutes); 4 credits

219s U.S. Latino/a Literature

(Taught in English) After centuries of invisibility and marginalization, Latino culture and literature exploded on the American scene in the 1960s. Chicanos, Cubans, Nuyoricans, and lately Dominicans and Central Americans have all contributed to create a diversified body of literature characterized by its bilingualism, biculturalism, and hybridity. This course will center on how U.S. Latino/a literature bears witness to identity formation, self-representation, and celebration of Latino culture and its people. It will explore a series of critical issues that define "latinidad" in the U.S.

Meets Humanities I-A requirement.

R. de Swanson

2 meetings (75 minutes); 4 credits

221f Introduction to Spanish and Latin American Film

(Speaking- and writing-intensive course; same as Film Studies 203f) 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.

Meets multicultural requirement; meets language requirement or Humanities I-A requirement.

C. Gundermann

Prereq. Spanish 212 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

235f Introduction to Latin American Literature I

This course explores the diversity of cultures and writings of Latin America, from pre-Columbian indigenous texts through the nineteenth century. Readings will include the Popol Vuh, Chronicles, the works of Sor Juana Inés de la Cruz, Ricardo Palma, and José Martí, among others. Class discussions and assigned papers based on literary analysis and research.

Meets multicultural requirement; meets Humanities I-A requirement.

R. Miñana

Prereq. Spanish 212 or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

237s Introduction to Latin American Literature II

An introduction to Latin American texts from *modernismo* to the present. Different cultural movements and their sociopolitical contexts are examined through representative works. Class discussions and assigned papers are based on literary analysis and research.

Meets multicultural requirement; meets Humanities I-A requirement.

L. Corona-Martínez

Prereq. Spanish 212 or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

244f Foundations of Spanish Literature

An introduction to art, history, and literature from pre-1800 Spain. Materials may include medieval music such as the Cantigas, Arab architecture like the Cordoban Mosque, and literary texts such as the Poema de Mio Cid or Don Quijote. Class discussion and assigned papers based on literary analysis and research.

Meets Humanities I-A requirement.

N. Romero-Díaz

Prereq. Spanish 212 or 213, or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

246s Modern Spanish Studies

A survey of Spain's visual culture, intellectual history, and literature from the eighteenth century to the present. Aesthetic and philosophical movements will be studied against a backdrop of social history. Materials to be

studied will include, among others, paintings by Francisco de Goya and Salvador Dalí, poems by Federico García Lorca, and films by Luis Buñuel and Pedro Almodóvar. Class discussions and assigned papers based on analysis and research.

Meets Humanities I-A requirement.

L. Saenz de Viguera

Prereq. Spanish 212 or 213, or permission of department; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

***261 Afro-Hispanic Literature**

(Taught in English) This course will examine representative works by writers of African descent in the Spanish-speaking world.

Through a variety of genres, the course will explore the construction and meaning of ethnicity and cultural identity, as well as the crucial intersections of gender, sexuality, and national identity. Texts include writers from Argentina, Costa Rica, Cuba, Colombia, Dominican Republic, Ecuador, Equatorial Guinea, Puerto Rico, Uruguay, and the United States. Special attention will be paid to the historical, political, ideological, and aesthetic contexts of these works.

Meets multicultural requirement; meets Humanities I-A requirement.

The department

Prereq. soph, jr, sr, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

295fs Independent Study

Does not meet a distribution requirement.

The department

1 to 4 credits

320s Seminar on Spanish/Latin American Cinema

This course examines the history, politics, and aesthetics of Latin American and/or Spanish cinema in the context of world cinema, and especially in contrast to mainstream Hollywood cinema. The course will also familiarize students with the specific methodologies of film analysis and with recent debates within film studies.

Spring 2007: Feeling the Fake:

Pedro Almodóvar

(Speaking- and writing-intensive course)

This year's seminar will examine the films of European cinema's favorite bad boy, Pedro

Almodóvar. On the one hand, we will situate his filmmaking in recent Spanish history in an effort to highlight the local contours of "postmodern film." On the other, we will consider what these particularities might contribute to larger aesthetic, political, and ethical debates. Upon seeing Almodóvar's films, one might ask, for instance, what it means for organ transplants and plastic surgery to operate as metaphors? What can a weeping transvestite teach us about desire? Under what conditions, if any, can a moviegoer find child prostitution cute?

Meets Humanities I-A requirement

J. Crumbaugh

Prereq. Spanish 212; Spanish 235, 237, 244, or 246; Spanish 221 or Film Studies 101; or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

***331 Colonial and Nineteenth-Century Latin American Literature**

This course will concentrate on the colonial period and/or the nineteenth century. The study of the colonial era will focus on different aspects of the encounter between European and indigenous civilizations and the formation of a literary discourse (i.e., chronicles and the novel). The nineteenth-century component will explore the process of nation building through literature, the development of literary genres, and the emergence of women's voices. Since the topic varies each time the course is offered, a student may receive credit more than once.

Meets multicultural requirement; meets Humanities I-A requirement.

The department

Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***332 Spanish Literature: Medieval, Renaissance, and Golden Age**

This course will study pre-1800 Spanish texts (literary and nonliterary) from an interdisciplinary perspective. Since the topic varies each time the course is offered, a student may receive credit more than once.

Meets Humanities I-A requirement.

The department

Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 and permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

341s Contemporary Latin American Literature

This course will concentrate on the various literary genres and cultural movements that have shaped Latin America from *modernismo* to the present. Topics will focus on different genres and the expression of diverse ideologies through literature. Since the topic varies each time the course is offered, a student may receive credit more than once.

Spring 2007: Literature of the Revolution or Revolution of Literature in Latin America

The Cuban Revolution symbolizes a moment of tremendous political, social, and cultural transformation in Latin America. These transformations were propelled by lettered cultural institutions and journals that sought to renovate the cultural spheres of these countries. We will study some of these subversive transformations in the writings of Cortázar, Dalton, and Fernández Retamar. We will focus on different types of practices and discourses (literature, literary and cultural criticism, film and art) that were central in the debates fostered during this period.

Meets multicultural requirement; meets Humanities I-A requirement.

Y. Perez

Prereq. two of the following: Spanish 221, 235, 237, 244, 246, or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

***342 Spanish Literature: Enlightenment, Romanticism, and Realism**

This course will study Spanish literature of the eighteenth and nineteenth centuries, the theatre from Moratín to Zorrilla and the Duque de Rivas, the essay from Feijóo to Larra. Romanticism gives new impetus to poetic and dramatic forms; realism revitalizes the novel by providing a fictional mirror of contemporary history, society, and culture. During this period European influences combine with Spanish tradition to create new and uniquely Spanish literary styles. Since the topic varies each time the course is offered, a

student may receive credit more than once.

Meets Humanities I-A requirement.

The department

Prereq. two of the following: Spanish 221, 244, 246, 235, or 237 or permission of instructor; 2 meetings (75 minutes); 4 credits

351f Latin American Thought

How does Latin America think about itself?

The purpose of this course is to introduce students to different ways in which Latin Americans have approached the problems of self-definition and cultural identity. Readings will explore how various authors have addressed such complex issues as colonialism, mestizaje, literacy, regionalism, and feminism, among others. Since the topic varies each time the course is offered, a student may receive credit more than once.

Fall 2006: Queer Theory in Latin America?

(Same as Gender Studies 334f(04)) In the 1990s Queer Liberation entered the public sphere as a major political force. Simultaneously, American academia produced and exported a new academic discipline: Queer Studies. As a consequence, the North American liberal model displaced cultural and theoretical models of sexuality of other countries. We will examine theories and (textual and cinematic) practices from Argentina, Brasil, Chile, Cuba, Mexico, and Peru in order to recuperate cultural models under erasure in the wake of the U.S. model's identity-focused and consumer-driven triumphalism. We will also consider some of the key U.S. texts that have consecrated Queer Studies as a discipline.

Meets multicultural requirement; meets Humanities I-A requirement.

C. Gundermann

Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of the instructor; 1 meeting (2 hours, 50 minutes); 4 credits

***352 Spanish Literature: Twentieth Century**

In the twentieth century, various crises marked the history of Spain and profoundly affected its literature: the Spanish American War (1898), the Spanish Civil War (1936–1939), Franco's dictatorship, and the transition to democracy. This course will cover the literary genres and aesthetic movements of

these historical moments. Since the topic varies each time the course is offered, a student may receive credit more than once.

Meets Humanities I-A requirement.

The department

Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits

361s Seminar on Latin American Literature

This course will concentrate on a specific writer, movement, genre, theme, or literary phenomenon. Students will do close textual readings, prepare reports, research extensively, and write substantial papers. The seminar will challenge students to demonstrate an understanding of literary analysis, critical skills, and theoretical approaches at an advanced level. Since the topic varies each time the course is offered, a student may receive credit more than once.

Spring 2007: From Bicycle Thieves to Guerrilleros: Italian, French, and Latin American New Cinemas

(Same as Italian 361s, French 321s, Film Studies 370s, and Romance Languages and Literatures 375s) In this seminar, we will study the cross-cultural influences between Italian neo-realism, the French *nouvelle vague*, and the New Latin American Cinemas. Both the Italian and the French movements represent models and counterpoints for those Latin American filmmakers of the 1950s and 60s who sought to redress the dominance of the realist American model in Latin America and the domination of the markets by the products of Hollywood. The New Latin American Cinemas, in turn, paved the way toward the emergence of Third Cinema. We will study films, as well as cinematic theory, from Italy, France, the Soviet Union, Japan, Cuba, Brasil, Argentina, and Mexico.

Meets multicultural requirement; meets Humanities I-A requirement.

C. Gundermann

Prereq. two of the following: Spanish 221, 235, 237, 244, or 246 or permission of the instructor; course will be taught in English, but Spanish majors write their papers in Spanish; 2 meetings (75 minutes); 4 credits; enrollment limited to 16

NOTE: For 300-level credit in Spanish, students must enroll in Spanish 361s (not Romance

Languages and Literatures 375s) and read and write papers in Spanish.

362fs Seminar in Spanish Studies

The specific content of this advanced-level seminar will depend on the instructor. Materials to be studied will vary in terms of medium and genre, and the critical focus will tend to be interdisciplinary. Papers will be based on research and analysis. Since the topic varies each time the course is offered, a student may receive credit more than once.

Fall 2006: Radikall!: Multinarrative, Antihegemony, and Basque Radical Culture (1978–2003)

The democratization of Spain after the Transición, signaled, in the Basque Country, the emergence into the public space of the conflict between competing national narratives. Separatism and Unionism strived to hegemonize a community fractured by terrorism and economic crisis. This seminar intends to study the Basque Radical Culture that emerged in this context, as an antihegemonic, collective struggle that posed a Utopian alternative to a system perceived as the offspring of Francoism. Through music, fanzines, cinema, and the *okupazion* of public spaces, we will critically trace the evolution of this movement, focusing on issues such as *amblearismo*, anarchy, feminism, and ecology.

Meets Humanities I-A requirement.

L. Saenz de Viguera

Prereq. Spanish 212 and two of the following: Spanish 221, 235, 237, 244, 246 or permission of the instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

Spring 2007: Reading Monsters: The Discourse of Good and Evil from Don Quixote to Bin Laden

This class examines how the discourse of monstrosity permeates literary and popular texts from early modern to contemporary times. The “monster” articulates a discourse of extremes that encompasses both fear and awe, the need to hide and to be seen, and the mingling of different elements in one unique body. In this course we employ interdisciplinary perspectives to examine early modern

masterpieces such as Don Quijote, as well as contemporary occurrences of monstrosity, such as the war on terror, the struggles of street children in Brazil, the U.S.-Mexico borderlands, and the Zapatista revolution in Chiapas, México.

Meets Humanities I-A requirement

R. Minana

Prereq. Spanish 212 and two of the following: Spanish 221, 235, 237, 244 or 246, or permission of instructor; 1 meeting (2 hours, 50 minutes); 4 credits; enrollment limited to 16

395fs Independent Study

Does not meet a distribution requirement.

The department

1 to 8 credits

Statistics

The statistics major and minor are administered by the Department of Mathematics and Statistics and taught by the faculty of that department. Advisers: Professors Cobb and Gifford.

Contact Persons

Laurie Kamins, *senior administrative assistant*
Alan Durfee, *chair*

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.

Requirements for the Major

Credits

- A minimum of 32 credits
- 20 credits at the 300 level

Courses

- Mathematics:
 - 203, Calculus III
 - 211, Linear Algebra
- At least two courses selected from the applied statistics courses:
 - 240, Elementary Data Analysis and Experimental Design
 - 340, Applied Regression Methods
 - 344, Seminar in Statistics and Scientific Research
- At least two courses selected from the more mathematical statistics courses:
 - 341, Linear Statistical Models
 - 342, Probability
 - 343, Mathematical Statistics

Additional courses may be taken from 300-level mathematics or statistics courses. Limited substitutions are possible with permission of the department. For example,

econometrics, biostatistics, or psychometrics may replace an applied 300-level statistics course.

Requirements for the Minor

Credits

- A minimum of 16 credits in mathematics or statistics at the 200 level or above

Courses

- Statistics 240, Elementary Data Analysis and Experimental Design
- At least one of the following statistics courses:
 - 340, Applied Regression Methods
 - 341, Linear Statistical Models
 - 343, Mathematical Statistics
 - 344, Seminar in Statistics and Scientific Research

Substitutions are possible with the permission of the department. Students planning a minor in statistics should consult one of the statistics advisers.

Beginning the Study of Statistics

A natural way to begin if you have not studied statistics is with Statistics 140, Introduction to Statistics. The department asks all students who are considering enrolling in calculus or statistics during their career at Mount Holyoke to complete a brief self-assessment on precalculus skills. Sample questions, with answers, are available on the department's Web page, <http://www.mtholyoke.edu/acad/math>. Competency in these basic skills is very important in quantitative courses throughout the Mount Holyoke curriculum, and students can profit from addressing any weaknesses before arriving on campus. The department also offers a non-credit mathematics refresher during January Term. The actual self-assessment is available to all entering students and all students preregistering. It is designed so that a student can use it as a learning tool, taking it as many times as she wishes, and getting pointers to appropriate review materials for any ques-

tions she misses. More information is on the department's Web page.

Statistics 240, Data Analysis and Experimental Design is a good choice if you have taken an advanced placement statistics course or have taken the equivalent of a 100-level mathematics or statistics course and you want to learn about designing and analyzing experiments in biology, psychology, and medicine.

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 202), Calculus III (Mathematics 203), Probability (Statistics 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 take courses at 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, Algebra I 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

140fs Introduction to the Ideas and Applications of Statistics

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, analysis of variance, and regression.

Meets Science and Math II-A requirement.

H. Pollatsek, the department (fall);

the department (spring)

Prereq. 2 years of high school algebra;

2 meetings (75 minutes), 1 meeting

(50 minutes); 4 credits

240f Elementary Data Analysis and Experimental Design

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.

Meets Science and Math II-A requirement.

G. Cobb

Prereq. any 100-level course in mathematics or statistics or permission of instructor; 2 meetings (75 minutes); 4 credits

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. soph, permission of department; 1 to 4 credits

340f Applied Regression Methods

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.

Meets Science and Math II-A requirement.

W. Miao

Prereq. Mathematics 211 or any statistics course; 2 meetings (1 hour, 45 minutes); 4 credits

***341s Linear Statistical Models**

(Same as Mathematics 329s)

Mathematical concepts from linear algebra and n-dimensional Euclidean geometry, together with statistical concepts of estimation and hypothesis testing, are developed and used to construct a unifying theory for two classes of applied methods: analysis of variance and regression analysis. The theory is developed in three stages: least squares and orthogonal projections; moment assumptions and the Gauss-Markov theorem; and the normal distribution and F-tests.

Meets Science and Math II-A requirement.

G. Cobb

Prereq. Mathematics 211, Statistics 240 and 340; 2 meetings (1 hour, 45 minutes); 4 credits

Offered alternate years; next offered in spring 2008.

***342f Probability**

(Same as Mathematics 342f) 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.

Meets Science and Math II-A requirement

G. Cobb

Prereq. multivariable calculus; 2 meetings (75 minutes), 1 lab (50 minutes); 4 credits ***Offered alternate years at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in fall 2007.***

***343s Mathematical Statistics**

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.

Meets Science and Math II-A requirement.

G. Cobb

Prereq. Mathematics 202, 203, and 342 recommended; 2 meetings (90 minutes); 4 credits

Offered every spring semester alternately at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in spring 2008.

344s Seminar in Statistics and Scientific Research

Topics to be announced.

Meets Science and Math II-A requirement.

The department

Prereq. Mathematics 211 or permission of instructor;

2 meetings (1 hour, 45 minutes); 4 credits

Offered alternate years; next offered in spring 2007.

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. jr, sr, permission of department;

1 to 8 credits

Theatre Arts

The major and minor in theatre arts are administered by the Department of Theatre Arts: Professors Babb (*director of theatre*), Devlin, James (*chair*); Assistant Professor Rundle; Visiting Lecturer Skiles; Lecturers/Professional Staff Ms. Dubin, Ms. Hayden, Ms. Spees.

Contact Persons

Barbara Bunyan, *theatre manager, senior administrative assistant*
Vanessa James, *chair*
Roger Babb, *director of theatre*

Requirements for the Major

A major must acquire a foundation in the three areas of design, performance (acting and directing), and theatre history and theory, but thereafter she is free to tailor her program to fit her particular interests. With her faculty adviser 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 fulfill a production card (see adviser).

Credits

- Ten courses (40 credits)
- At least 12 credits at the 300 level

Courses

- One course in design:
 - 120, Topics in Design
 - 122, Design I
 - 126, Lighting Design I
 - 220, Topics in Design
 - 222, Scene Design II
 - 224, Costume Design II
 - 228, Sound Design
 - 320, Topics in Design
- One course in performance:
 - 105, Acting I
 - 115, Topics in Performance
 - 205, Acting II
 - 215, Topics in Performance
 - 285, Directing

- 315, Topics in Performance
- 385, Directing II
- Two courses in theatre history:
 - Theatre Arts 251, Histories of World Theatre I
 - Theatre Arts 252, Histories of World Theatre II
- One course in dramatic literature (offered through any department)
- One theatre seminar (350)
- 16 credits of electives (limited to 8 practicum credits)

A student's work may culminate in a senior independent project (395) and honors thesis in any aspect of theatre. An interested student, whether a major or not, should request a copy of "Guidelines for Theatre Independent Projects." Juniors must submit a preliminary proposal to the chair on or before December 1. A student's final proposal must be submitted by March 1 of her junior year and will be considered in light of the department's production plans and resources.

Requirements for the Minor

Credits

- A minimum of 16 credits above the 100 level

Courses

- At least one course at the 300 level

Course Offerings

Lab: Some courses may require a student's participation in a preparation or running crew on a major production on one of the Five College campuses. One such crew will satisfy a student's lab requirement for courses taken in a single semester.

Auditions for Mount Holyoke College theatre productions are open to students enrolled in any courses at any of the Five Colleges. Mount Holyoke students are encouraged to attend auditions on the other four campuses.

100fs Introduction to Theatre

Theatre is the ultimate art, which incorporates and celebrates all other artistic disciplines. Theatre reflects and interprets social reality, it is both ancient and immediate, practical and theoretical. Beyond studying the nature and function of theatre in modern society, across cultures, and in the historical past, students will learn “how theatre works” through hands-on involvement in current departmental productions and via regular attendance at live theatrical performances both on and off campus. The class will culminate in the staging of students’ own theatrical projects. This is an “experience-intensive” course.

Meets Humanities I-A requirement.

The department

2 meetings (2 hours) and lab; 4 credits; enrollment limited to 18

NOTE: *Cost of theatre tickets is the responsibility of the student.*

105fs Performance I

An introduction to performance through a variety of improvisational exercises designed for developing basic techniques. After exploring visual, aural, tactical, and scripted performance sources, the students will rehearse and present two performance projects.

Meets Humanities I-A requirement.

J. Devlin, S. Skiles (fall); J. Devlin (spring)

2 meetings (2 hours) and lab; \$10 lab fee; 4 credits; enrollment limited to 14

***115fs Topics in Performance**

Meets Humanities I-A requirement.

The department

2 meetings (2 hours) and lab; \$5 lab fee; 4 credits

NOTE: *Preregistered students must attend the first class in order to guarantee their place in the course.*

120s Topics in Design

Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include performance and design, costume crafts, and materials and techniques. The course combines historical study with studio work.

Spring 2007: Costume Construction

This course will explore the evolution of

costume construction, using both historical and modern methods. Commercial patterning, flat patterning, and draping methods will be covered. Students will learn skills for the construction, care, identification, and treatment of fabric and the use and maintenance of tools used in the costume shop. Through these methods we will interpret costume renderings by prominent designers.

Meets Humanities I-A requirement.

P. Spees

2 meetings (2 hours) and lab; \$10 lab fee;

4 credits; enrollment limited to 12

NOTE: *Additional purchase of construction supplies and materials is the responsibility of the student.*

***120s History of Theatre Design**

A visual history of world theatre. A study of the spaces in which theatre has been performed and of the sets and costumes particular to individual plays and performances.

Meets Humanities I-A requirement.

The department

2 meetings (2 hours) and lab; 4 credits

122f Design I

An introduction to the art and work of the set and costume designer in the performing arts. Students will learn how a designer approaches a script, how their work impacts a production, and what means are used in the execution of this process. They will learn how to develop their own visual imaginations and how to create visual concepts through discussions, renderings, and models. No previous experience in theatre, performance, or the visual arts is required.

Meets Humanities I-A requirement.

V. James

1 meeting (3 hours) plus lab; \$15 lab fee;

4 credits; enrollment limited to 20

NOTE: *Additional purchase of design supplies and materials is the responsibility of the student.*

126s Lighting Design I

Study of light as a design medium using color, intensity, distribution, and movement. Formulation of lighting designs with plots, sections, and control charts. Practical appli-

cation in theatre productions.

Meets Humanities I-A requirement.

L. Dubin

Prereq. Theatre Arts 120 or permission of instructor; 2 meetings (2 hours) and lab; 4 credits; enrollment limited to 12

NOTE: *Purchase of design supplies, materials, and theatre tickets is the responsibility of the student.*

150f What Is Performance?

(Writing-intensive course; first-year seminar)

What's the difference between acting and being, or imitation and authenticity, and how does the idea of "performance" structure this difference? How do we "perform" our own identities, and how do we interpret the performances of others? This seminar offers a basic introduction to performance studies, in which everyday life, ritual behaviors, and artistic practices are studied through this exciting new discipline. Perspectives from the arts, humanities, and social sciences will be explored using both textual and performative approaches to knowledge. This is a speaking-, reading-, and writing-intensive class that includes innovative individual and group exercises.

Meets Humanities I-A requirement.

R. Babb

2 meetings (75 minutes); 4 credits; enrollment limited to 14

***180fs Introduction to Technical Theatre**

This course will examine the materials and techniques used in building and operating theatrical scenery. It will include prop building, rigging, and mechanical drafting for the theatre. Students will learn the skills to work in the scene shop interpreting scenic designs for department productions.

Meets Humanities I-A requirement.

S. Hayden

2 meetings (75 minutes) and lab; 4 credits; enrollment limited to 12

NOTE: *Purchase of design supplies, materials, and theatre tickets is the responsibility of the student.*

***205f Performance II**

A continuation of the techniques developed in Performance I, with additional work in

scene study, mask characterization, and physical theatre. The student will rehearse and present two performance projects. Readings will be selected from works by Peter Brook, Tadashi Suzuki, Uta Hagen, and others.

Meets Humanities I-A requirement.

J. Devlin

Prereq. Theatre Arts 100, 105, 115 or permission of instructor; 2 meetings (2 hours) and lab; \$5 lab fee; previously offered as Theatre Arts 210; 4 credits; enrollment limited to 14

205s Acting II

A continuation of techniques developed in Performance I. Concentration is on scene work with "classic" realist playwrights, i.e., Chekhov, Ibsen, Williams, Shepard, Mamet, etc. Students will perform at least four scenes using Stanislavski, Meisner, Michael Chekhov, and Chaikin techniques. Readings will be from the plays selected and from *Twentieth-Century Actor Training*, edited by Alison Hodge.

Meets Humanities I-A requirement.

S. Skiles

Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours) and lab; \$10 lab fee; 4 credits; enrollment limited to 12

215fs 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.

Fall 2006

215f(01) Scene Study—Alice Childress and Tennessee Williams

An in depth study of the dramatic and non-dramatic works of two Southern American, mid-century playwrights, Alice Childress and Tennessee Williams. Childress, the only African American woman whose plays were produced for four decades, is known for her sensitive characterizations of black women as seen through the lens of her feminist ideology. Williams, known for his poetic realism, depicted the ills of our world and a search for truth through his passionate characterizations of women and men. Students will study selected texts and present four scenes during

the course of the semester.

Meets Humanities I-A requirement.

J. Devlin

Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hour); \$10 lab fee; may be taken at 300 level dependent upon previous course work; 4 credits; enrollment limited to 12

215f(02) Principles of Voice and Verse

An introduction to vocal work with an emphasis on Shakespearean text.

Meets Humanities I-A requirement.

S. Skiles

Prereq. Theatre Arts 105 or permission of instructor; 2 meetings (2 hours); \$10 lab fee; 4 credits; enrollment limited to 14

Spring 2007

215s(01) Advanced Performance Workshop

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. Each student will work on three projects over the course of the semester. Use of edited sound, images, and video.

Meets Humanities I-A requirement.

R. Babb

Prereq. Theatre Arts 105, sr, jr, or permission of instructor; may be taken at 300 level dependent upon previous course work; 2 meetings (2 hours); \$10 lab fee; 4 credits; enrollment limited to 12

**215s(02) Training the Actor's Voice*

After completing a series of exercises to free the body and voice of excess tension, the student will explore exercises and projects designed to develop vocal strength, projection, flexibility, and clarity.

Meets Humanities I-A requirement.

The department

Prereq. major, minor, sr, jr, Theatre Arts 100, 105, 205 or permission of instructor; 2 meetings (2 hours) and lab; previously offered as Theatre Arts 211; 4 credits; enrollment limited to 18

NOTE: Preregistered students must attend the first class in order to guarantee their place in the course.

220s 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. The course combines historical study with studio work.

Spring 2007

220s(01) Design Studio

This is a course for students who have taken Design I and would like to explore this discipline further. At the 200 level, students may focus on either set or costume design, visualizing a play from initial ideas to a complete presentation as a portfolio project. They will also assist in the development and execution of designs for the department's productions. May be taken at the 300 level dependent upon course work. A student accepted at 300 level will be fully responsible for the set or costume design for a department production.

Meets Humanities I-A requirement.

V. James

Prereq. Theatre Arts 120; preference for taking one or more of the following and work on production crews: painting, drawing, sculpture, architecture, costume and/or set construction, lighting design; 1 meeting (3 hours) and lab; \$20 lab fee; 4 credits; enrollment limited to 8
NOTE: Additional purchase of design supplies and materials is the responsibility of the student.

**220fs(01) Costume Construction*

This course will explore the evolution of costume construction, using both historical and modern methods. Commercial patterning, flat patterning, and draping methods will be covered. Students will learn skills for the construction, care, identification, and treatment of fabric and the use and maintenance of tools used in the costume shop. Through these methods we will interpret costume renderings by prominent designers.

Meets Humanities I-A requirement.

P. Spees

Prereq. Theatre Arts 100, 120 or permission of instructor; 2 meetings (2 hours); 4 credits; enrollment limited to 12

**220f(02) Costume Construction: The Use of*

Unusual Materials

Students will learn how to construct nineteenth-century costumes in paper and plastics for a department production. In the second half of the semester they will design and build their own costumes. Students will also research the work of artists and designers who use unusual alternative materials.

Meets Humanities I-A requirement.

V. James

Prereq. Theatre Arts 100, 120, an art (studio) course or permission of instructor; 2 meetings (2 hours) and lab; \$10. lab fee; 4 credits; enrollment limited to 12

NOTE: *Additional purchase of design supplies and materials is the responsibility of the student.*

**220s(03) Rendering and Model Building for Set Design*

This course is designed to teach the skills that help a student to develop a conceptual and artistic imagination. Students will learn how to render their designs in watercolor and gouache, using play scripts as their starting point. They will learn the basic rules of technical and perspective drawing and will translate this work into accurate three-dimensional models for a production.

Meets Humanities I-A requirement.

V. James

Prereq. Theatre Arts 100, 120, an art (studio) course or permission of instructor; 1 meeting (3 hours) and lab; previously offered as Theatre Arts 228; 4 credits; enrollment limited to 12

NOTE: *Purchase of design supplies and materials is the responsibility of the student.*

**220s(04) Makeup*

Using basic painting and three-dimensional techniques, students will learn the fundamentals of stage makeup design and application. Included in the course are units on corrective makeup, aging techniques, realistic and fantasy character makeup, facial prosthetics, hair and facial hair.

Meets Humanities I-A requirement.

S. Conly

Prereq. Theatre Arts 100, 120, an art (studio) course or permission of instructor; 1 meeting (3 hours) and lab; 4 credits; enrollment limited to 12

NOTE: *Students will be responsible for some of the cost of course materials and for the purchase of a student makeup kit.*

***222s Scene Design II**

The art, practice, and history of designing stage settings for the theatre. Students develop their own theatrical vision through design projects and learn the communication tools of rendering, drafting, and model building.

Meets Humanities I-A requirement.

The department

Prereq. Theatre Arts 100, 122, 180 or permission of instructor; 2 meetings (2 hours) and lab; \$10 lab fee; 4 credits; enrollment limited to 12

NOTE: *Purchase of design supplies is the responsibility of the student.*

***224s Costume Design II**

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.

Meets Humanities I-A requirement.

S. Conly

Prereq. Theatre Arts 100, 120, an art studio course or permission of instructor; 2 meetings (2 hours) and lab; \$10 lab fee; 4 credits; enrollment limited to 12

***226s Lighting Design**

Study of light as a design medium using color, intensity, distribution, and movement. Formulation of lighting designs with plots, sections, and control charts. Practical application in theatre productions.

Meets Humanities I-A requirement.

L. Dubin

Prereq. Theatre Arts 120 or permission of instructor; 2 meetings (2 hours) and lab;

4 credits; enrollment limited to 12

NOTE: Purchase of design supplies, materials, and theatre tickets is the responsibility of the student.

***228s Sound Design**

This course examines the theory, practice, and history of theatrical sound design. The course will make use of classroom projects and the current Rooke Theatre productions to develop the students' sound designs. We will use computers extensively for editing and playback.

Meets Humanities I-A requirement.

The department

Prereq. Theatre Arts 100 with working knowledge of Microsoft Windows and the Internet, or permission of instructor; 2 meetings (2 hours) and lab; 4 credits; enrollment limited to 10

***234fs Topics in Theatre Studies**

Various topics in theatre studies including particular theatrical periods and genres. Topics may include melodrama, postcolonial theatre, early twentieth-century avant-garde movement, feminist theatre, etc. These courses include historical and theoretical approaches and could involve interdisciplinary collaboration.

**234f(01) TBA*

Meets Humanities I-A requirement.

The department

Prereq. Theatre Arts 105, 122 or permission of instructor; 4 credits

**234s(01) Introduction to Performance Studies*

(Writing-intensive course) Performance studies focuses on how meaning is created through cultural behaviors and practices. This course will teach students the basic skills needed to analyze a variety of performances, from ritual and theatre to the interactions and occurrences that constitute everyday life. Students will learn to use performance theory to examine the ways in which identity is constructed and maintained in social contexts. Each week students will study a particular aspect of performance theory and apply what they have learned to observation in the field. This is a reading- and writing-intensive course that emphasizes connections between the humanities and social sciences. *Meets Humanities I-A requirement.*

E. Rundle

Prereq. Theatre Arts 100, 105, 122 or permission of instructor; 4 credits

**234s(02) Language of Memory: From Childhood to the Page*

Every neighborhood of our youth has a distinct narrative that colors who we will become, and stays forever in our memory. This course will explore the language of urbanity and the many possibilities we have to put the music of our childhood on the page.

Meets Humanities I-A requirement.

Z. Alexander

Prereq. Theatre Arts 100, 105, 122 or permission of instructor; 4 credits; enrollment limited to 15

***243s Screenwriting**

(Writing-intensive course) Screenwriting is visual storytelling. This course provides the student with the necessary tools for script construction and storytelling in pictures. An emphasis on structure and character will prepare the student for the step outline of a feature-length film. Writing exercises and script analysis are included.

Meets Humanities I-A requirement.

The department

Prereq. permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 14

251f History of World Theatre I: Antiquity to Renaissance

A historical survey of classical Greek, Roman, Chinese, Indian, and Japanese stage practices and dramatic literature, with emphasis on why and how theatre develops differently on Eastern and Western stages. From here, the class will progress to an investigation of medieval and early modern European theatre. Topics considered include architecture, acting, dramatic theory and criticism, and the cultural politics of each period. This course assumes that theatre is both an art form and a social institution. As such, we will explore how this work was produced, for whom, and why. Reading- and speaking-intensive, with a performance element.

Meets multicultural requirement; meets Humanities I-A requirement.

E. Rundle

2 meetings (75 minutes); 4 credits; enrollment limited to 25

252s History of World Theatre II: Restoration to Realism

This course is a continuation of Theatre Arts 251f. In it, we will study dramatic texts and performance traditions from the following periods: English Restoration, French Neoclassicism, German Romanticism, American Melodrama, the Well-Made Play, Naturalism, Realism, and other modern theatrical movements. Assuming that theatre is both an art form and a social institution, this course will emphasize the paradoxical role it has played as a cultural and political force in various modern societies. As such, we will explore not only how this work was produced, but for whom, and why. Reading-, speaking-, and writing-intensive, with a performance element.

Meets multicultural requirement; meets Humanities I-A requirement.

E. Rundle

Prereq. Theatre Arts 251; 2 meetings (75 minutes); 4 credits

***253fs History of World Theatre III: 1920s to the Present**

A cross-cultural survey of theatre in society. Topics may include Brecht's epic theatre, American and African American, and European playwrights (Lorca, Giraudoux, Sartre, Mueller, Stoppard, Williams, Miller, Hansberry, Wilson, Shephard, Wasserstein), Theatre of the Absurd and the avant-garde, postcolonial practices worldwide (African masquerade, Latin carnival, guerilla/development theatre), and contemporary performance art. A study of theatre arts and dramatic texts in various moments and movements, as they reflect and transform particular societies.

Meets Humanities I-A requirement.

E. Rundle

2 meetings (75 minutes); 4 credits; enrollment limited to 25

***257s Theory and Criticism**

This course examines the major theoretical and critical statements on drama and theatrical performance from the classical period to the beginning of the postmodern era—from Plato to Brecht and beyond. Central to the study will be the evolving concepts of representation, structure, genre, and perfor-

mance. The writings of theorists, critics, and practitioners—contextualized and supplemented by representative play texts—will be further explored, illuminated, and challenged through writing and performance projects that will require students to put theory into practice.

Meets Humanities I-A requirement.

Prereq. Theatre Arts 100, 105, and 122 or permission of instructor; 2 meetings (75 minutes); 4 credits; enrollment limited to 18

280f Management: Stage Management

This course will examine stage management techniques for academic, professional, and community theatre and explore the role of the stage manager in these various theatre environments. Each student will be required to stage manage a production. Students will also be required to see and evaluate theatrical productions in the area.

Meets Humanities I-A requirement.

S. Hayden

Prereq. one 100-level theatre arts course or permission of instructor; 2 meetings (2 hours) and lab; 4 credits; enrollment limited to 12

NOTE: *Theatre tickets, supplies, and materials are the responsibility of the student.*

281fs Shakespeare

(Speaking-intensive course; same as English 211f) A study of some of Shakespeare's plays, emphasizing both the poetic and the dramatic aspects of his art, with attention to the historical context and varieties of critical interpretations, including those of the twentieth century. Nine or ten plays.

Meets Humanities I-A requirement; meets English department pre-1700 requirement.

F. Brownlow (fall); E. Hill (spring)

Prereq. soph or permission of instructor; 2 meetings (75 minutes) or 3 meetings (50 minutes); 4 credits

282fs Theatre Practicum

Fall 2006

282f(01) TBA

Rehearsal and performance of production to be performed October 18–22, 2006.

Meets Humanities I-A requirement.

R. Babb

Prereq. by audition or interview only;
2 to 4 credits; enrollment limited to 25

282f(02) TBA

Rehearsal and performance of production to be performed December 6-10, 2006.

Meets Humanities I-A requirement.

R. Babb

Prereq. by audition or interview only;
2 to 4 credits

Spring 2007

282s(01) TBA

A continuation of J-Term practicum study with rehearsals and performances.

Meets Humanities I-A requirement.

R. Babb

Prereq. by audition or interview only;
2 credits

282s(02) TBA

Rehearsal and performance of production; performance dates to be announced.

Meets Humanities I-A requirement.

S. Skiles

Prereq. by audition or interview only;
4 credits

*283fs Playwriting I

(Writing-intensive course; same as English 205f) 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 scenework, 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.

Does not meet a distribution requirement.

The department

Prereq. an English writing course, one course in theatre arts, or permission of instructor;
1 meeting (3 hours); 4 credits; enrollment limited to 10

*284f Dramaturgy and Criticism

(Writing-intensive course; previously offered as Theatre Arts 351) Designed for student writers and dramaturgs interested in discursive thinking, dramaturgical analysis, and expository writing. Students establish their own critical vocabularies and writing styles through analysis of a new play; reading of various theatre reviews, critical essays, and philosophical meditations; and participation in weekly collaborative discussions to pay close attention to students' own writing and suggest various revisions.

Meets Humanities I-A requirement.

The department

Prereq. Theatre Arts 100 and 251, 252 or 253, a basic writing course, and permission of instructor; 1 meeting (3 hours); previously offered as Theatre Arts 351; 4 credits

285s Directing

The art of directing, with equal emphasis on the director/actor relationship, text analysis and interpretative skills, and collaboration with designers and technical directors. Students direct theatre students in scenes, performance pieces, and short plays.

Meets Humanities I-A requirement.

J. Devlin

Prereq. 8 credits in department including Theatre Arts 105 or 205 or permission of instructor; 2 meetings (2 hours); \$10 lab fee;
4 credits; enrollment limited to 12

295fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of instructor; 1 to 4 credits

*314s Renaissance Drama

(See English 314s)

*315fs Topics in Performance

*315f(01) Suzuki Actor Training

This course will focus on Suzuki actor training, a rigorous physical method developed by Tadashi Suzuki. Drawing from the classical Japanese art forms, Noh and Kabuki, and other sources, Suzuki trains actors to connect to their "animal" energy and also to the ground. Through a series of exercises, actors develop physical strength and projection. The work will culminate in a performance based on a classical text.

Meets Humanities I-A requirement.

J. Devlin

Prereq. one performance course and permission of instructor; 3 meetings (90 minutes) and lab; lab fee; previously offered as Theatre Arts 309; 4 credits; enrollment limited to 8

***315s(01) Advanced Acting/Directing**

Continuing the study of acting and directing through exercises, improvisations, and the rehearsal and presentation of scenes from dramatic literature. Directors cast performance projects from within the class, and actors have the opportunity to direct their own work.

Meets Humanities I-A requirement.

Prereq. 8 credits in department including either Theatre Arts 205 for actors, and 285 for directors, or permission of instructor; 2 meetings (2 hours) and lab; \$5 lab fee; 4 credits; enrollment limited to 15

***315s(02) Feminism and Theatre: Theory, History, Practice**

This class will examine how feminist theory has shaped theatre studies and practice. As such, the course will interrogate and stage the relationship between theatre and performance, between text and the body, between theory and praxis. We will engage the perils of performance for women, as well as the potential for empowerment through feminist theatre. In addition to performance projects, course requirements will include extensive theoretical reading and writing.

Meets Humanities I-A requirement.

J. Whitworth

Prereq. 8 credits in department or in related subjects, or permission of instructor; 2 meetings (75 minutes) plus 1 fourth hour; \$5 lab fee; 4 credits; enrollment limited to 15

***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.

***320 Advanced Set Design**

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.

Meets Humanities I-A requirement.

V. James

Prereq. two set design courses (at least one at the 200 level) and permission of instructor; 3 meetings (1 hour) and lab; previously offered as Theatre Arts 302; 4 credits

***320 Art Direction for Film and Television**

A study of the art and practice of designing a production on film and tape, 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.

Meets Humanities I-A requirement.

V. James

Prereq. a set design course or permission of instructor; 2 meetings (2 hours); \$10 lab fee; previously offered as Theatre Arts 320—not as Topics in Design; 4 credits

NOTE: Students should have access to a still photography camera and supply their own materials.

332fs Modern Drama

332f(01) (Same as English 332f) Classics of modern European and American drama from the late nineteenth century to the present. Readings include plays by Ibsen, Strindberg, Chekhov, Shaw, Wilde, O'Neill, Williams, Stoppard. We will also look at one or two musicals.

Meets Humanities I-A requirement.

B. Leithauser

Prereq. jr, sr, 8 credits in English or theatre arts, or permission of instructor; meets theatre arts department seminar requirement (Theatre Arts 350); 1 meeting (3 hours); 4 credits; enrollment limited to 15

332s(01) (Same as English 332s) A history of drama in Europe, America, and Africa from the late nineteenth century to the present.

Readings include plays by Ibsen, Strindberg, Chekhov, Shaw, O'Casey, Pirandello, O'Neill, Brecht, Williams, Miller, Beckett, Pinter, Hansberry, Soyinka, Aidoo, Shepard, Fugard, Norman, Wilson, and Parks.

Meets Humanities I-A requirement.

J. Lemly

Prereq. jr, sr, 8 credits in English or in theatre arts, or permission of instructor; satisfies theatre arts department seminar; 2 meetings (2 hours); 4 credits

334f Topics in Theatre Studies

Various topics in theatre studies including particular theatrical periods and genres. Topics may include melodrama, post-colonial theatre, early twentieth-century avant-garde movements, feminist theatre, etc. These courses include historical and theoretical approaches and could involve interdisciplinary collaboration.

Fall 2006: Gender and Power in Early Modern Theatre

(Same as English 317f(01)) How is gender represented, and how is power gendered, in plays by Shakespeare's contemporaries and successors? Examples: unruly Alice Arden murdering her husband, Kate "tamed" in *The Taming of the Shrew*, Fletcher's "reply," *The Tamer Tamed*, and Middleton and Dekker's *Roaring Girl*, Moll Cutpurse. Topics such as boy actors, cross-dressing, early modern theories of sexuality, and the cultural construction of same-sex relationships. Readings in plays by such writers as Kyd, Marlowe, Jonson, Elizabeth Cary, Beaumont and Fletcher, Dekker, Middleton, Webster, and Ford, and in recent criticism. Substantial opportunity for independent work reflecting each student's own interests.

Meets Humanities I-A requirement.

P. Berek

Prereq. 8 credits in department or permission of instructor; 4 credits

350fs Seminar

Fall 2006

350f(01): Principles of Dramaturgy

What is a dramaturg, and what exactly does she do? This course will provide a historical and theoretical overview of the art and craft of dramaturgy, while training students to work in a field that is quickly becoming essential to contemporary American theatre. Students will apply their knowledge of theatre history, dramatic literature, theory and criticism, and research methods to in-class dramaturgical assignments. Effective communication and collaboration are central to

the work of the dramaturg; these important skills will be honed by working with fellow students, faculty, and staff on various projects in conjunction with performances and readings sponsored by the department.

Meets Humanities I-A requirement.

E. Rundle

Prereq. 8 credits in department or in related subjects or permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 12

Spring 2007

350s(01) Representations of Animals in American Film

Animals have been a dramatic presence in American filmmaking since its inception. We will trace the figure of the animal as it appears throughout the twentieth century, paying close attention to emerging technologies and their ideological impact. Films will range from the early experiments of Eadweard Muybridge to Edison's animal shorts, classical Hollywood films, National Geographic documentaries, Disney animations, science fiction, and experimental work. Readings will be chosen from film studies, theatre studies, critical animal studies, anthropology, cultural studies, and visual rhetoric. This is a reading-, speaking-, and writing-intensive course with a performance/production element.

Meets Humanities I-A requirement.

E. Rundle

Prereq. 8 credits in the department or in related subjects or permission of instructor; American Studies 201; 8 credits in film studies; 1 meeting (3 hours); 4 credits; enrollment limited to 12

**350s(02) British Drama: From the Gothic to the Suffragists*
(See English 367s)

**350s(03) History of the Domestic Interior*
A visual history of domestic life and social intercourse directly related to dramatic literature. Students will learn how to identify the place of origin and period of dwellings and their interiors by style, form, and pattern. They will study the impact of social, economic, and family structures, employment, recreation, and the environment upon living spaces and their inhabitants. Topics will include: the classical style and its revivals; the China trade; the Industrial Revolution; the European country house; the American

colonial farm; and contemporary American living. Plays will be read and their milieu researched. There will be on-site research visits to houses and museums.

Meets Humanities I-A requirement.

V. James

Prereq. jr, sr, Theatre Arts 100 and 251, 252, or 253, a basic writing course and permission of instructor; 1 meeting (3 hours); 4 credits

***383s Playwriting II**

(Writing-intensive course) A continuation of Playwriting I. In a collaborative workshop setting, students will employ the tools and techniques discussed and practiced in Playwriting I to develop ideas for and construct and refine their own full-length plays. Over the course of the semester, students will present readings of their works-in-progress for peer analysis and feedback. In addition, readings of contemporary plays, theory, playwrights' manifestos, and reviews will be employed for further insight into the dramatic process. The semester will culminate in a New Play Series of staged readings of the playwrights' work with the possibility of partnership with the directing class.

Does not meet a distribution requirement.

The department

Prereq. Theatre Arts 283, playwriting portfolio submission, and permission of instructor; 1 meeting (3 hours); 4 credits; enrollment limited to 8

***385fs Directing II**

Advanced study in directing, with equal emphasis on the director/actor relationship, text analysis and interpretative skills, and collaboration with designers and technical directors. Students direct theatre students in scenes, performance pieces, and short plays.

Meets Humanities I-A requirement.

The department

Prereq. Theatre Arts 285; 2 meetings (2 hours) and lab; \$10 lab fee; 4 credits

395fs Independent Study

Does not meet a distribution requirement.

The department

Prereq. permission of instructor; 1 to 8 credits

Five College Course Offerings by Five College Faculty, 2006–2007

The following courses are taught by faculty holding Five College joint appointments. These courses, however, are only a few of those available through the Five College Student Interchange. Through the interchange, students at any one of the five campuses—Mount Holyoke, Smith, Hampshire, and Amherst Colleges, and the University of Massachusetts at Amherst—may register for any course offered at the others, provided they follow policies in place at their own campuses, receive approval from their home campus adviser, meet any course prerequisites, and there is space available. For more complete course information, consult the online course catalogue at www.fivecolleges.edu/fcolcc.html.

African Studies

Catherine Newbury
Five College Professor of Government
Smith College

Fall 2006: on leave

Spring 2007

Smith College: Gov. 227
Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic, and social variables that shape modern African politics, and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will include the ongoing processes of nation building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy.

4 credits

American Studies

Karen Cardozo-Kane
Five College Visiting Assistant
Professor of American Studies
Amherst College

Fall 2006

Amherst: American Studies 25
Introduction to Asian/Pacific/American Studies

This interdisciplinary course introduces students to the shifting cultural, geographic, and intellectual boundaries of A/P/A studies through a historical and comparative approach. Topics to be covered: the history of Asian immigration and the global economy; the heterogeneity of "the Asian American experience," including theories of race, class, and gender; the development of the political panethnic category of "Asian America" during the activism of the 1960s, and the origins and methodologies of Asian American studies. We will explore these and other issues through the study of: *expressions* (creative works in multiple media), *U.S. intersections* (connections between Asian and other ethnic groups), and *global intersections* (imperialism, migration, and transnational formations).

Enrollment limited to 20.

Smith: American Studies 220
Colloquium: Asian Americans in Film and Video

This course introduces students to films made by and about Asian Americans. Using a chronological and thematic approach, various genres—including narrative dramas, documentaries, and experimental films—will be analyzed within the context of Asian American history and contemporary

issues concerning the development of Asian American identities. Some of the topics we will cover include: stereotypes of Asians in Hollywood; the re/creation of history and memory; the intersection of race, class, gender, and sexuality in Asian American films; Asian/black relations on film. Students will be expected to apply theoretical insights to their analysis of a number of key Asian American films. These theories include contemporary theories of race and ethnicity, current debates about identity and representation, and cultural studies approaches to film.

Spring 2007

Amherst: American Studies 27
Haunted in Asian/Pacific/America

In this course we will examine the aftereffects of genocide, immigration, and war through trauma theory and various forms of cultural expression by and about Asian/Pacific/Americans. Our focus on cultural trauma seeks to go beyond the construction of victimization in order to explore potential mechanisms of resilience, survival, and healing. Thus we will ask: How is it possible to narrate traumatic histories when by definition trauma is that which cannot be fully articulated? What are the cultural politics of witnessing? To explore these questions we will investigate the relationship between narrative and silence, forgetting and remembering, individual and communal memory. Gender analysis features prominently since the prevalent theme of sexual trauma runs through ethnic histories and their representations. Thus we will explore how women negotiate their traditional role of cultural reproduction within ethnic group and (trans)nation, both in the literal sense of childbearing and in terms of the cultural transmission of ethnic traditions and values.

Prereq. introductory course in Asian, American, or literary studies; enrollment limited to 15.

Hampshire: HACU 306
Comparative Orientalisms: Afro/Arab/Asian Connections

In this course we will go beyond the white/

other dichotomy to examine the complex interactions between various “minority” groups. Edward Said’s seminal concept of Orientalism will provide the conceptual rubric that organizes our comparative and historical approach to the study of people of African, Middle Eastern, and Asian descent in the Americas, their relative positions within the larger racial formation, and their creative and political responses to cultural circumstances. Feminist critiques of Said’s paradigm will help us analyze the gendered nature of Orientalism, while other studies will illuminate the counter-discourse of “occidentalism” and the ways in which Orientalist stereotypes may be deployed or resisted by various ethnic communities. Throughout, we will investigate the ways that global capitalism creates racialized and gendered labor segments that foster a politics of “divide and conquer.” However, in so doing we will also uncover legacies of panethnic solidarity and imaginative visions of alternative forms of social organization.

Prereq. Upper Division II and Division III students; enrollment limited to 25.

Arabic

Mohammed Mossa Jiyad
Five College Senior Lecturer in Arabic
Mount Holyoke College

Fall 2006

Mount Holyoke: Asian 130
Elementary Arabic I

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing.
4 credits

Mount Holyoke: Asian 232
Intermediate Arabic I

This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing

an expanded vocabulary on everyday objects and common verbs and adjectives.

4 credits

**Mount Holyoke: Asian 295
Independent Study in Arabic**

Designed for students who would like to continue their study at the advanced level, those who have come back from the Middle East, and those who have Arabic as a minor or designed major. It involves extensive reading, writing, and translation assignments. Students read original texts, get media-based materials from various sites, and listen to audio live reporting from various TV sites on the Web—mainly BBC, alJazeera, alArabiyya, and CNN. This is a demanding course recommended for those who have chosen Arabic to be part of their future career.

2–4 credits

Spring 2007

**Mount Holyoke: Asian 131
Elementary Arabic II**

Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather, and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes, and addresses.

4 credits

**Mount Holyoke: Asian 233
Intermediate Arabic II**

This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.

4 credits

**Mount Holyoke: Asian 395
Independent Study in Arabic**

See Asian 295 above.

Asian/Pacific/American Studies

**Richard Chu
Five College Assistant Professor of
History**

University of Massachusetts

Fall 2006

**UMass: History 111B
Problems in World Civilization since 1500**

The goal of the course is to understand the development of world history from the late fifteenth century to the present. In order to provide a coherent narrative the course will focus on the concept, formation, and effects of empires. We will use this central theme to investigate concepts including race, gender, class, colonialism, nationalism, neocolonialism, and globalization. The readings of the course focus on both primary and secondary sources in order to better analyze and understand the diversity of the norms, societies, and cultures and the way they change over time. The course work will emphasize the development of critical thinking and writing skills. Requirements include two exams, quizzes and a final research paper.

**Mount Holyoke: History 259
“Empire,” “Race,” and the Philippines: Indigenous Peoples and the Spanish, U.S., and Japanese Imperial Projects**

Is the United States an “empire?” Today, U.S. political, military, and economic involvement in many parts of the world, such as Iraq and Haiti, makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. presence in the Pacific, particularly in the Philippine Islands, during the first half of the twentieth century, and by comparing it with that of two other imperial powers that also colonized the Philippines—Spain and Japan. We will also investigate how indigenous peoples negotiated, manipulated, resisted, or thwarted attempts by colonial and postcolonial dominant groups to control their minds, bodies, and resources, especially through racial and gendered classifications. Themes to be discussed include religion,

ethnicity, gender, imperialism, colonialism, orientalism, postcolonialism, neocolonialism, and nationalism. Requirements: a midterm and a final exam, occasional quizzes, and an individual or group research project.

Spring 2007

UMass: History 253
Asian/Pacific/American History:
1850 to Present

This course is an introductory survey course in the history of Asian/Pacific/ Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. It will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, postcolonialism, nationalism, ethnicity, globalization, and transnational-ism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Smith: Pacific Empires of the Nineteenth and Twentieth Centuries and the A/P/A Communities: The Race to World Domination and the Domination of Race

How does a study of “empire” help us understand the history of migration? This course seeks to examine this question by focusing on the Pacific empires of the nineteenth and twentieth centuries in order to help us better understand the diasporic movement of Asian-Pacific Islanders to the United States. This course will therefore focus on the Chinese, Japanese, Spanish, American, and British empires in the Asia-Pacific region, and will include a general overview of the A/P/A communities impacted by their general projects. Themes to be discussed include imperialism, racism, gender, colonialism, neocolonialism, globalization, and migration.

Dance

Constance Valis Hill
Five College Visiting Associate Professor

of Dance
Hampshire College

On leave 2006–2007

English

Jane Degenhardt
Five College Assistant Professor of English
University of Massachusetts

Fall 2006

Amherst: English 95(02)
Seminar in English Studies: Renaissance Drama: Past, Present, Future

This course approaches the Renaissance stage as a site of experimentation for both the “old” and the “new.” We’ll explore how popular plays by Shakespeare and his contemporaries recuperated old stories, genres, and tropes from the classical and medieval periods, but also how the stage rejected models from the past in favor of new forms, themes, and desires. How, for example, did the Renaissance stage revisit and refigure templates from the medieval and classical past to explore new concerns about empire, travel, and the fixity or fluidity of identity? We’ll focus in particular on stories of cross-cultural contact and conversion. Readings include plays by Shakespeare, Marlowe, Kyd, and Massinger, as well as selections from Chaucer’s *Canterbury Tales*, Cervantes’ *Don Quixote*, a medieval mystery play, and classical mythology. We’ll also take a look at how Shakespeare is brought into the “future” in films such as John Madden’s *Shakespeare in Love* and Michael Radford’s *The Merchant of Venice*.

Spring 2007

UMass: English 491
Sex and Violence in the Medieval and Renaissance Periods

This course explores the exciting and varied profusion of sex and violence in medieval and early modern literature. In what ways do sex and violence go together? Is violence an intrinsic part of “good” sex, and is it always antithetical to “moral” sex? What makes the

effect funny, exciting, scary, or misogynistic? We will cover a broad range of canonical medieval and Renaissance texts with attention to issues of form, genre, and historical context. Primary texts include Chaucer's "The Miller's Tale" and "The Reeve's Tale"; *The Lais of Marie de France*; select virgin martyr legends; Shakespeare's *The Taming of the Shrew* and *The Rape of Lucrece*; Webster's *The Duchess of Malfi*; selections from Spenser's *The Faerie Queen* and Milton's *Paradise Lost*; and short poems from Donne, Nashe, and Carew.

Smith: English 353

English Seminar: Foreign Geographies on the Early Modern Stage

While Shakespeare and his contemporaries were writing plays for the English stage, England was advancing its position on the world stage through overseas exploration and commerce. Mediterranean and transatlantic geographies took on a new significance as English traders and explorers visited them and reported back their findings. This course explores a range of popular plays by John Fletcher, Christopher Marlowe, Thomas Kyd, Shakespeare, and others that imagine cross-cultural encounters in places such as North Africa, Persia, the Spice Islands, and the New World. We will consider how the staging of these geographies enabled audiences to experience the thrilling spectacles of exotic terrain, extraordinary riches, extreme climates, and natives ranging from tyrannical to indolent, from sensuous to hideous.

Film/Video Production

Baba Hillman

Five College Assistant Professor of Video/Film Production Hampshire College

Fall 2006

Hampshire: HACU 210 Film/Video Workshop I

This course teaches the basic skills of film production, including camera work, edit-

ing, sound recording, and preparation and completion of a finished work in film and video. Students will submit written responses to critical readings and to screenings of films and videos that represent a range of approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will be produced in 16mm format. Digital video and nonlinear editing will also be introduced

Prereq. 100-level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography and New Media, or equivalent) must be completed and not concurrent with this course. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing, and supplies. There are weekly evening screenings or workshops.

UMass: Comm 393B

Intermediate Video Production

This is an intermediate video production/theory course for students interested in exploring a wide range of approaches to narrative, documentary, and experimental videomaking. Students will gain experience in preproduction and postproduction techniques and will learn to think about and look critically at the moving and still image. The class will concentrate on the development of individual approaches to directing, performance, text, sound, and image. Students will complete several collaborative and individual projects for the course and will also write responses to critical readings and weekly screenings. The course will include workshops in nonlinear editing, cinematography, and lighting.

Prereq. by instructor permission; email bhillman@hampshire.edu for an application.

Spring 2007

Hampshire: HACU 287 Performance and Directing for Film and Video

This is an advanced production/theory course for video and film students interested in developing and strengthening the

element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound, and image. We will discuss visual and verbal gesture, variations of approach with actors and nonactors, dialogue, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Students will complete three projects for the class. Screenings and readings will introduce students to a wide range of approaches to directing and performance.

Amherst: English 89
Production Seminar in the Moving Image:
Advanced Video Production

This is an advanced production/theory course for video students interested in developing and strengthening the elements of cinematography, editing, directing, and performance in their work. The course will include workshops in nonlinear editing, lighting, sound recording, and cinematography. The class will emphasize the development of individual approaches to image, sound and text. Students will complete four production assignments. Weekly screenings and critical readings will introduce students to a wide range of approaches to narrative, documentary, and hybrid structures within early and contemporary film and videomaking. We will study works by Louis Feuillade, Wong Kar Wai, Apichatpong Weerasethakul, Nagisa Oshima, and Lucrecia Martel among others. Readings by Gilles Deleuze, Hamid Naficy, Jane Campion, Guy Debord, and Maureen Turim.

Prereq. English 82, Video I, or Introduction to Media Production. Admission with consent of the instructor.

Jenny Perlin
Five College Visiting Artist in Film
Studies

Mount Holyoke College

Fall 2006

Amherst: English 82
Production Workshop in the Moving Image:
Now! Artists Respond to Contemporary
Events: Beginning Video Production

This beginning video production course investigates some of the many ways artists have responded to contemporary social and political events of their times. What kinds of artistic responses cluster around major historical points? What kinds of responsibility must we take as artists? We will look at a range of media work from Vertov's *Man with a Movie Camera* to Rosler's *Semiotics of the Kitchen*; from experimental films and contemporary blockbusters to online activist media projects. This is a beginning production course that will cover the basics of shooting, lighting, audio, and digital editing. Students will be expected to create works that draw from and respond to the charged and challenging world around them.

Mount Holyoke: Film Studies 210
Space, Silence, Splicing, Sound: Beginning
Video Production

This beginning video course is an intensive introduction to digital video cameras, microphones, lights, and digital video editing. The "space" section investigates lenses, zooms, and basic shooting strategies. In the "silent" section, we study the silent film genre, viewing historical and contemporary works, from those who worked with silence and piano accompaniment, to those who deliberately chose not to add any sound to their films. "Splicing" looks at editing as a primary locus for the creation of meaning. The "sound" section examines audio as a technical aspect of video production, as well as an aesthetic world with a life of its own. The course requires group and individual production assignments and numerous readings, as well as weekly evening screenings. Final projects entail the creation of one or more videos of your own devising. Readings will include texts by Gunning, Benjamin, Vertov, Murch, Doane, Bresson, Pudovkin, Trinh, and others. Screenings will include Lumiere Brothers, Hitchcock, Tajiri, Brakhage, Melies, Trinh, Conner, Kubelka, Marker, Coppola, Scorsese,

Vertov, Deren, and more.

Spring 2007

Smith: FLS 282

Real Time: Advanced Video Production

This advanced video production course will look at the concept of “real time” in film and video, in cinema, installation, and online projects. Students will be expected to give presentations, write short papers, and work independently and collaboratively to produce one or more video projects over the course of the semester. Technical workshops will be given on a project-by-project basis. Please note: This is not a software course. Students will be expected to have prior proficiency with video production and digital video editing.

Enrollment by instructor permission only.

Mount Holyoke: Film Studies 310

Topics in Nonfiction: Advanced Video Production

This course will investigate the nonfiction or essay film. It will provide a framework for creating independent videos that use, challenge, and expand documentary forms. We will read texts by Trinh T. Minh-Ha, Walter Benjamin, Su Friedrich, Harun Farocki, and others, and look at works by Greta Snider, Trinh, Farocki, Matthias Müller, Daniel Eisenberg, Su Friedrich, Johann Van der Keuken, Chris Marker, and many others. Students will develop a wide range of approaches to the documentary form, through in-class workshops, assignments, and independent projects. Students will be expected to give presentations, write short papers, and produce one or more independent and collaborative video projects over the course of the semester. Technical workshops will be given on a project-by-project basis. Please note: This is not a software course. Students will be expected to have prior proficiency with video production and digital video editing.

Enrollment by instructor permission only.

Five College Center for the Study of World Languages at the University of Massachusetts

Languages in the Five College Supervised Independent Language Program

Elementary-level courses are currently of-

fered in the following languages: Bulgarian, Czech, Dari, modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Vietnamese, Wolof, and Yoruba. For further information, including information on registration, consult www.umass.edu/fclang.

Languages in the Five College Mentored Language Program

Elementary, intermediate, and advanced courses are currently offered in the following languages: modern standard Arabic, colloquial Arabic (dialects are offered in rotation), Hindi, and Swahili. For further information, including information on registration and prerequisites, consult www.umass.edu/fclang.

Geosciences

J. Michael Rhodes

**Five College Professor of Geochemistry
University of Massachusetts**

Fall 2006

UMass: GEO 515

X-ray Fluorescence Analysis

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Prereq. analytical geochemistry or permission of instructor

UMass: GEO 591V

Volcanology

Systematic discussion of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology; particular attention to Hawaiian, ocean-floor, and Cascade volcanism.

International Relations

Michael T. Klare

**Five College Professor of Peace and
World Security Studies**

Hampshire College

Fall 2006

Hampshire: SS 114T **Global Resource Politics**

An examination of the international politics arising from disputes over the ownership and exploitation of vital natural resources, especially oil, water, and land. The course will consider the powerful forces 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 in which states, corporations, and civil society groups are responding to contemporary resource disputes. Each student will select a particular resource issue to study in depth.

UMass: PolSci 392G **Global Resource Politics**

An intensive examination of the international politics surrounding disputes over the ownership, extraction, and utilization of vital natural resources, especially oil, water, land, timber, and minerals. The course will assess the growing pressures being brought to bear on the world's resource base, including globalization, population growth, rising consumption, and climate change. It will also consider the various ways in which state and nonstate actors respond to resource disputes, including war, adjudication, conservation, and innovation. Each student will select a particular resource problem or dispute to study in considerable depth and prepare a research paper on that topic.

Spring 2007

Hampshire: SS 234 **America and the World: The Global Debate over U.S. Hegemony**

America is now the world's only superpower and will remain so for some time to come. This unique situation has aroused enormous debate both at home and abroad over how the U.S. should wield its enormous power. There are some in this country who argue that the U.S. should use its power unilaterally and to America's exclusive advantage; others argue that the U.S. refrain from using force except when sanctioned by the international community. This course will examine and

assess the domestic and international debates over America's international role and look at particular aspects of American foreign policy. Students will be expected to participate in policy debates on America's response to various international issues (proliferation, human rights, the environment, trade, and so on) and to write an in-depth paper on a particular problem in foreign affairs.

Smith: Gov 250

Case Studies in International Relations

The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. In spring 2007, the course will focus on the growing centrality of Asia in international security affairs. In particular, we'll focus on security issues raised by China's growing economic and military power, such as the status of Taiwan, nuclear negotiations with North Korea, China's military ties with Iran, and the geopolitical implications of China's growing reliance on imported oil. We'll also consider such issues as terrorism, ethnic conflict in Central Asia, and the India-Pakistan nuclear rivalry. Students will be expected to discuss the policy implications of these issues for the United States and to investigate a particular problem in depth.

4 credits

Jon Western **Five College Associate Professor of** **International Relations** **Mount Holyoke College**

Fall 2006

Mount Holyoke: International **Relations 319** **U.S. Foreign Policy, Human Rights, and** **Democracy**

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols,

and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural, and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Fulfills the requirement for advanced seminar in political science.

Hampshire: SS 303

American Hegemony and Global Politics in the Twenty-First Century

This course explores how decisions and strategic positioning by the United States will influence the global security climate in the coming decades. It begins with a broad overview of the global security environment and the nature and sources of American power. We will explore multiple conceptions of American power and examine the role of American exceptionalism and liberal ideals as a basis of American hegemony. The course will then critically examine the effects of American power as it relates to traditional sources of international security and conflict and likely trends in WMD proliferation, terrorism, economic development, environmental degradation, resource scarcity, demographic stress, and global public health. *Previous course work in world politics is required.*

Spring 2007

Mount Holyoke: Pol 116 **World Politics**

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.

Meets Social Sciences III-A requirement.

UMass: To be determined

Italian

Elizabeth H. D. Mazzocco

Five College Associate Professor of Italian and Director of the Five College Center for the Study of World Languages
University of Massachusetts

Fall 2006: on leave

Spring 2007

UMass: Italian 497 and 514

Il Quattrocento: fra l'umanesimo e la fantasia

Studieremo il mondo culturale del Quattrocento italiano tramite due opere fondamentali dell'epica italiana: *L'Orlando Innamorato* di Matteo Maria Boiardo e *Il Morgante* di Luigi Pulci. Queste opere, oltre ad essere giocate e stimolanti, rispecchiano anche le condizioni storiche, letterarie e filosofiche dell'epoca. Le opere saranno lette nel contesto storico affinché si riesca ad apprezzare sia il loro contenuto che l'ambiente storico in cui furono scritte.

Music

Bode Omojola

Five College Assistant Professor of Ethnomusicology
Mount Holyoke College

Fall 2006

Mount Holyoke: Music 166

Introduction to Music of Africa

This introductory course concentrates on indigenous musical traditions from different parts of the African continent. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural contexts within which African musical traditions derive their meaning and significance. Relying on selected live performances as well

as recordings of instrumental and vocal idioms, the course discusses the conceptual and behavioral aspects of music, the contexts and functions of musical performances, musical instruments and vocal styles, the training and status of musicians, and the stylistic features of the music.

Enrollment limited to 25; 4 credits

Hampshire: HACU 257

African Popular Music

The course examines modern popular musical idioms in Africa, with special attention to those that evolved during and after the colonial era. Regional examples like the West Africa “highlife,” the East/Central African “soukous,” North African “rai,” and “mbaqanga” from Southern Africa provide the basis for assessing the significance of popular music as a creative response to the dynamics of colonial and postcolonial environment in twentieth century Africa. Themes explored include the use of music in the construction of social identity, the impact of social and political structures on musical practice as well as the interaction of local and global elements. Discussions rely on live performances and recordings.

Spring 2007: TBA

Russian, East European, Eurasian Studies

Sergey Glebov

Five College Assistant Professor of History Smith College

Fall 2006

Smith: History 340

How Ideas Can Kill: Women and Men in the Russian Revolutionary Movement

How does political terror become the ultimate means for building a just society? How do selfless idealists and intellectuals, women and men alike, who dedicated their lives to the cause of bettering the social world, become merciless executioners? How can rational and modern revolutionaries—not religious fanatics!—fashion their lives according to scenarios prescribed by books of

revolutionary prophets?

The seminar explores the emergence and development of the Russian revolutionary movement that culminated in the creation of the first modern utopian state, the Soviet Union. As we look at different figures of the revolutionary movement and at the succession of ideologies, from romanticism to populism, socialism, anarchism, and finally, Marxism and bolshevism we will try to explore how ideas refracted in life experiences of individuals and how historical contexts—one’s social background, gender, or biographical trajectory—influenced one’s political motivations.

One of the central foci of the seminar will be on experience of women in the revolutionary movement, from the typical “wife of the aristocratic Decembrist” in 1825 to the radical terrorists of the People’s Will in late 1970s and 1880s. We are going to investigate how issues of liberation and emancipation of women were interwoven for the Russian revolutionaries with questions of political ideology and ultimately made subject to the overarching goals of social emancipation of “the people.”

UMass: History 393P

Empire Building in Eurasia, 1552–1914

This course will introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. We will explore ways in which the Russian empire conquered, incorporated, and ruled over dozens of national and ethnic groups, as well as pay attention to diverse cultures and traditions developed by different peoples of the Russian empire. As a result of this course, students will gain greater understanding of how multinational states managed diversity and how empires were built and maintained. They will gain insights into contemporary theorizing of modern nationalism and will be better suited to navigate themselves in the often complex situation of the post-Soviet world. The students will also learn about colonialism and “Orientalism,” mobile diasporas, and supranational institutions. Finally, they will be tempted to think

of the history of multinational empires as a model of world history, and explore parallels between modernization processes in the Russian empire and globalization.

Spring 2007

Smith: History 247(L)

Aspects of Russian History: Affirmative Action Empire: Soviet Experiences of Managing Diversity

How the Communist rulers of the Soviet Union mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing, and supporting national identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education, and Stalin's Terror. How World War II and postwar reconstruction became formative experiences for today's post-Soviet nations.

Mount Holyoke: RES 131s(01)

Introduction to Peoples and Cultures of Eurasia

Explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. How has this region been imagined and mapped? How useful are conventional definitions of the boundary between "Europe" and "Asia"? What is meant by "Eastern Europe," "Central Europe," and "Eurasia"? Topics to be considered will include the struggle for a usable past and the emergence of national identity; techniques of imperial rule and colonial domination; formation and dissemination of knowledge about Eurasia; cultural traditions of the region. Designed to help students navigate the world of post-Soviet and postsocialist Eurasia.

Appendix

Faculty

Key to superscripts

1 = on leave for academic year

2 = on leave for first semester

3 = on leave for second semester

4 = teaching first semester

5 = teaching second semester

Martha A. Ackmann

Senior Lecturer in Gender Studies

Ph.D., University of Massachusetts; M.A., Middlebury College; B.A., Lindenwood College

Siraj Dean Ahmed

Assistant Professor of English

Ph.D., Columbia University;

B.A., University of Pennsylvania

Katherine Aidala

Clare Boothe Luce Assistant Professor of Physics

Ph.D., M.A., Harvard University; B.S., Yale University

Patricia J. Albright

Archives Librarian, Level III (P)

M.A., Brown University; M.L.S., Wayne State University; B.A., Oakland University

Nigel Alderman

Assistant Professor of English

Ph.D., Duke University; M.A., College of William and Mary; B.A., Cambridge University

David M. Allen

Lecturer in Physical Education

M.A., University of Minnesota; M.S., University of Wisconsin; B.S., Bridgewater State College

Douglas J. Amy

Professor of Politics

Ph.D., University of Massachusetts;

M.A., B.A., University of Washington

Bruce M. Arnold

Associate Professor of Classics

Ph.D., M.A., B.A., University of Washington

Roger Babb

Professor of Theatre Arts

Ph.D., City University of New York; B.A., Empire State University

⁴Mareen Babineau

Visiting Instructor in Psychology and Education

A.M., A.B., Mount Holyoke College; A.A., Holyoke Community College

³Sarah J. Bacon

Associate Professor of Biological Sciences

Ph.D., University of Chicago; A.B., Mount Holyoke College

Lisa A. Ballesteros

Associate Professor of Computer Science

Ph.D., M.S., University of Massachusetts; B.S., Union College

⁵Patricia Ann Banks

Assistant Professor of Sociology

Ph.D., M.A., Harvard University; B.A., Spelman College

¹Susan R. Barry

Associate Professor of Biological Sciences

Ph.D., M.A., Princeton University; B.A., Wesleyan College

Persaram O. Batra

Visiting Assistant Professor of Earth and Environment

Ph.D., Pennsylvania State University; B.S., University of Maryland

Debbora Battaglia

Professor of Anthropology

Ph.D., M.Lit., Cambridge University; B.A., University of California, Santa Barbara

Justin Behrend

Visiting Instructor in History
M.A., Northwestern University; M.A.,
California State University; B.A., Point Loma
Nazarene College

Thelma Belmonte-Alcantara
Visiting Lecturer in Spanish
B.A., Universidad Nacional Autonoma, de
Mexico

³Christopher Benfey
*Mellon Professor of English; Five College Forti-
eth Anniversary Professor*
Ph.D., Harvard University; A.B., Guilford
College

Eric J. Benjamin
*Director of Instrumental Ensembles and Lec-
turer in Music*
M.M., B.M., New England Conservatory

³Peter Berek
Professor of English
Ph.D., M.A., Harvard University; A.B., Am-
herst College

³Bettina Bergmann
*Helene Phillips Herzig '49 Professor of Art
History*
Ph.D., M.Phil., Columbia University; M.A.,
Archaeological Institute, W. Germany; B.A.,
University of California, Berkeley

¹Katherine Binder
Associate Professor of Psychology
Ph.D., M.A., University of South Carolina;
B.A., Southern Illinois University

Robin Blaetz
*Associate Professor of Film Studies and Gender
Studies*
Ph.D., M.A., New York University; B.A., Ohio
University

Catherine Bloom
Visiting Instructor in French
M.A., Smith College

²Allen Bonde
Professor of Music
D.M.A., M.M., Catholic University;
B.M., Lawrence University
D. Ellen Bonner

Head of Technical Services; Librarian, Level III
M.S., Columbia University; B.A., Framing-
ham State College

Robert Bontempo
Lecturer in Physical Education; Golf Director
A.B., University of North Carolina

Lee Bowie
Dean of the College; Professor of Philosophy
Ph.D., Stanford University; B.A., Yale Uni-
versity

Renae J. Brodie
Assistant Professor of Biological Sciences
Ph.D., University of Washington; B.A., Uni-
versity of California, Santa Barbara

Lois A. Brown
*Associate Professor of English; Director of
the Weissman Center for Leadership and the
Liberal Arts*
Ph.D., Boston College; B.A., Duke University

Sheila Ewing Browne
Bertha Phillips Rodger Professor of Chemistry
Ph.D., University of California, Berkeley; B.S.,
University of Tennessee

Frank W. Brownlow
Gwen and Allen Smith Professor of English
Ph.D., University of Birmingham; B.A., Liver-
pool University

Jeanne Brownlow
Visiting Senior Lecturer in English
Ph.D., University of Massachusetts; A.M.,
Mount Holyoke College; A.B., Smith College

Jill Bubier
*Marjorie Fisher Associate Professor of Environ-
mental Studies*
Ph.D., McGill University; M.S., University of
Vermont; J.D., University of Maine School of
Law; B.A., Bowdoin College

Thomas H. Burbine
Five College Teaching Fellow in Astronomy
Ph.D., Massachusetts Institute of Technology;
M.S., University of Pittsburgh; B.S., Rensse-
laer Polytechnic Institute
Colleen C. Butler

Visiting Instructor in Sociology
A.B.D., Boston University; A.B., Mount
Holyoke College

⁴Anthony Butterfield
Visiting Professor of Complex Organizations
Five College Faculty Exchange (University of
Massachusetts)

³Nancy Campbell
Professor of Art
M.F.A., University of Michigan; B.F.A., Syra-
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Global Initiatives, Center for

Eva Paus
Director
 B.A., M.A., Ph.D., University of Pittsburgh

Anita Deeg-Carlin
Director of International Experiential Learning
 B.A., Wheaton College (IL); M.S., Colorado State University

Jennifer Medina
Immigration Specialist
 B.A., University of Massachusetts

Joanne M. Picard
Dean of International Studies
 B.A., American International College;
 A.M., Mount Holyoke College

Donna Van Handle
Dean of International Students
 A.B., Mount Holyoke College; M.A., Ph.D., University of Massachusetts

Gorse Child Study Center

Patricia G. Ramsey
Director (on leave)
 B.A., Middlebury College; M.A., San Francisco State University; Ed.D., University of Massachusetts

Janna L. Aldrich
Acting Director/Teacher
 A.B., Mount Holyoke College; M.Ed., Lesley College

Barbara Peterson Sweeney
Associate Director/Teacher
 B.S., M.S., Wheelock College

Health Services

Karen Engell
Director of College Health Services
 B.S., Southern Illinois University; M.S., Medical College of Virginia; Certified Nurse Practitioner, Medical College of Virginia

Maureen Millea
Medical Director/College Physician
 B.S., Stanford University; M.D., University of Connecticut School of Medicine

Susan McCarthy
Director, Alcohol and Drug Awareness Project
 A.S., Greenfield Community College;
 M.Ed., University of Massachusetts; R.N., C.S., C.A.D.A.C., L.M.H.C.

Human Resources, Office of

Lauren Turner
Director
 A.S., Holyoke Community College;
 B.A., University of Massachusetts;
 M.A., Mount Holyoke College

Library Information, and Technology Services

Patricia Albanese
Chief Information Officer and Director of Library, Information, and Technology Services
 B.A., M.L.S., State University College at Geneseo; M.S., Rochester Institute of Technology

D. Bonner
Head of Technical Services
 B.A., Framingham State College; M.A., Brown University; M.S., Columbia University

Scott Coopee
Director of Infrastructure, Systems, and Support
 B.S., University of Massachusetts at Amherst; M.B.A., Rensselaer Polytechnic Institute

Owen Ellard
Director of Research and Instructional Support
 B.A., University of Manchester; M.A., Pennsylvania State University; M.A., University of South Florida; Ph.D., A.B.D., New York University

Jennifer Gunter King
Director of Archives and Special Collections
 B.A., M.A., M.S.L.S., University of Maryland

Michael Crowley
Director of Networking
 B.S., Dickinson College; M.A., Ph.D., University of Massachusetts

Aime DeGrenier
Manager of Community Technical Support
B.A., M.Ed., University of Massachusetts

William Farrington
Director of Media Resources
A.S., Springfield Technical Community College

Karen Mehl
Circulation Manager
A.S., Holyoke Community College

Debra Morrissey
*Assistant to the Director of Library,
Information, and Technology Services*
A.B., Russell Sage College; J.D., Western New
England Law School

Kathleen E. Norton
*Director of Collection Development/
Instruction/Liaisons*
A.B., Mount Holyoke College;
M.L.S., Columbia University

Gail G. Scanlon
Director of Access and Technical Services
A.B., Mount Holyoke College; M.L.S., State
University of New York at Albany

Mail Services

Chris Letourneau
Supervisor

Mount Holyoke College Art Museum

Marianne Doezenia
*Florence Finch Abbott Director of the Art
Museum and the Skinner Museum; Lecturer,
Department of Art*
M.A., University of Michigan; Ph.D., Boston
University

Wendy M. Watson
*Curator of the Art Museum and the Skinner
Museum*
A.B., Smith College; M.A., University of Mas-
sachusetts

Public Safety, Department of

Paul L. Ominsky
Director
B.S., M.Ed., University of Massachusetts

Barbara A. Arrighi
Associate Director
B.S., University of Massachusetts; A.S., Holy-
oke Community College

Registrar, Office of the

Donna L. Delisle-Mitchell
Associate Registrar
A.B., Smith College; M.P.A., American Inter-
national College

Religious Life, Office of

Rev. Sherry S. Tucker
*Interim Dean of Religious and Spiritual Life;
Chaplain to the College; Adviser to the Protes-
tant Community*
B.A., New College; M.A.T., Mount Holyoke
College; M.Div., Andover Newton
Theological School
B.A., University of Wisconsin; M.A., Univer-
sity of Massachusetts

Holly Hanson
Adviser to the Baha'i Community
B.A., University of Wisconsin; M.A., Ph.D.,
University of Florida

Anita Magovern
*Chaplain to the College; Adviser to the Catho-
lic Community*
B.A., Chestnut Hill College; M.S., George-
town University; M.A., Loyola University

Shamshad Sheikh
*Chaplain to the College; Adviser to the Muslim
Community*
Master-in-law, S.M. Law College, Pakistan;
M.B.A., American International College

Residential Life, Office of

Lajuan Rene Davis
Director
B.A., University of Massachusetts Amherst

Student Financial Services, Office of

Kathy Blaisdell

Director

B.A., Dartmouth College

Gail Holt

Senior Associate Director

B.A., Boston College; M.Ed., Boston University

Student Programs

Elizabeth Gibney Boulden

Associate Director

B.S., M.Ed., Springfield College

John Laprade

Director

B.A., University of Massachusetts

SummerMath Program

Charlene Morrow

Codirector

A.B., Miami University; M.S., Ph.D., Florida State University

James Morrow

Codirector

A.B., M.A., Miami University; Ph.D., Florida State University

SummerMath for Teachers Program

Virginia Bastable

Director

B.S., University of Massachusetts;
M.S., Worcester Polytechnic Institute;
Ed.D., University of Massachusetts

Jill Bodner Lester

Assistant Director

B.S., Rhode Island College; M.S., Southern Connecticut State University

Weissman Center for Leadership and the Liberal Arts

Lois Brown

Director; Associate Professor of English

B.A., Duke University; Ph.D., Boston College

Preston H. Smith II

Associate Director for Community-Based

Learning; Associate Professor of Politics

B.A., Howard University; Ph.D., University of Massachusetts

Willits-Hallowell Center

Imad Zubi

Director

B.S., University of Massachusetts

Alumnae Association

Staff Directors

W. Rochelle Calhoun '83

Executive Director

A.B., Mount Holyoke College;
M.F.A., Columbia University

Karen Griffin

Director of Alumnae Information Services and Technology

Stephanie G. Gonthier

Associate Director of Finance

B.A., Massachusetts College of Liberal Arts;
M.B.A., University of Massachusetts

Emily Harrison Weir

Managing Director of Print and Online Magazines

B.A., Wilson College

Officers of the Alumnae Association 2006–2007

Mary Graham Davis '65

President

New York, New York

Kayla R. Jackson '86

Vice President

Mitchellville, Maryland

Sandra Mallalieu '91

Clerk

North Reading, Massachusetts

Patricia Steeves O'Neil '85

Treasurer

Chicago, Illinois

To contact a local alumnae admission representative, please call the Office of Admission at 413-538-2023.

Emeriti

Gale Stubbs McClung '45
Editor Emeritus, Alumnae Quarterly
A.B., Mount Holyoke College

Student Enrollment

Geographical Distribution of Students

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia

Wisconsin
Wyoming

*Total enrollment from
United States
1,810*

Foreign Countries
Afghanistan
Albania
Argentina
Armenia
Bangladesh
Belgium
Bhutan
Bosnia and Herzegovina
Brazil
Bulgaria
Burkina Faso
Canada
China
Colombia
Croatia
Ecuador
Estonia
Ethiopia
France
Georgia
Germany
Ghana
Greece
Guatemala
Guinea
Hungary
India
Indonesia
Italy
Jamaica
Japan
Kenya
Latvia
Malaysia
Mauritius
Mexico
Moldova
Myanmar
Nepal
Nigeria
Oman
Pakistan

STUDENT ENROLLMENT

Philippines
Poland
Romania
Russia
Saint Lucia
Senegal
Serbia and Montenegro
Singapore
Somalia
South Korea
Sri Lanka
Sweden
Switzerland
Taiwan
Tanzania
Thailand
Turkey
Uganda
Ukraine
United Kingdom
Venezuela
Vietnam
Zambia
Zimbabwe

Total enrollment from foreign countries 315

Total enrollment

(undergraduate and graduate)

2,127

Founding of the College

November 8, 1837

It would be only a few days before the first snow drifted across the Connecticut River Valley. South Hadley for the most part slumbered peacefully—as a town it had watched winters coming for more than 80 years. But though a season was ending, a new one was beginning, and with it a new adventure in education. In the heart of the town on a sloping hill not far from the village church, a four-story building had been erected. On that day Mary Lyon welcomed the first 80 students to Mount Holyoke.

Almost assuredly it never entered anyone's mind that 169 years later more than 2,000 students would be enrolled, that they would live in nineteen residence halls spread over a campus of 800 acres.

Mary Lyon was 40 years old in 1837. A brilliant student and teacher, she knew by experience the obstacles facing young women who wanted an education more sound in content and serious in purpose than was being offered by the typical female seminaries of the period. She spent nearly four years in planning and raising funds. She was to live only 12 years beyond that opening day, but she provided for Mount Holyoke's permanence.

Mount Holyoke was the fruition of her dreams, yet it was also a beginning, and as is the case with many great beginnings, somewhat inauspicious. The doors had no steps, the windows had no blinds. Much of the furniture and bedding had been delayed by storms, walls for the most part were bare. There were no trees and no fence. A deep bed of sand surrounded the recently completed building. Yet the letters of those first students are full of the excitement and spirit of an adventure begun.

Since that day in 1837 more than 32,000 of Mary Lyon's daughters have become a part of this process, absorbing the spirit of individuality and adventure, and fulfilling themselves in diverse ways.

Through the years Mount Holyoke College

has established a tradition of excellence in the education of women. The College was an original member of what later became the Seven College Conference, a group of institutions that continues to meet informally on matters of mutual interest. The group includes Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley Colleges.

Seal of Mount Holyoke College

On Thursday afternoon, 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 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 appropriately cited the text of Psalms 144.12: "That our daughters may be as corner stones, polished after the similitude of a palace."

Visiting the College

A visit to the campus provides the best introduction to Mount Holyoke College. The Office of Admission offers daily information sessions and tours, as well as on-campus interviews, overnight stays in residence halls during the academic year, and meetings with professors and coaches. Visitors need not make appointments for campus tours, but students who would like to arrange an interview, an overnight visit, or a meeting with a coach should call at least two weeks in advance of their visit. The Office of Admission, located in the Harriet Newhall Center, is open Monday through Friday from 9 AM to 5 PM and Saturdays from 9 AM to NOON. For interview appointments or tour schedules, call 413-538-2023.

Administrative offices are located in Mary Lyon Hall; business and financial aid offices are located in Skinner Hall. Overnight accommodations are available on campus at the Willits-Hallowell Center. For reservations and information call 413-538-2217 or write to the Willits-Hallowell Center, Mount Holyoke College, South Hadley, Massachusetts 01075.

The main College telephone number is 413-538-2000; all offices and residence halls may be reached through this number.

How to Reach the College

Mount Holyoke College is located in the town of South Hadley, Massachusetts, on Route 116.

By car

The College is five miles north of Holyoke and twelve miles north of Springfield on Route 116. When traveling north on Route 91, exit at Route 202 (Holyoke-South Hadley, Exit 16) and proceed through Holyoke, across the Connecticut River, and around the rotary to the exit marked South Hadley Center/Amherst, Route 116 north. The College is approximately two and one-half miles from the exit. When traveling south on Route 91, exit at Route 141 (Holyoke-South Hadley, Exit 17) and proceed east on Route 141 until it intersects with Route 202. Turn left and

follow the same directions as above. From Massachusetts Turnpike Exit 5, turn left toward Westover onto Route 33 north, turn right onto Route 116 to South Hadley Center, and drive approximately one and one-half miles north to the College.

By air

Bradley International Airport, Connecticut, the nearest airport, has van/car service to Springfield and South Hadley.

By bus

Peter Pan offers service from Boston and New York City to South Hadley, with transfers in Springfield.

By train

Springfield is served by Amtrak. Taxi and van/car service are available from Springfield to South Hadley.

Correspondence

The post office address of the College is South Hadley, Massachusetts 01075. The College phone number is 413-538-2000.

President

General interests of the College

Dean of Faculty/Vice President for Academic Affairs

Academic policy and curriculum development

Dean of the College/Vice President for Student Affairs

Academic work of students, fellowships, admission to graduate work

Associate Dean of the College/Dean of Students

Residence halls and nonacademic concerns; religious life of the College

Dean of Admission

Admission to the first-year class and transfer admission

Director of Career Development Center

Career counseling and placement of students and graduates

Director of Student Financial Services

Scholarship aid and loans

Director of the Frances Perkins Program

Nontraditional transfer admission

Director of Human Resources

Student jobs on campus, remunerative work

Vice President for Development

Fundraising and giving opportunities

Comptroller

Payment of bills and business matters

Registrar

*Official certification of student records,
enrollment statistics*

Alumnae Association Executive Director

Alumnae and the Alumnae Association