



Bulletin & Course Catalogue  
2010–2011



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# 2010–2011

## Academic Calendar

International Student Orientation  
 Online registration opens  
 Preorientation Program  
 New Student Orientation  
 Returning students arrive  
 Convocation  
 Fall-semester classes begin  
 Last day to add classes  
 Last day to withdraw from a class  
     without “W” grade recorded  
 Midsemester break  
 Family and Friends Weekend  
 Academic advising period  
 Founder’s Day  
 Online MHC and Five College spring  
     and J-Term registration  
 Last day to withdraw from a class with  
     “W” grade recorded  
 Last day to declare ungraded option  
 Thanksgiving recess  
 Last day of classes  
 Reading days  
 Examinations  
 December recess  
 January Term  
 Martin Luther King Jr. Day  
 January recess  
 Online registration opens  
 Spring-semester classes begin  
 Last day to add classes  
 Last day to withdraw from a class  
     without “W” grade recorded  
 Midsemester break  
 Academic advising period  
 Online Five College fall registration  
 Online MHC fall registration  
 Last day to withdraw from a class  
     with “W” grade recorded  
 Last day to declare ungraded option  
 Last day of classes  
 Reading days  
 Examinations  
 Reunion I  
 Baccalaureate service  
 Commencement  
 Reunion II

*Begins Monday, August 30*  
*Wednesday, September 1*  
*Begins Wednesday, September 1*  
*Saturday, September 4–Tuesday, September 7*  
*Sunday, September 5*  
*Tuesday, September 7*  
*Wednesday, September 8*  
*Tuesday, September 21*  
*Tuesday, September 28*

*Saturday, October 9–Tuesday, October 12*  
*Friday, October 22–Sunday, October 24*  
*Monday, November 1–Friday, November 5*  
*Sunday, November 7*  
*Monday, November 8–Friday, November 19*

*Thursday, November 18*

*Thursday, November 18*  
*Wednesday, November 24–Sunday, November 28*  
*Tuesday, December 14*  
*Wednesday, December 15–Thursday, December 16*  
*Friday, December 17–Tuesday, December 21 noon*  
*Tuesday, December 21 noon–Sunday, January 2*  
*Monday, January 3–Friday, January 21*  
*Monday, January 17 (no classes)*  
*Saturday, January 22–Tuesday, January 25*  
*Friday, January 21*  
*Wednesday, January 26*  
*Tuesday, February 8*  
*Tuesday, February 15*

*Saturday, March 12–Sunday, March 20*  
*Monday, April 4–Friday, April 8*  
*Monday, April 11–Friday, April 15*  
*Monday, April 11–Friday, April 29*  
*Tuesday, April 12*

*Tuesday, April 12*  
*Tuesday, May 3*  
*Wednesday, May 4–Friday, May 6, 7pm*  
*Friday, May 6, 7pm–Tuesday, May 10 noon*  
*Friday, May 20–Sunday, May 22*  
*Saturday, May 21*  
*Sunday, May 22*  
*Friday, May 27–Sunday, May 29*



# About Mount Holyoke College

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

Today, Mount Holyoke is a highly selective, nondenominational, residential, research liberal arts college for women located in the Connecticut River Valley of western Massachusetts. The College’s 2,200 students hail from 47 states and over 70 countries. Its nearly 250 full-time and part-time instructional faculty are devoted to undergraduate teaching and cutting-edge research. About half of the faculty are women; a quarter are individuals of color; and over 30 percent were born abroad. With a student-faculty ratio of 9 to 1 and with most classes averaging 10–19 students, faculty and students collaborate closely on academic course work and research.

The College operates on a semester calendar, with an optional January Term offering opportunities for research, independent study, projects of students’ own choice, travel, internships, noncredit study, and some intensive courses for academic credit. In 2008, the New England Association of Schools and Colleges, Inc., through its commission on Institutions of Higher Education, approved the continuation of the College’s accreditation.

Mary Lyon’s famous words—“Go where no one else will go, do what no one else will do”—continue to inspire the College’s students and its 33,000 alumnae. By offering a distinctive combination of a rigorous liberal arts education, an unusually diverse and international community, a lifelong global network, and a legacy of educating leaders, Mount Holyoke is powerfully positioned to graduate women who will be successful and contribute to a better world.

## Mission of the College

Mount Holyoke 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.

## Seal of Mount Holyoke College



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

## Facilities

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

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

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

Mount Holyoke's library has a collection that currently totals more than 750,000 print volumes, including 1,300 periodical subscriptions. The library also licenses access to more than 200 scholarly research databases as well as thousands of ebooks and ejournals. In addition, it shares a catalog with other members of the Five College Consortium; the combined collections provide students and faculty with direct access to more than eight million volumes. The library also features several innovative multipurpose venues for collaboration, research, and technology support.

The Mount Holyoke College Art Museum is among the nation's leading collegiate art museums, with a comprehensive permanent collection encompassing more than



14,000 works from antiquity to the present. The museum offers students work/study and internship opportunities, and brings to the community imaginative and diverse exhibitions that often attract significant national media attention.

Kendall Sports and Dance Complex houses a swimming pool and a diving well, a gymnasium with basketball, volleyball, and badminton courts, a weight room and cardiovascular area, as well as a one-acre field house with indoor track and tennis courts, squash courts, racquetball courts, and studios for dance, aerobics, yoga, and other activities. In 2007, the College completed construction of a new track and field facility, featuring a multipurpose synthetic turf field with lights, surrounded by an eight-lane track with a nine-lane straightaway. In 2009, two new dance studios, a renovated dance performance theater and a renovated and expanded fitness center opened. The equestrian center, one of the nation's largest collegiate facilities, features a 65-stall barn, two indoor arenas, an outdoor show ring, a full cross country course, and a regulation-size dressage ring. Outdoor cross-country courses for riders cut through 120 acres of woods, fields, and streams. The Orchards, Mount Holyoke's 18-hole championship golf course, was designed by the legendary Donald Ross and was the site of the 2004 U.S. Women's Open.

# 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, and Other Degree and Certificate Programs).

## 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.

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

*Cumulative.* All students must complete 128 semester credits. A normal schedule is four 4-credit courses per semester, each course meeting from one to four times a week.

Toward the 128 credits required for graduation, students may apply a maximum of 16 credits of independent study and honors work.

Also, students who entered the College before September 2008 may apply one non-liberal arts course, for a maximum of 4 credits, to the 128 credits required for graduation. Students who entered the College in or after September 2008 may apply a maximum of 12 credits combined that are earned from Mount Holyoke curricular support courses (CUSP) and from any Mount Holyoke, Five College, or transferred non-liberal arts courses, whether taken before or after the student's matriculation at the College.

*Residency.* 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.

*Outside the major.* 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 concerns, 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.

- I-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.
- I-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.

II-A. Mathematics, statistics, computer science, or an interdisciplinary course in this area.

II-B. Natural and physical sciences: astronomy, biological sciences, chemistry, geology, physics, or an interdisciplinary course in the natural or physical sciences with lab.

II-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.

III-A. Anthropology, economics, education, geography, politics, psychology, sociology, or an 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 permissions form. This form is available on the registrar's Web site at <http://www.mtholyoke.edu/offices/reg/5858.shtml>.*

*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**

A degree-seeking student at Mount Holyoke is expected to study a language other than English while matriculated at the College. She can satisfy the language requirement in a number of ways. Preferably by the end of the sophomore year she should either:

1. complete a formal two-semester elementary course sequence in a foreign language new to her or for which she has little or inadequate preparation. (The self-instructional and mentored language courses offered through the Five College Center for World Languages cannot be used to meet the Mount Holyoke language requirement.)
2. complete a designated one-semester foreign language course or foreign literature course taught in the foreign language at the intermediate level or above.

*Note: international students are not exempted automatically from the language requirement. However, any student whose first language is not English can satisfy the language requirement if:*

- she can document that she attended a secondary school for at least one year at which instruction was conducted in a language other than English.

- she can document that she attended a secondary school outside of the U.S. where the language of instruction was English, but she elected a language or literature course taught in her native language.
- she has an O-level, A-level, or GSCE language result (for students from India, this would be a Grade X or Grade XII) or has an official record of a college-level course in her native language.

If a student meets at least one of the criteria listed immediately above and wishes to be exempted from the language requirement, she must contact dean of international students Donna Van Handle (*dvanhand@mtholyoke.edu*), who will review the student's records and inform the registrar's office if she determines that the language requirement has been fulfilled.

This describes the foreign language requirement as in effect for students entering the College in or after September 2008. Students who entered the College in earlier years should consult the catalogue for their entrance year.

### **Multicultural Perspectives Course**

In keeping with the mission of the College, Mount Holyoke's Multicultural Perspectives Requirement encourages students to engage intellectually with the complexities of the world and its peoples. Students must complete one 4-credit course devoted primarily to the study of some aspect of:

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

The course must incorporate a diversity of perspectives. A student may fulfill this requirement at any time during her college career by completing an approved course in the subject of her choice (see the Key to Course Descriptions chapter). With the approval of the Dean of the College, a course taken off-campus may be used to fulfill the requirement.

### **Physical Education**

Students should earn 6 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 in her sophomore year no later than the end of the eighth week of classes of the second semester. At that time, with the help of a faculty advisor, she will create a careful academic plan for the next two years. 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, Asian studies, biochemistry, critical social thought, environmental studies, European studies, international relations, Latin American studies, medieval studies, neuroscience and behavior, psychology and education, and Romance languages and cultures.

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 one of these interdisciplinary majors or a special major automatically fulfill the “outside the major” requirement. Note: the ancient studies and gender studies majors are interdisciplinary in nature, but students in these majors do not automatically fulfill the “outside the major” requirement.

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

## Outside the Major

To ensure some depth and coherence of knowledge beyond a single major, each student is required to elect one of the following options:

- I. A 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 three forms.
  - A. A minor sponsored by a department or an interdisciplinary program (for example, classics, economics, gender studies, physics).
  - B. A freestanding minor or a certificate program, as listed in the *Bulletin & Course Catalogue*.
  - C. A special minor devised by a student in consultation with, and approved by, her academic advisor. Normally the minimum of four courses required are

drawn from two or more departments or programs. A special minor may not have a title identical with the name of an existing major.

## II. A second major.

Special majors and some interdisciplinary majors by definition fulfill the Outside the Major requirement.

No course included in a student's major may be included in her minor. A student's minor or certificate must be approved by a designated member or members of that department or program if any of the courses to be applied to it are done elsewhere, if it differs from requirements outlined in the catalogue, or if the proposed minor department or program so specifies.

To receive a Mount Holyoke College degree, students must fulfill the requirements described above. Requests for individual variations from this curriculum must be made to the Academic Administrative Board. The petition is available on the Web at <http://www.mtholyoke.edu/offices/reg/5858.shtml>.

## Academic Deficiencies

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

## Honors

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

Recognition of academic excellence 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.

### **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.

### **Graduation Rate**

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



# Other Degree and Certificate Programs

## Other Undergraduate Degree Programs

### The Second Bachelor's Degree

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

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

Candidates seeking to earn a second bachelor's degree must spend a minimum of four semesters at Mount Holyoke. They must earn a minimum of 64 Mount Holyoke academic credits (beyond their first undergraduate degree), and complete College and distribution requirements, as well as requirements of their declared major. A minor is not required.

Applicants should complete the application form for the Frances Perkins Program on the Frances Perkins Web site at [www.mtholyoke.edu/fp](http://www.mtholyoke.edu/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 and December 1 for spring.

### Dual-Degree Programs

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

### Engineering

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

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

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

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

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

### *School of Engineering at UMass Amherst*

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

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

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

For more information about any of these engineering programs, contact Kathy Aidala (physics), Maria Gomez (chemistry), Paul Dobosh (computer science), Thomas Millette (geology and geography), or Harriet Pollatsek (mathematics and statistics), or visit [www.mtholyoke.edu/acad/math/other/engineering/](http://www.mtholyoke.edu/acad/math/other/engineering/).

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

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

## **The Graduate Degree Program**

### **The Master of Arts Degree**

Currently Mount Holyoke admits graduate students only to the Department of Psychology and Education to study for the master of arts degree in psychology. Information about admission to graduate study and assistantships is available in the Admission chapter.

### **Course Planning and Advising**

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

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

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

### **The Master of Arts Thesis**

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

## **Certificate and Licensure Programs**

### **The Postbaccalaureate Prehealth Program**

The Postbaccalaureate Prehealth program is designed for individuals who have earned an undergraduate degree from an accredited college or university and who now wish to prepare for application to graduate programs in the health professions (e.g., medical, veterinary, dental, physical therapy, etc.) Candidates must hold a bach-

elor's degree and have a strong academic record. The program is not intended to offset a weak record in the sciences. Successful applicants typically have had few or no science courses as undergraduates and have earned an undergraduate GPA greater than 3.2.

Most students spend two years in the program and tend to take, at a minimum, a full year of biology, a full year of physics, and two full years of chemistry. Many also may need to take courses in mathematics and statistics, advanced courses in biology and biochemistry, or other advanced science courses required for admission to a specific program.

Postbaccalaureates who successfully complete a minimum of 32 credits will be awarded a Certificate of Achievement. 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 SAT or GRE scores, college transcripts, an application essay, and two letters of recommendation. An interview is also required. Applications for admission are accepted throughout the academic year. The application deadline for admission in the spring is October 15. The deadline for admission in the fall is April 1. Most students begin their studies in the fall. Students enrolling in this program are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans.

Candidates may obtain further information by writing to The Postbaccalaureate Pre-health Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts, 01075, or by completing the inquiry form on the Web site at <http://www.mtholyoke.edu/acad/prehealth/request.html>.

### **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). (Students may also have the opportunity to apply for an initial license in dance (all levels), theatre (all levels), English (5–8), chemistry (8–12), and physics (8–12), subject to approval by the Massachusetts Department of Elementary and Secondary Education in 2010.)

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

### **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 Span-

ish, 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 McCulloch 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.

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

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

# Special Programs and Resources

## The Harriet L. and Paul M. Weissman Center for Leadership 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](http://www.mtholyoke.edu/go/wcl).

### Annual Series of Lectures, Seminars, and Exhibits

The Weissman Center offers 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. These known and emerging leaders serve as impressive models and offer valuable examples to students of how they might develop their own approaches to effective, creative leadership. Student leadership seminars and faculty development workshops and events often generate intensive exchanges and discussion that impact directly courses and classroom interactions.

### Speaking, Arguing, and Writing Program (SAW)

SAW is known nationally for the innovative ways it provides resources to empower students to be leaders who can think critically and speak persuasively. SAW student staff members are educated in theories and practices of peer mentoring in order to work collaboratively with fellow students to improve in both written and oral communication. SAW peer mentors partner with faculty in designated courses to develop the quality of student speaking, arguing, and writing in the context of specific course material. SAW peer assistants staff the SAW Center where they are available to students for individual sessions to develop further the quality of communication skills across the disciplines. The SAW program also hosts campuswide workshops; collaborates with campus groups and other programs to support writing, speaking, and leadership-related activities; offers a library of print resources and handouts for students and faculty; and provides pedagogy resources for faculty. The SAW program administrative offices, mediated classroom studio, and resource library are housed in the Weissman Center for Leadership and the Liberal Arts in Porter Hall. The SAW Center session rooms are located in the Williston Library. For more information about the SAW program, call 413-538-3028 or visit [www.mtholyoke.edu/go/saw](http://www.mtholyoke.edu/go/saw). To schedule an appointment at the SAW Center, call 413-538-2173 or visit [www.rich65.com/mtholyoke](http://www.rich65.com/mtholyoke).

### Community-Based Learning (CBL)

Community-based learning is an educational approach that links Mount Holyoke students with local communities in courses, fellowships, and independent study projects that combine analysis and action. CBL enhances understanding of public concerns and fosters leadership, citizenship, and organizing and advocacy skills. CBL courses and independent studies bring together students, faculty, and area community organizations to work on projects that provide intellectually rigorous experiences for students and tangible benefits for community partners. Working as interns with area organizations, CBL fellows work 8–10 hours/week to apply academic knowledge to concrete community challenges and offer creative solutions. CBL mentors, like SAW mentors, support faculty teaching CBL courses by facilitating their community partnerships, monitoring field sites and providing in-class support to students. Students also pursue CBL research projects as credit-bearing independent studies in area communities. CBL fellows, mentors, and independent study/volunteer students enroll in concurrent 1-credit CUSP courses that facilitate reflection, networking, and skill building to build community and enhance impact. For more information, call 413-538-3072 or visit [www.mtholyoke.edu/go/cbl](http://www.mtholyoke.edu/go/cbl).

### Take the Lead! (TTL)

Take the Lead is a nationally acclaimed leadership program that connects Mount Holyoke College student leaders with action-oriented high school women who are passionate about important issues and who have designed projects to address critical social needs in their communities and beyond. Forty-two young women entering their junior year of high school are chosen from a highly competitive pool of applicants to attend the Take the Lead conference. For more information, call 413-538-3279 or visit [www.mtholyoke.edu/takethelead](http://www.mtholyoke.edu/takethelead).

### Student Leadership Opportunities

Students can participate in a range of Weissman Center leadership activities and initiatives. These events include affiliations with the center's student committee; joining the student staff of the center; becoming a part of the student advisory committee; participating in student conferences, leadership seminars, and leadership and career events at which they can meet prominent leaders in a variety of fields; being a part of the SAW and CBL programs; and serving as mentors in Take the Lead.

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

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

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

### Engagement with Global Issues on Campus

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

#### *Global Scholar-in-Residence Program*

The Carol Hoffmann Collins '63 Global Scholar-in-Residence program brings to campus renowned international experts who engage the community in dialogue on important issues through public lectures, classes, and informal gatherings. The Global Scholar-in-Residence in 2009–2010 was Asma Jehangir, an internationally renowned human rights lawyer and activist from Pakistan.

#### *Biennial Conference on Global Challenges*

Each conference focuses on a specific global challenge, bringing together scholars and practitioners from around the world to analyze global challenges from cross-disciplinary and cross-national perspectives. The McCulloch Center also offers a team-taught 2-credit interdisciplinary course on the topic, leading up to the conference. In March 2010, the center hosted *Crossing Borders: Migration, Transnationalism, and Citizenship*. Several faculty members from the social sciences and humanities offered an accompanying course exploring the conference topic.

### Learning Experiences Abroad

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

#### *Study Abroad*

Each year more than 200 Mount Holyoke students, representing approximately 40 percent of the junior class, study for a semester or academic year at universities and programs around the world. Students may choose to study with a Mount Holyoke-sponsored or affiliated program or exchange, or with one of the many other programs that we approve, covering more than 50 countries. MHC currently offers programs



and exchanges for full year or semester study in France, Senegal, Costa Rica, Chile, Hong Kong, Japan, Korea, Germany, Spain, and the UK, along with a summer program in China and January Term programs in the Republic of Georgia and South Africa.

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

Mount Holyoke does not charge home school fees. Except for Mount Holyoke's own programs and exchanges, students pay program costs directly to their host university or program sponsor. Mount Holyoke charges an administrative fee of \$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. While Laurel Fellowships are guaranteed for designated Mount Holyoke programs and exchanges (though spaces may be limited), they are awarded on a competitive basis for study abroad with any approved program. For 2009–2010, Mount Holyoke awarded Laurel Fellowships to 97 percent of qualified applicants.

### *International Internships*

The McCulloch Center for Global Initiatives promotes opportunities for students to participate in international internships. The center maintains resources on experiential learning opportunities abroad and advises students on strategies for designing their own international internship. Additionally, the center sponsors the Mount Holyoke College International Internship Program (MHC-IIP), a network of funded internship opportunities available exclusively for Mount Holyoke College sophomores and juniors. Established through contacts of the Mount Holyoke community (alumnae, faculty, parents and friends of the College), these competitive internships provide students with unique connections and the opportunity to apply their analytical skills in a cross-cultural context. In the summer of 2009, 28 students were funded for internships in 15 countries.

### *Student Research Abroad*

The center encourages students to pursue summer research projects abroad. Through the competitive Global Studies Summer Fellowship (GSSF), 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 faculty and student body, which provides a powerful setting for education for global citizenship, in and

out of the classroom, on a personal and intellectual level. For more than 150 years, Mount Holyoke College has attracted students from many backgrounds and cultures. Today nearly 500 international students from over 65 countries attend Mount Holyoke. Most are studying toward a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as Foreign Fellows, international exchange students, or international guest students.

### *Foreign Fellowship Program*

Each year the Foreign Fellowship Program supports 13 international students who assist in the modern language departments (Chinese, French, German, Italian, and Spanish) while studying for the Certificate for International Students. Most of the foreign fellowships are connected to direct exchanges with partner universities abroad. The fellowships are awarded to students who are native speakers of one of the languages listed above, 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 languages other than English is an essential part of the College's goal of fostering engaged, global citizenship, both abroad and in the U.S. As one professor explains, "By laying down your native language and picking up one that is 'foreign' to you, you learn how linguistic and cultural differences affect everything having to do with human encounters." Consequently, although students can learn about a different culture in many courses across the curriculum, in language courses they actively participate in it.

Mount Holyoke has responded to the realities of today's world by maintaining its strong commitment to the study of languages. This commitment is reflected in the variety of opportunities we offer for study abroad (see above), our long-standing language requirement, and the foreign fellow exchange, which brings to the College international students who conduct informal conversation sessions and arrange cocurricular events. In addition, departments offer a broad range of courses emphasizing cultures and literatures of communities in which languages other than English are central.

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

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

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

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

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

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

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

Outside the classroom, the Miller Worley Center for the Environment works to heighten environmental awareness within the community at large. Each semester, the center presents lectures on important environmental issues. Recent guest speakers have included Sandra Steingraber, ecologist, author, and cancer survivor; Anna Lappé, best-selling author and cofounder of the Small Planet Institute; and Bill McKibben,

environmental activist and author. The center has organized discussion series on local natural history and faith and the environment; panels on careers in the environment; and environmental workshops, nature walks, and hands-on experiences for children.

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

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

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

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

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

Teaching and learning happen in the classroom and lab but are increasingly complemented and enriched through ella (the campus learning management system), blogs, electronic portfolios of student work, and other means. Many classes utilize ella Web sites to facilitate sharing of reading materials and to foster virtual connections and conversations between students and faculty members.

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

Student research and technology skill development is supported through a robust array of course-integrated instruction; help services in person, over the phone, via email, and in electronic chat sessions; noncredit workshops; and individual appointments for students involved in honors and independent study work.

The campus wireless network blankets the residence halls and LITS spaces, in addition to key portions of most other buildings. The wired network covers the entire campus. Underlying the campus network is the shared Five College optical fiber network that connects the schools to each other and the world. This nationally recognized initiative enables the Five Colleges to effectively meet ever-increasing bandwidth needs.

To protect student computers and the campus network, the College provides antivirus software free to all students. Specially trained LITS student peer consultants

and staff are available to assist students with loading and running it, connecting to the campus network, and resolving operating system issues.

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

Please visit the LITS Web site for more information:  
<http://www.mtholyoke.edu/lits/index.shtml>.

## Internships

The Career Development Center (CDC) offers individual advising, workshops, networking, and other opportunities for students to develop rewarding internship experiences.

Through the Universal Application Form (UAF) process coordinated by the Career Development Center, students may apply for funding to support their participation in unpaid summer internships. Students must apply by the published deadline each spring semester in order to be considered for UAF support.

Beginning in summer 2006, new College legislation enabled students to receive credit for independent work with a practicum or internship component (295P or 395P). Please refer to the “Independent Study” section in this chapter for further information or the “Guide to Developing Your Independent Study,” available at the Career Development Center.

In summer 2007, the College launched a new initiative: Student Experiential Education and Development Program (SEED). Students form a cohort in which they learn and support each other through their internship experiences. The cohort is invited to an online community where Mount Holyoke interns around the world share experiences, ask questions of faculty and staff, and participate in special events in selected cities. Upon returning to campus, members of the cohort attend a series of events to help them evaluate their internship experiences.

## Exchanges and Semester Programs

### Twelve College Exchange

Mount Holyoke College maintains a residential exchange program with Amherst, Bowdoin, Connecticut, Dartmouth, Smith, Trinity, Vassar, Wellesley, and Wheaton Colleges, and Wesleyan University. The exchange also includes the Williams/Mystic Program in Maritime Studies and the O’Neill National Theater Institute Program (NTI). For more information see the Twelve College Exchange Web site at <http://www.mtholyoke.edu/acad/deans/18903.shtml> or contact Joanne Picard, dean of international studies, at 413-538-2072.

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

Mount Holyoke has an exchange program with Mills College, a distinguished women's college in Oakland, California. For more information see <http://www.mtholyoke.edu/acad/deans/12193.shtml> or 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. For more information see <http://www.mtholyoke.edu/acad/deans/12193.shtml> or contact Joanne Picard, dean of international studies, at 413-538-2072.

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

American University's Washington Semester Program offers more than a dozen distinct programs that cover such topics as American politics, justice, journalism, public law, and peace and conflict studies. Students participate in an intensive internship and seminar related to the program focus while living in Washington, D.C. For more information, see the program Web site at [www.american.edu/washingtonsemester/](http://www.american.edu/washingtonsemester/) or contact Joanne Picard, dean of international studies, 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](http://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. Faculty and staff are also encouraged to propose noncredit courses.

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 some noncredit programs or program fees for off-campus study programs in January Term, there are no tuition, room, or board charges for any January Term students who are degree candidates who are enrolled, living on campus, and participating in the full board plan at Mount Holyoke for the semester immediately before or after January Term.

Changes to the length of January Term and its academic offerings are planned to begin next year (January 2012).

## Independent Study

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

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

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

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

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

## Honors Thesis

During the senior year, qualified students can elect to write an honors thesis based on research and in-depth study of a particular subject. Ordinarily, a student writes an honors thesis in her major department. She may write an honors thesis in another field with the approval of that department and the dean of the College. To qualify to write an honors thesis, a student must have maintained a cumulative average of 3.00 in her College work or a 3.00 average in her major field prior to the senior year. The

thesis must be approved by the department concerned. Students who write an honors thesis must earn 8 credits in independent study 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 through the Five College Interchange. Normally, students can start taking Five College courses after the first semester of their first year. Courses need to be beneficial to an overall academic plan and must be approved by an advisor and the academic dean.

To enroll in a course at one of the other campuses, students complete registration procedures through the Mount Holyoke College registrar. More information about policies governing Five College Interchange enrollments is included in the Academic Regulations chapter. A free bus service 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/](http://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 theatre departments hold open auditions for all productions and sponsor a Five College Multicultural Theater Committee.
- Undergraduates interested in geology or coastal and marine sciences can gain research experience through Five College field trips to areas in 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 advisor. 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 historical perspective on Africa. (Normally the course should offer at least a regional perspective.)
- 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)
- 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.

No more than three courses in any one department may be counted toward the minimum requirement for this certificate. A candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges. Students 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 advisor in choosing courses. The advisors at Mount Holyoke are Samba Gadjigo (French), Holly Hanson (history and African American and African studies), John Lemly (English), and Matthew McKeever (sociology). For further information see [www.fivecolleges.edu/sites/african/](http://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 advisor, 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 advisors.)
- *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 advisor. 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 advisor 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 advisor.

Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the special project component of the certificate program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

For further information, see [www.fivecolleges.edu/asian\\_pa/certificate.html](http://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 Pioneer Valley.

Each student pursuing the Buddhist studies certificate will choose in consultation with the Buddhist studies advisor at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist studies courses listed on the Web site (list subject to modification from year to year). Two others may be drawn from this list or may be chosen from elsewhere in the Five Colleges to support the student's Buddhist studies program from other disciplinary perspectives. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

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.

List of requirements:

- At least seven courses, one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mount Holyoke, Smith; or UMass; comparable upper-level courses at Amherst)
- At least one course in three different disciplines of Buddhist studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.)
- At least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (nineteenth–twenty-first century) and at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West.

- Up to two canonical or appropriate colloquial Asian language courses may count toward the certificate.

Students must receive a grade of at least B in each course counting toward the certificate. Courses must be 3 credits or more to count toward the certificate.

Courses taken abroad or outside the Five Colleges may count toward the certificate only if they would be approved for credit toward the major in the appropriate department of the student's home institution.

For further information, contact professor Susanne Mrozik or see [www.fivecolleges.edu/sites/buddhism/](http://www.fivecolleges.edu/sites/buddhism/).

### Five College Certificate in Coastal and Marine Sciences

The Five College Coastal and Marine Sciences (FCC&MS) Certificate enables students to select from a variety of courses in marine sciences, including coastal and marine ecology/geology, resource management and public policy, oceanography, and coastal engineering to create a concentration of study. Smith, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts currently award certificates. Under the guidance of faculty advisors on each campus, students choose a progressive series of courses available within the five campuses and in approved academic off-campus programs (e.g., Sea Education Association, Williams-Mystic, Shoals Marine Laboratory, Marine Biological Laboratory, Duke Marine Laboratory, and others). Some of these courses must include an intensive field component so that students obtain competence in field studies. Students must also participate in a "capstone" independent, marine-related research project that counts toward the certificate. This requirement may be met by participating in one of several funded internships offered each year at Woods Hole and other research facilities.

The program requires the following:

- A *minimum of six courses*, with at least one course in each of the following categories: marine biodiversity; marine and coastal ecology; marine geology, chemistry, and other related sciences; resource management and public policy. At least three of the courses must be above the introductory level and in at least two fields of study (geology and biology, etc.).

At least one of the following marine courses is required. (An introductory course in marine science is strongly recommended, either through the Five Colleges or an approved study-away program; introductory courses are indicated with \*): \*GEOL 103 Oceanography (MHC); \*GEO 108 Oceanography (Smith College); \*BIO 268 Marine Ecology (Smith College); GEO 270 J-Term Carbonate Systems and Coral Reefs (Smith College); BIO 390 Ecology of Coral Reefs (Smith College); \*GEO-SCI 103 Intro. Oceanography (UMASS); BIOLOGY 297B Biology of Marine Vertebrates (UMASS); GEO-SCI 392B Coastal Resource Policy (UMASS); GEO-SCI 591M Marine Micropaleontology (UMASS); GEO-SCI 591P Paleooceanography (UMASS); GEO-SCI 595D Physical Oceanography (UMASS).

Each student must show competency in field studies by either completing a course with a field component or by participating in an intensive Five College field course or

approved semester-away program (e.g., Sea Semester, Williams-Mystic, Shoals Marine Laboratory, Marine Biological Laboratory, Duke Marine Laboratory, etc.).

Students must receive a B grade or better for all courses contributing to the certificate requirements. Advisors of Hampshire College students will determine the grade B equivalent, based on written evaluations supplied by course instructors.

- *Completion of an independent, marine-related research project* through an internship, thesis, Division III project, independent study, or other activity acceptable to their home campus advisor.
- *Completion of the application form for the certificate.* The campus program advisor submits the completed application and a transcript to the FCC&MS steering committee. After the committee certifies that a student has completed all program requirements, Five Colleges, Inc. contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate recognizing their achievement.

The application form and current list of approved Five College courses are available at [www.fivecolleges.edu/sites/marine/certificate](http://www.fivecolleges.edu/sites/marine/certificate).

Advisors on each campus are:

Amherst College: Whitey Hagadorn, Ethan Temeles

Hampshire College: Charlene D'Avanzo, Steve Roof

Mount Holyoke College: Renae Brodie, Stan Rachootin

Smith College: Paulette Peckol, L. David Smith

University of Massachusetts: Bruce Byers, Francis Juanes, Mark Leckie

### Five College Certificate in Cognitive Neuroscience

Cognitive neuroscience is the study of mind as it is manifested in the human brain. The field is at the forefront of research providing profound insights into the neural substrate of cognitive functions through the combination of psychophysical and brain-imaging techniques. The program of study is designed to offer students the opportunity to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training.

The certificate encourages students to follow a program distinct from, and yet complementary to, majors in neuroscience and behavior, philosophy, or psychology. Students must complete at least one course in each of six areas of study and at least one semester of independent research through a thesis, course project, or special study.

The six areas of study are:

- Overview of cognitive science
- Scientific foundations
- Research methods, design, and analysis
- Philosophy of mind
- Neuroscience (neuroanatomy and neurophysiology)
- Advanced topics

For further information, consult with one of the Mount Holyoke College advisors, Katherine Binder or Joseph Cohen, Department of Psychology and Education, or see [www.fivecolleges.edu/sites/cogneuro/](http://www.fivecolleges.edu/sites/cogneuro/).

### 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 advisors 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 foundations.
- 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 advisor. At the discretion of the campus advisor, 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: James Harold, Department of Philosophy, and/or Lynn Morgan, Department of Sociology and Anthropology, or see [www.fivecolleges.edu/sites/chs/](http://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 advisors listed below, the registrar, and the Five College Center. The list is also available at [www.mtholyoke.edu/acad/intrel/5col/homepage.htm](http://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 with one of the Mount Holyoke College advisors: Vincent Ferraro, Kavita Khory, Jon Western. Additional information also can be found at [www.fivecolleges.edu/sites/international/](http://www.fivecolleges.edu/sites/international/).

### 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 theatre)



- 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 advisor on each campus for the Five College Certificate in Latin American Studies. At Mount Holyoke the advisor is the chair of the Latin American Studies Program. For further information see [www.fivecolleges.edu/sites/latinamericanstudies/](http://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/](http://www.fivecolleges.edu/sites/logic/) or consult one of the Mount Holyoke College program advisors, Lee Bowie (philosophy) or Samuel Mitchell (philosophy).

### 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 advisor from their home institution. The program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisors from each campus. Students are encouraged to declare intentions and begin work with an advisor 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 advisor. Courses from outside the Five Colleges will be counted as contributing toward fulfillment of certificate requirements on the recommendation of the campus advisor 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 Sohail Hashmi or see [www.fivecolleges.edu/sites/middleeast/](http://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 advisor 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/](http://www.fivecolleges.edu/sites/natam/certificate/). The six additional courses must be se-

lected 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.

For further information consult Lauret Savoy (environmental studies) or see [www.fivecolleges.edu/sites/natam/](http://www.fivecolleges.edu/sites/natam/).

### **Five College Certificate in Russian, East European, and Eurasian Studies**

The Five College Certificate in Russian, East European, and Eurasian Studies offers students the multidisciplinary resources in the Five Colleges on Russia, Eurasia (here understood as the former republics of the Soviet Union), and East (and Central) Europe.

The program requires the following:

- A core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses. At Mount Holyoke, it was most recently taught as Russian and Eurasian Studies 131, Introduction to the Peoples and Cultures of Eurasia.
- Five additional elective courses, distributed as follows:
  - The courses must be drawn from more than one of the three geographical areas: Russia, Eurasia, and Eastern (and Central) Europe.
  - At least one of the elective courses must focus on a period before the twentieth century.
  - At least one course must be taken from each of the following disciplinary categories: history, social sciences, and humanities/arts. No single course can fulfill more than one of these disciplinary categories.
  - At least four courses, including the core course, must be taken within the Five Colleges.
  - A language course beyond the intermediate level can be counted as one of the five electives. Elementary and intermediate language courses cannot be counted.
  - Credit for one-time courses, special topics courses, independent study, and transfer or study abroad courses requires approval from the student's program advisor at her home campus.
- Proficiency in a language of one of the certificate regions, at a level equivalent to four semesters of postsecondary course work. This proficiency may be demonstrated by course work or examination.

Students are encouraged to study abroad in one of the certificate regions.

Courses applied to this certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly updated by the Five College Committee for Russian, East European, and Eurasian Studies.

For further information, contact professor Stephen Jones or see [www.fivecolleges.edu/sites/reees/](http://www.fivecolleges.edu/sites/reees/).

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

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

For program information and application forms, see <http://www.umass.edu/fclang>. For mentored course plans and syllabi, see <http://langmedia.fivecolleges.edu>. To make an appointment at the center, email [fcsilp@hfa.umass.edu](mailto:fcsilp@hfa.umass.edu) or call 413-545-3453.

### Five College Mentored Language Program (FCMLP)

The mentored course format emphasizes speaking, listening, reading, and writing skills. The courses require seven to ten hours per week of independent study, a weekly one-hour conversation session, a weekly 30-minute individual tutorial with the mentor, and an oral and a written final evaluation. The mentored courses are based on study guides created specifically for this program. Languages offered include Arabic, Czech, Egyptian Colloquial Arabic, Formal Spoken Arabic, Hindi, Levantine Colloquial Arabic, Indonesian, Moroccan Arabic, Pashto, Persian, Swahili, Turkish, Urdu and Yoruba. Mentored courses offer elementary, some intermediate, and some advanced courses depending on the language.

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

The Five College Supervised Independent Language Program (FCSILP) offers students with excellent language skills an opportunity to study a variety of less commonly taught languages. This selective program admits highly motivated students with a record of past success in language learning. Students admitted into the program normally have received high grades in previous language courses; have completed the language requirement of their college; have taken at least one intermediate or advanced college-level course in a language other than their first language(s); and/or have developed a high level of proficiency in a second language by living or studying abroad.

FCSILP stresses oral proficiency and consists of three components: 1) seven to ten hours a week of independent study using a combination of textbooks, workbooks, CDs and DVDs, software, and online materials (course components vary by language); 2) a weekly conversation practice session led by a native speaking conversation partner; and 3) a final oral exam given by a professor accredited in the target language. Each language offered in the program is divided into four levels of study. The four levels constitute four parts of an elementary course.

Languages currently offered include: African languages—Hausa (Nigeria), Shona (Zimbabwe), Twi (Ghana), Wolof (Senegal), Zulu (South Africa); European languages—Bosnian (Serbo-Croatian), Bulgarian, Croatian (Serbo-Croatian), Georgian, Modern Greek, Hungarian, Norwegian, Romanian, Serbian (Serbo-Croatian), Slovak, Ukrainian; and Middle Eastern and Asian languages—Tibetan, Thai, Vietnamese.

# 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 are published on the registrar's Web site.

## Registration and Class Attendance

Students register for the next semester and January Term following academic advising periods. Courses may be added only during the first ten days of classes. Students may withdraw from courses through the first ten weeks of classes. Through the fifteenth day of classes, courses from which the student has withdrawn will not appear on the student's academic record. After the fifteenth day of classes, withdrawals from courses require the approval of the instructor and will appear on the student's record, with the notation "W." After the fiftieth day of classes, students may withdraw from courses only with the authorization of the director of health services, the director of the counseling service, or the dean of the College and with the approval of the instructor. Courses recorded with the notation "W" will not affect a student's grade average. Regular class attendance is expected of all students unless an individual instructor suspends this expectation.

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

## 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. Students wishing to carry more than 3 credits during January Term must also obtain approval. 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.

## Course Repeats

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

## Graduate Student Course Load

The normal program for graduate students is 8 academic credits each semester. With approval of the department, a student working on a graduate thesis is not required to enroll in courses 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. (See also the Tuition and Fees chapter.)

## Class Standing and Academic Deficiencies

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

At the end of each semester, the Academic Administrative Board reviews the records of all undergraduate students who do not meet these credit standards, those who complete substantially fewer than normal credits in one or more semesters, those whose cumulative or semester grade averages fall below 2.00, and those who are already on academic probation. The records of postbaccalaureate and certificate students are included in the review. Students 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.

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

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

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

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

## 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 studies.

Students wishing to take a nonacademic leave for personal reasons or to work or travel should apply to the Office of the Academic Deans. Students wishing to take a nonacademic leave for reasons of health should apply to the director of health services or the director of the counseling service.

## Five College Interchange Enrollment

Only students in good academic standing may enroll in a course at Amherst College, Hampshire College, Smith College, or the University of Massachusetts at Amherst through the Five College Interchange. Students in the first semester of their first year need permission from the dean of first-year studies to enroll. Normally, students may not register for more than two courses at any one institution and are limited to requesting a total of two courses in advance of the semester. Online courses at the University of Massachusetts are not permitted. Students may not enroll in Continuing Education courses at the University of Massachusetts through the Five College Interchange, though some of these courses may be transferable to Mount Holyoke if taken during the summer or January Term; they are subject to Mount Holyoke’s usual transfer credit policies.

During the fall and spring semesters, course credit is normally awarded according to the value awarded by the host institution. Full credit courses at Hampshire College and the University of Massachusetts are awarded the equivalent value of similar courses at Mount Holyoke, typically 4 credits. Courses that involve labs will grant credit according to the value of equivalent Mount Holyoke courses. During January Term, the maximum course credit awarded is 2 credits.

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



## Transfer Credit and Other Advance Placement Credit

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

### Credit Limits

- No more than 64 credits will be awarded to students for external work, regardless of whether it was completed prematriculation or through postmatriculation study abroad, summer study, or other external work.
- Credit is awarded only when official documentation (official transcript, official test score report) is sent to the registrar.
- All students are subject to a maximum of 8 credits for transferred summer work completed postmatriculation. (Students admitted as first-year spring entrants may earn as many as 8 additional summer school credits, provided the total of these credits and any transferred credits earned elsewhere in the fall semester before their entrance does not exceed 16.)

*Advance Placement Work:* A maximum of 32 credits will be granted for all advance placement work. Advance placement credit cannot be applied toward College requirements, such as distribution requirements, the foreign language requirement, and the multicultural perspectives course requirement.

- *Advanced Placement:* 4 credits will be awarded per College Board Advanced Placement examination graded 4 or 5. Currently, all exam subjects have been approved as eligible for such credit.
- *Caribbean Advanced Examinations:* 8 credits will be granted per CAPE exam for liberal arts subject units with a score 1, 2, or 3. One non-liberal arts subject may be awarded 4 credits.
- *French Baccalaureate:* 4 credits will be awarded per eligible exam (score of 10 or above with a coefficient of 4 or higher), up to a maximum of 16 credits total.
- *General Certificate of Education (A-Levels):* A maximum of 32 credits will be granted if a student completes four or more exams with grades of C- or better in liberal arts subjects. Credit is not awarded for O-Levels, AS-Levels, or the General Paper.
- *German Abitur:* Up to 16 credits will be awarded.
- *International Baccalaureate:* Credit will be granted only for higher level exams awarded a grade of 6 or 7. If the points total is below 36 or any grades are below a 6, the College will grant 8 credits per higher-level exam graded 6 or 7. If three higher levels were taken, grades in all exams taken (including subsidiary) are 6 or 7, and 36 or more total points were earned, 32 credits will be granted.

### Transfer Work

Transfer credit, unless the student was granted an academic leave of absence from the College to study elsewhere, is granted on a semester credit-for-credit basis. That is, a 3-credit course taken on a semester schedule will be awarded 3 credits at Mount Holyoke College. Credits earned at schools not on the semester calendar will be converted to semester credits (e.g., a quarter credit will be awarded .66 semester credits).

Academic credit is generally granted for liberal arts courses completed with grades of C- or better. Credit for one non-liberal arts course may be granted to students who entered the College prior to fall 2008; students who entered in fall 2008 or later may be granted up to 12 credits total of non-liberal arts and Mount Holyoke curricular support course work. Academic credit is not granted for online courses, physical education courses, courses with a pass/fail grade, courses taken at U.S. schools without regional accreditation, CLEP or placement exams given by other institutions, courses that are not of college level (such as algebra courses), skills and craft courses, or internships. Music performance courses do not transfer. In general, transferability of credit is determined by the registrar, while the applicability of transfer work to degree requirements of all kinds falls in the purview of the applicable Mount Holyoke department.

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

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

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

## **Prescheduled and Self-Scheduled Examinations**

There are two kinds of final exams at Mount Holyoke—prescheduled and self-scheduled. For a few courses, particularly when audiovisual materials are needed, there is one prescheduled session that all students in the course must attend. Prescheduled examinations are held during the first three days 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 each exam. Students report at the beginning of a session, complete an examination, and turn it in by the end of that session.

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

later than the third day of the spring examination period in the year of their graduation.

## Honor Code: Academic Responsibility

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

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

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

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

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

See <http://www.mtholyoke.edu/offices/dos/12640.shtml> for additional information on the honor code.

## Grading System

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

A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33

C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F	=	0

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

Recognizing that any system of grading is a cryptic form of evaluation, the faculty (for the work within courses) interprets a grade on individual pieces of work with detailed commentary aimed at assisting the student in evaluating that work. Physical education courses do not earn academic credit; satisfactory completion is noted on the official record by S followed by the number of physical education units earned (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 counting toward the minor, or for any courses taken in the student's 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. Students may request this option until the final day to withdraw from a course (the fiftieth day of classes in a semester); no changes in the option may be made after that date.

## 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 a health or other emergency. Students must request the incomplete from the director of Health Services or of the Counseling Service or from an academic dean, no later than the last day of the exam period. If the incomplete is authorized and is then approved by the instructor, the student will be given a date by which to complete the course work. This date should be as early as possible and should only rarely extend beyond the first day of classes of the following semester. The instructor may provide the student with a “guaranteed” grade, that is a letter grade based only on the work the student has already completed in the course. If a student does not complete the course work by that date, the registrar will record the guaranteed grade, if one was provided, or a failure for the course, unless the dean of the College grants an additional extension.

## **Withdrawal from the College**

A student wishing to withdraw from the College must, if she is on campus, meet with one of the academic deans. The academic dean will assist her in completing the required withdrawal form. If the student is off campus, she should contact the Office of the Academic Deans before filing a written notice of intent to withdraw. Any refund for the semester’s tuition and board charges will be based on the date when the withdrawal request is approved by the Office of Academic Deans. (For information on refunds, see the Tuition and Fees chapter.)

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

## **Readmission**

A student who has withdrawn from the College and wishes to return should send a letter of application to the dean of studies. If she wishes to return as a Frances Perkins student, she should indicate that interest in her letter. The deadlines are March 15 for September admission and December 1 for February admission. A nonrefundable \$75 application fee is required.

## **Privacy of Student Records**

Mount Holyoke College policy with respect to confidentiality of student records complies with the Family Educational Rights and Privacy Act of 1974 as amended (PL 93-380, Section 438, the General Education Provisions Act), which gives students certain rights, consistent with the privacy of others, to review their own official records, files, and data, and to challenge the accuracy of the contents of such records. The act also generally prohibits the release of personally identifiable information (other than “directory information” defined below) about students without their written consent other than to teachers and other College officials who have legitimate educational interests; to officials of other institutions in which the student intends to enroll; to certain authorized state and federal officials; to appropriate parties in connection with financial aid to the student; to organizations conducting certain studies for or on behalf of the College; to accrediting organizations; to comply with a judicial order or

lawfully ordered subpoena; and to appropriate officials in the case of health and safety emergency.

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

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

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

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

# Academic and Career Advising

At Mount Holyoke, academic and career advising go hand-in-hand. Starting from their first year, students are encouraged to connect their academic interests with cocurricular learning opportunities. These opportunities may include research, internship, community-based learning, and many other possibilities.

## Academic Advising

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

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

## Career Advising

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

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

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

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

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

### **Premedical and Prehealth Advising**

The Committee on the Health Professions is an advisory group made up of science faculty and the CDC's prehealth advisor. 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.

All students who are applying to postgraduate programs in the health professions should formally declare their intentions to the committee no later than April 1 of the year in which they are planning to begin their application. Students declare their intent by completing a preapplication packet available online and at the CDC. This packet is intended to help optimize the student's efforts in completing an application that will be successful, and to aid the committee in supporting the student's application. Students who fail to submit a preapplication packet by the deadline may not receive the full support of the committee.

### **Engineering Advising**

Students interested in pursuing a career in engineering should contact a member of the Committee on Engineering as soon as possible after arriving on campus. The College offers three dual-degree programs (see the Other Degree and Certificate Programs chapter for details). 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 Marshall, Fulbright, Luce, Goldwater, and Truman awards.

While demonstrating Mount Holyoke students' high abilities, the large number of awards also reflects the College's exceptional support system for students who apply. Students receive regular award updates and may attend workshops on how to locate and apply for awards. They can use the College's extensive collection of up-to-date award directories. 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.

# Admission

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

## Undergraduate Admission

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

### *The Admission Process*

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

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

### *Standardized Testing: Optional*

Students are welcome to submit Scholastic Aptitude Test (SAT) and ACT scores. However, 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.

### *Application Requirements*

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

- Parent/Peer Evaluation optional

### *Interviews*

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

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

### *Home Schooling*

Mount Holyoke welcomes applications from students who have been schooled at home. To facilitate the application process, the College advises home-schooled candidates to contact the admission office early in the process. In addition to completing the Mount Holyoke application forms, candidates must submit the Home School Supplement to the Secondary School Report, 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 subject tests.

### **Application Plans**

- Early Decision I: deadline November 15; notification January 1
- Early Decision II: deadline January 1; notification February 1
- Regular Decision: deadline January 15; notification April 1 (Every year, a number of regular decision applicants are admitted for entrance in the second semester.)

### *Early Decision*

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

### *Transfer Applicants*

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

- Transfer Common Application and Mount Holyoke Common Application Supplement for Transfer Students
- College official's form
- Instructor evaluation
- Secondary school report
- High school transcripts
- College transcripts
- Writing samples
- TOEFL score (if applicable)

- \$60 application fee (waived if you apply online)

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

### *International Applicants*

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

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

## **The Frances Perkins Program**

The Frances Perkins Program is designed for women over 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 also welcomes all veterans of military service.

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

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

### *Applying to the Frances Perkins Program*

The admission process for Frances Perkins scholars is similar to that of traditional-age students, with appropriate allowance for the special circumstances of the nontraditional student. To qualify for admission, candidates must present a minimum of 32 transferrable college credits. Applicants seeking financial aid must complete the financial aid form and the FAFSA by March 1. 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 on December 1.

Candidates may obtain further information about undergraduate studies through this program by contacting the Frances Perkins Program, Mount Holyoke College, 50

College Street, South Hadley, Massachusetts 01075, 413-538-2077, or by completing the inquiry form on the Frances Perkins Web site at [www.mtholyoke.edu/fp](http://www.mtholyoke.edu/fp).

## Other Degree and Certificate Programs at the Undergraduate Level

See the Other Degree and Certificate Programs chapter for information about admission to the following: the Second Bachelor's Degree; dual-degree programs in engineering and Latin American studies; the Postbaccalaureate Prehealth Program; teacher licensure programs; the Foreign Fellowship and International Guest Student programs; and certificate programs for international students.

## Readmission

For information on readmission, see the Academic Regulations chapter.

## Graduate Admission

Mount Holyoke enrolls a small but excellent cadre of graduate students each year. 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 procedures and areas of current research can be obtained from the chair of the department offering graduate work—often from the department's Web site.

Currently, graduate students are admitted only to the Department of Psychology and Education, to study 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.

See the Other Degree and Certificate Programs chapter for further information on the graduate program.

## 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 \$11,000 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.

## 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.

# 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 fellowship coordinator at 413-538-2188 or [alumnaeassociation@metholyoke.edu](mailto:alumnaeassociation@metholyoke.edu).

Only one application form is required to apply to one or more of the following awards. *Application is due February 15. Applicants must request their own Mount Holyoke transcript.*

*Mary E. Woolley Fellowship* Awarded 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 or find them on the department Web site. 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 advisor or employer is recommended. Applications are due March 26.

*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. Next offered in 2011.

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

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

### ***History***

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 12. The fellowships are restricted to students majoring in either politics or international relations. Former applicants, including recipients, may reapply.

*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.

# Tuition and Fees

## Fixed charges for 2010–2011:

Undergraduate Tuition .....	\$40,070
Graduate Tuition (per credit hour) .....	\$1,255
Frances Perkins (off campus, per credit hour) .....	\$1,255
Room. ....	\$5,770
Board. ....	\$6,010
Student Government Association Fee. ....	\$186
Student Health Insurance .....	\$1,630
Transcript Fee, per copy .....	\$4
Auditing Fees (alumnae and local residents may audit courses, if space is available, with permission from the instructor):	
Lecture Courses .....	no charge
Studio Art Courses. ....	\$1,255
Physical Education, Dance, Beginning Language. ....	\$100

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.

Undergraduate students are billed the full semester tuition rate regardless of the number of credits taken, except for Frances Perkins students living off campus and all post baccalaureate students. Frances Perkins students who are not in residence are billed per credit hour enrolled. Post baccalaureate students are always billed per credit hour enrolled whether living on or off campus. Work supervised by Mount Holyoke faculty, but taken while a student is not in residence, will be charged by the credit.

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

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

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

## Other Fees

### *Graduate Fees*

Graduate students 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 \$1,255 per semester. Students who are completing the thesis away from campus must pay a record maintenance fee of \$50 per semester.

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

Weekly individual lessons for nonmajors:

50 minutes: ..... \$637

30 minutes: ..... \$382

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

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

### *Riding Fees (per semester)*

Standard group riding, 60 min., twice/week, 10 weeks: ..... \$560

Intermediate dressage sections 352-03 and 352-04, 60 min., once/week, 10 weeks: ..... \$350

Private lessons (PE credit) 50 min., once/week, 10 weeks: ..... \$750

Semiprivate lessons (PE credit) 50 min., once/week, 10 weeks: ..... \$500

Noncredit instruction, private, 50 minutes: ..... \$80

Noncredit instruction, semiprivate, 50 minutes: ..... \$60

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

Riding lesson fees will not be refunded after the second class meeting time. Should a rider drop the course after riding in the second class, a fee of \$30 will be charged for the mounted riding lesson.

PE riding classes are generally taught aboard Mount Holyoke's school horses. A student may ride her own horse in a PE class with the permission of the instructor.

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

The cost of boarding a horse at the Equestrian Center is \$700 per month, payable monthly. For an application form and further boarding information, contact Paula Pierce, director, at [ppierce@mtholyoke.edu](mailto:ppierce@mtholyoke.edu). Space is limited.

### *Golf Fees (per semester)*

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

### *Other Physical Education Fees*

The following courses are offered in six-week sessions at a cost of \$25 per session: self-defense for women, Tai Chi, fencing, pilates, yoga. There will be no refund for withdrawal from any fee classes after the second class meeting.

#### *Additional courses:*

Beginning Scuba Diving—\$225 plus \$75 for open water certification.

Lifeguard Training, Water Safety Instructor, and Responding to Emergencies/Community CPR—fees to be determined annually by the American Red Cross.

### *Studio Art*

The following studio art (ARTST) courses have a studio fee of \$60: 200, 220, 236, 237, 246, 247, 248, 256, 257, 280 (01 & 02), 295, 390, 395. The following courses do not have a fee: ARTST 110, 120. The auditing fee for studio art courses is \$1,255 per course in addition to any applicable studio fee.

### **Timetable for Payments for 2010–2011**

Enrollment deposit from all new students entering: . . . . . \$300

Students are notified of the due date for the enrollment deposit in their acceptance letters. The enrollment deposit will be credited to the first semester bill.

Fall semester fees are due July 31, 2010.

Spring semester fees are due December 31, 2010.

Payment instructions are posted on the Student Financial Services Web site at [www.mtholyoke.edu/sfs](http://www.mtholyoke.edu/sfs).

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

### **Terms of Payment**

Bills are prepared monthly and are available online to students and other users authorized by the student. Students must authorize parents and other sponsors to view the bill and to receive notification when the monthly bill is prepared. Students may view charges and credits for the academic year from ISIS by choosing Online AR Account Activity and a date range.

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

## Payment Plans

### *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 (\$35 for spring-only plans). TuitionPay is administered by Sallie Mae for Mount Holyoke College.

### *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. Full payment must be made, or the Tuition Prepayment Option loan approved, on or before the regular fall tuition due date (July 31, 2010, for the 2010–2011 academic year). The Tuition Prepayment Option is only available to students with no institutional grants or scholarships.

### *Loan Plans*

Mount Holyoke has several financing options to help manage Mount Holyoke expenses. For more information, please contact 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 parents without an adverse credit history. Parents may borrow up to the total cost of education less financial aid. Deferment of loan principal may be an option.

### *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 Massachusetts colleges and universities. Residents of all states are eligible to apply at [www.mefa.org/collegeloans](http://www.mefa.org/collegeloans).

### *Alternative Student Loans*

Students have the option of applying for an alternative student loan. These are non-need-based loans offered by various commercial lenders. Lenders may charge an origination fee and often require a cosigner. Interest rates are usually variable and often higher than federal loan interest rates. 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.

## Refund Policy

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

Students will be refunded 100 percent of their previously paid tuition, room, and board, less the enrollment deposit for new students, if the 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 for off-campus Frances Perkins students 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 at which point the above refund schedule will apply. State and/or federal aid will be adjusted for students going from full to part-time status after the last day to drop classes. Any credits dropped after the fifteenth day of classes each semester will be counted, for financial aid purposes, toward the 128 attempted credit maximum for transfers and Frances Perkins Scholars. For more information, please see the Financial Aid chapter.

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

Per federal regulation, when a recipient of Title IV (federal) grant or loan assistance withdraws or takes a leave of absence from the College during the semester, the College must determine, per a federal formula, the amount of federal aid that the student earned and may retain as of the withdrawal date. According to the federal refund policy, federal aid the student has not earned must be returned to the federal government. Note: College grants will not be increased to cover reduced federal or state aid due to a withdrawal or leave of absence.

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

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

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

- Federal Direct Unsubsidized Student Loan
- Federal Direct Student Loan
- Federal Perkins Loan
- Federal Direct PLUS
- Federal Pell Grant
- Federal Academic Competitiveness Grant (ACG)
- National SMART Grant
- Federal SEOG grant
- Other Title IV loan or grant assistance

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

#### *State Grant Refund Policy*

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

#### *Institutional Refund Policy*

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

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

#### *Tuition Insurance*

The College offers families the opportunity to participate in 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 during the semester as a result of personal injury or accident and a partial refund for students who leave due to a nervous disorder. For more information, visit the SFS Web site.

# Financial Aid

A college education is one of the most important investments a student will ever make. While the College expects families to assume the primary responsibility for paying for their daughter's education, Mount Holyoke provides financial aid awards that completely cover institutionally determined eligibility.

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 the Tuition and Fees chapter).

## Costs and the Student Budget

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

2010–2011 Budget:

Tuition .....	\$40,070
Room and board .....	\$11,780
Activities fee. ....	\$186
Books/personal expenses. ....	\$1,900
Total. ....	\$53,936

Financial aid eligibility (herein described as “need”) is the difference between the student budget and the determined family contribution. A student is eligible for financial aid (has “need”) if the determined family contribution is less than the student budget.

## The Family Contribution

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

When calculating the parent contribution, the College considers such factors as total parent income (including untaxed and taxable income), assets, number of dependents in the household, and number of dependent children attending undergraduate college. 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 \$1,750 to \$3,300 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 or partners.

## The Family Contribution from Year to Year

Following federal and College policy, a domestic student must reapply for financial aid each year. For students whose biological or adoptive parents are separated or divorced, information will be required of all parents. At a minimum, students should expect to have the same parent contribution and modest increases in the student contribution in future years. However, when significant changes occur—e.g., increases in family income or assets, fewer number of dependents supported, or fewer dependent children attending undergraduate institutions—the family contribution will increase. Should there be significant decreases in income/assets or an increase in household size or the number of dependent children attending undergraduate institutions, students may request reductions in the family contribution (see “Requests for Additional Aid”).

## Requests for Additional Aid

Student Financial Services will accept requests for reconsideration of a family contribution under limited circumstances. These circumstances include financial support of an elderly 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. Any additional grant funding will apply to the spring semester only.)

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

## 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.

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

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

Document requirements, deadlines, and financial aid policies are described in detail at the Student Financial Services Web site and at Financial Aid Online.

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

### **Required Documents and Due Dates**

#### *Regular Decision*

- By February 15, file the College Board PROFILE, Noncustodial Profile (if applicable), and FAFSA. (Note: The FAFSA cannot be filed until after January 1.)
- By March 1, submit parent and student current year federal tax returns and supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Late March with the letter of admission

#### *Early Decision I*

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

#### *Early Decision II*

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

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

#### *Transfer Applicants*

- File the PROFILE, FAFSA, and Noncustodial Profile (where applicable) by March 1 for fall enrollment and November 15 for spring enrollment. (Note: The FAFSA cannot be filed until after January 1 for fall enrollment.)
- Submit parent and student current year federal tax returns and supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC) by March 15 for fall enrollment and by November 20 for spring enrollment.
- *Notification of eligibility:* Late March with fall admission decision; late December with spring admission decision

#### *Frances Perkins Program Applicants*

Applicants to the Frances Perkins Program apply for aid by providing their own financial information and financial information for a spouse/partner, if applicable. A Frances Perkins applicant is not automatically considered independent for purposes of awarding institutional aid. Student Financial Services may consider parents' financial information in some cases.

- File the Mount Holyoke College Frances Perkins Program Financial Aid Application and current federal tax returns with the College Board's Institutional Documentation Service (IDOC) by March 1 for fall enrollment and by December 1 for spring.
- File the FAFSA by March 1 for fall admission and by December 1 for spring admission (U.S. citizens and permanent residents only).
- 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" included in Financial Aid Policies below, or contact Student Financial Services if you have any questions about your dependency status.)
- *Notification of eligibility:* Late March with fall admission decision; late December with spring admission decision

#### **International Students**

Limited financial aid is awarded competitively to international applicants based on their financial eligibility as determined by College guidelines.

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 Board PROFILE (online only)
- Most recently filed parent federal tax return or other verification of income, and all supplemental forms (as requested)
- All required documents must be submitted to Student Financial Services by the application deadline for the program under which the student is applying for admission.
- *Notification of eligibility:* With admission decision

### Renewal Applications

Domestic students must reapply for federal and institutional financial aid every year. Detailed information regarding the renewal process will be available at Financial Aid Online and at the SFS Web site in January. *The renewal application deadline is May 1.* Follow the following filing guidelines to assure the application is complete by the deadline:

- File the PROFILE and Noncustodial Profile online with the College Board by April 15 (non-Frances Perkins students).
- File the FAFSA by April 15.
- By April 25, submit *signed* federal income tax returns (no state taxes), schedules, W-2s, Mount Holyoke College Frances Perkins Financial Aid Application (Frances Perkins students only), and supplemental forms such as corporate tax returns (if applicable) to the College Board's Institutional Documentation Service (IDOC) with a completed Cover Sheet.

*Failure to meet the due date will result in an increase in student loan and a corresponding decrease in grant aid. A student whose file is incomplete after July 1 will receive aid on a funds available basis.*

- Notification of eligibility: June

### The Financial Aid Award

Students with financial aid eligibility will receive a financial aid award that generally consists of a combination of grant, loan, and work-study aid.

#### 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/Mary Lyon Grant

College grants are awarded based on demonstrated institutional eligibility as determined by the College. Need-based grants received from federal and state sources are used to meet institutionally determined eligibility as well. Therefore, state or federal grants lost due to late or incomplete aid applications will not be replaced with institutional grants.

## 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 \$40,000 or less are eligible for the Pell grant. Grants range from \$1,176 to \$5,550 in 2010–2011.

*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 \$1,000.

*Academic Competitiveness Grant (ACG):* The College awards the ACG to first- and second-year students with Pell grant eligibility who have completed a rigorous high school program. The first-year award is \$750 and the second-year award is \$1,300. Students must attain a 3.0 G.P.A. in their first year of study to maintain eligibility for the ACG in the second year.

*National SMART Grant:* Pell grant recipients majoring in mathematics, the sciences, or certain qualified foreign languages are eligible for the SMART grant of up to \$4,000 in their junior and senior years.

## 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 awards. The 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. No student will be awarded with more than \$25,000 in loan over the course of four years at Mount Holyoke. Her actual debt will depend on whether she borrows to her maximum capacity within federal and College guidelines or borrows additional funds from private lenders (see Alternative Loans later in this section). Links to entrance counseling and other required loan documents can be found at the SFS Web site. Need-based 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. Subsidized means 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 subsidized 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, if the interest payment is deferred. The interest capitalizes once, right before repayment begins.

The interest rate for a new subsidized FDSL is fixed at 4.5 percent for 2010–2011. The unsubsidized FDSL interest rate is 6.8 percent. An origination fee of 1.0 percent is deducted from the total amount of the loan. (There is a rebate of 0.5 percent for 2010–2011.) 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 master 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 accepts the loan and signs a master promissory note. Student Financial Services will notify students when the master promissory note is ready to be signed.

## 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. Annual student earnings depend on job position and hours worked. First-year students earn approximately \$2,100 if they work ten hours per week while classes are in session. Students 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 Career Development Center coordinates hiring for on campus jobs and off campus community service positions. The College hires students in residence halls, administrative offices, academic departments, the library, and facilities management. In general, first-year students 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. Students receiving financial aid are given

priority in hiring. Students not eligible for financial aid must wait two weeks after the beginning of the semester before securing a position on campus.

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

As an institution that values the highest levels of academic excellence and the cultivation of women leaders, Mount Holyoke 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—21st Century Scholarships and 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 merit-based awards; no separate application is necessary.

The merit-based scholarships are not transferable for study at another institution; however, students who are eligible to study abroad and who need financial assistance are encouraged to apply for a Laurel Fellowship. Please see “Funding Limitations” for additional information.

### **Outside Scholarships**

Mount Holyoke strongly encourages students to apply for outside scholarships. Outside funding reduces the amount of student loan as originally awarded by SFS. It will then reduce the College grant if the scholarship(s) exceeds the need-based loan amount. For example, if a first-year student with \$4,000 in need-based loans receives a \$5,000 outside scholarship, the loan will be cancelled and the Mount Holyoke Grant decreased by \$1,000. The total financial aid award remains the same. However, Students with federal eligibility may choose to retain the federal loans rather than have them reduced or cancelled thereby increasing their overall financial aid award.

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

Information about outside scholarships can be obtained from high school counselors and local libraries, or by using scholarship search engines found at sites such as [www.finaid.org](http://www.finaid.org) or [www.collegeboard.com](http://www.collegeboard.com). Current students may research scholarship information at the Career Development Center.

### **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 institutional need-based eli-

gibility and academic accomplishments. In many cases, students who study abroad are also eligible for federal aid.

For information about available funds and application procedures, visit the McCulloch Center for Global Initiatives Web site at [www.mtholyoke.edu/global](http://www.mtholyoke.edu/global). 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 McCulloch Center for Global Initiatives or see “Exchanges and Semester Programs” in the Special Programs and Resources chapter for more information.

## Financial Aid Policies

### Disbursing Funds

Financial aid funds cannot be disbursed to a student’s tuition account until Student Financial Services receives all required financial aid documents. Students should check Financial Aid Online ([www.mtholyoke.edu/go/finaidonline](http://www.mtholyoke.edu/go/finaidonline)) for information on missing documents. 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.*

### 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). Students placed on academic probation are eligible for federal and institutional aid the first semester. If academic probation is continued, eligibility for federal financial aid will be determined according to federal standards. However, students will be eligible for institutional funding for one additional semester. Students will not be eligible for institutional or federal 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.

If students lose federal or institutional funding due to not meeting satisfactory academic progress, they may appeal by writing to Student Financial Services and providing supporting documentation. Students will regain institutional and federal need-based eligibility for funding after achieving satisfactory academic progress and removal from academic probation.



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

### Funding Limitations

College need-based or merit-based financial aid for incoming first-year students 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 at any point*. Resident students, including Frances Perkins students, are expected to take 16 credits per semester. Any semester of residence will be counted as 16 credits toward the 128-credit or eight semester limit. Frances Perkins day students must take a minimum of eight credits a semester to be considered for financial aid. Please refer to the SFS Web site for additional information on funding limitations.

Students who must take a nonacademic leave for medical reasons after a semester has begun may request an additional semester of need-based funding at a later date, if needed, by writing to Student Financial Services with the request and providing supporting documentation from Health Services.

### Adding/Dropping Courses

For students who pay tuition by the credit hour (Frances Perkins non-resident 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 here:

- Be at least 24 years old by December 31 of the award year
- Be an orphan or ward of the court after age 13
- Be the ward of a court-appointed legal guardian
- Be an unaccompanied youth who is homeless or at risk of being homeless
- Be married
- Be a person with legal dependents other than a spouse
- Be a veteran of U.S. military service or currently serving on active duty for purposes other than training

*Note: If a student initially enrolls as a dependent student, she will always be considered a dependent for purposes of College financial aid, regardless of changes in her family situation, including time away from the College due to nonacademic leave or withdrawal status.*

### **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 Student Financial Services. Graduate students should contact the individual departments they are applying to for information concerning stipends and fellowships.

# 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.

After each course description, its prerequisites, corequisites, instructor, and the number of credits earned upon its completion are listed. Also stated is whether the course does or does not satisfy any distribution requirement, language requirement, or multicultural requirement. For a description of these requirements, 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.

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

## Key to Abbreviations and Symbols

f	=	offered in the FALL semester
s	=	offered in the SPRING semester
fs	=	same one-semester course offered BOTH FALL and SPRING semesters
*	=	course not offered for the current year
j	=	offered in 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 completed related work or who wishes to enter a course without the stated prerequisites may do so with the approval of the instructor.

## First-Year Seminar Program

The first-year seminar program introduces students to the idea of the liberal arts. At the center of the program are the courses themselves. We highly recommend that all entering students enroll in a first-year seminar. These courses are small, usually limited to entering students, and designed to teach college-level thinking, writing, and discussion. Most of the seminars are also structured to demonstrate connections between the disciplines.

In choosing a first-year seminar, we recommend that you pick a topic that is not directly related to the subject in which you plan to major. It is best to think of this as an opportunity to broaden your education, so pick a course on a topic about which you have always wondered, but never had the opportunity to explore.

The program as a whole also includes a lecture series that introduces first-year students to a wide array of interesting topics. The professors in this series are among the best at Mount Holyoke, and the topics are among those about which all educated people should be familiar regardless of their major.

<b>Fall</b>	133(1)	Gods and Monsters: Science and Scientists in the Modern World
<i>African American and African Studies</i>		
*101(11) Introduction to African American and African Studies: Identity, Community, and Progress	*101(1)	<i>Dance</i> Politics of Dance
<i>Anthropology</i>		<i>Economics</i>
106(1) First Year Seminar: Japanese Conceptions of Nature, Culture, and Technology	100(1)	Introductory Economics Topics: Introduction to the Global Economy
<i>Art (History)</i>	100(2)	Introductory Economics Topics: Economics of Education
110(1) Introductory Seminar in Art History: Visions of Hell and Paradise	100(3)	Introductory Economics Topics: Globalization and Work
110(2) Introductory Seminar in Art History: The Female in Ancient Art		<i>Educational Studies</i>
<i>Asian Studies</i>	110(1)	Introductory Seminar in Educational Studies: Researching Digital Media: Is the Internet Making Us Smart(er)?
150(1) First Year Seminar: Stories and Storytelling in India		<i>English</i>
<i>Astronomy</i>	101(1)	Seminar in Reading, Writing, and Reasoning: Into Africa
105(1) Mars: Missions, Conditions, and Prospects for Habitation	101(2)	Seminar in Reading, Writing, and Reasoning: Reading Nonfiction
<i>Biological Sciences</i>	101(3)	Seminar in Reading, Writing, and Reasoning: East - West
145(1) Introductory Biology: Nature Harmoniously Confused	101(4)	Seminar in Reading, Writing, and Reasoning: A Little Learning
145(3) Introductory Biology: A Green World	101(5)	Seminar in Reading, Writing, and Reasoning: Multicultural Families
<i>Chemistry</i>	101(6)	Seminar in Reading, Writing, and Reasoning: Contemporary Autobiography: Race, Sexuality, Style
110(1) First Year Seminar: Forensic Science		101(7) Seminar in Reading, Writing, and Reasoning: Metaphor, Allegory, Symbol, and Myth: the Essentials of Interpretive Reading
<i>Classics</i>	101(8)	Seminar in Reading, Writing, and Reasoning: How to Read a Poem
106(1) First Year Seminar: "Beware the Ides of March!" Life, Death, and Legacy of Julius Caesar	101(9)	Seminar in Reading, Writing, and Reasoning: Medical Narratives
<i>College Courses</i>	101(10)	Seminar in Reading, Writing, and Reasoning: Images of the Self
101(1) Introductory Seminar: Mount Holyoke College and the Sciences	101(11)	Seminar in Reading, Writing, and Reasoning: Ophelia
101(2) Introductory Seminar: Stressed Out		<i>Film Studies</i>
*145(1) Western Civilization: An Introduction through Great Books	*101(1)	First Year Seminar: The Work of Art in the Age of Mechanical Reproduction
<i>Critical Social Thought</i>		
100(1) Experiments in Critical Social Thought		

101(2)	First Year Seminar: Migration and Representations of Im/Migrants in Film and Text		<i>Medieval Studies</i>
	<i>French</i>	101(1)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
120(1)	First-Year Seminar: Mothers and Daughters: Fictions from France and the French-speaking World		
120(2)	First-Year Seminar: From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy	101(2)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Visions of Hell and Paradise
	<i>Gender Studies</i>		<i>Music</i>
101(3)	Introduction to Gender Studies	110(1)	First Year Seminar: Transgressive Music
*117(1)	First Year Seminar: Gender and Power in the History of Mount Holyoke College		<b>Spring</b>
	<i>Geography</i>		<i>African American and African Studies</i>
100(1)	Seminar on Alternative Energy Technologies	100(1)	First Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century
	<i>Geology</i>		<i>Art (History)</i>
115(1)	First Year Seminar: Understanding Climate Change		
115(2)	First-Year Seminar: Diamonds	110(1)	Introductory Seminar in Art History: Visions of Hell and Paradise
	<i>German Studies</i>		<i>Asian Studies</i>
100(1)	First-Year Seminar: New Face/s of Germany: Migration and Representations of Im/Migrants in Film and Text	150(2)	First Year Seminar: Representative Works of Modern Chinese Literature
	<i>History</i>		<i>Biological Sciences</i>
101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	*145(14)	Introductory Biology: Biology in the Age of the Human Genome Project
101(2)	Foundation: On Fraud, Forgery, Bunk, and Bad History		<i>Chemistry</i>
101(3)	Foundation: Talking about a Revolution: Intellectuals in Modern China	150(1)	First Year Seminar: How Hot? Understanding Global Climate Change
	<i>Mathematics</i>		<i>College Courses</i>
160(1)	Introductory Seminar: Discrete Math: Connectivity and Cryptography	101(1)	Introductory Seminar: Overrun or Overwrought: An Exploration of Invasive Species and Other Topics in Conservation Biology
		*146(1)	Western Civilization: An Introduction through Great Books

- English*
- 101(1) Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature
- 101(2) Seminar in Reading, Writing, and Reasoning: The Nonhuman
- 101(3) Seminar in Reading, Writing, and Reasoning: Error and Self-Discovery
- 101(4) Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)

- Geology*
- 115(1) First Year Seminar: Emergence of Animals

- German Studies*
- \*100(1) First-Year Seminar: The Politics of Memory in Postwar German and Japanese Cultures

- International Relations*
- 125(1) First Year Seminar: Israel/Palestine: Fact/Fiction

- Medieval Studies*
- 101(1) Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Visions of Hell and Paradise

- Politics*
- 100(1) First-Year Seminars in Politics: Black Metropolis
- \*100(2) First-year Seminars in Politics: Confessions, Novels, and Notebooks: The Self and Political Thought

- Psychology*
- 110(1) Introductory Seminar in Psychology: Psychology of Happiness
- 110(2) Introductory Seminar in Psychology: Psychological Perspectives on Adoption

- Religion*
- 109(1) First-Year Seminar: Mapping Religion

- Russian and Eurasian Studies*
- \*151(3) First-Year Seminar: Anna Karenina: Loving to Death

- Spanish*
- 105(1) First Year Seminar: The Human (Is Also An) Animal

## Courses for Multicultural Perspectives

To meet the requirement of a 4-credit course that offers a multicultural perspective, the following courses have been approved by the Academic Priorities Committee. For descriptions, see appropriate department listings.

- African American and African Studies*
- 100(1) First Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century
- \*101(1) Introduction to African American and African Studies: Identity, Community, and Progress
- \*206(1) Black Women Writers: Feminist Visions from the African Diaspora
- \*208(1) Introduction to Twentieth-Century Critical Race Theory
- 210(1) African American Culture and Society
- \*308(1) Luminous Darkness: African American Social Thought
- \*320(1) Gender, Terror, and Trauma in African American Culture
- \*335(1) Black Feminism: Theory and Praxis: Black Feminism: Theory and Praxis
- \*340(1) Sex, Love, and Gender in Contemporary African American Film
- Anthropology*
- 105(1) Introduction to Cultural Anthropology
- 105(2) Introduction to Cultural Anthropology
- 105(3) Introduction to Cultural Anthropology
- 202(1) Latin American Society and Culture

204(1)	Anthropology of Modern Japan	340(1)	Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>
207(1)	Peoples of the South Pacific		
216(1)	Special Topics in Anthropology: Collecting the Past: Art and Artifacts of the Ancient Americas	350(1)	Love, Desire, and Gender in Indian Literature
240(1)	Medical Anthropology		<i>College Courses</i>
306(1)	Anthropology of Reproduction	251(1)	Multidisciplinary Seminar: What Is Memory?
310(1)	Visual Anthropology in the Material World		<i>Critical Social Thought</i>
316(1)	Special Topics in Anthropology: Risk	*253(1)	Critical Race Theory
346(1)	Identities/Differences: Anthropological Perspectives		<i>Economics</i>
350(1)	Issues in Contemporary Anthropological Theory	213(1)	Economic Development: A Survey
	<i>Art (History)</i>	306(1)	Political Economy of "Race" in the U.S.
105(1)	Arts of Asia	314(1)	Economic Development in the Age of Globalization
261(1)	Arts of China		<i>Education</i>
*262(1)	Arts of Japan	205(1)	Racism and Inequality in Schools and Society
*263(1)	Arts of India	*220(1)	Foundations of Multicultural Education
	<i>Asian Studies</i>		<i>English</i>
*102(1)	East Asian Civilization: Modern China	101(1)	Seminar in Reading, Writing, and Reasoning: Into Africa
*103(1)	Introduction to Indian Civilization	101(1)	Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature
*107(1)	Arts of Asia	101(5)	Seminar in Reading, Writing, and Reasoning: Multicultural Families
150(1)	First Year Seminar: Stories and Storytelling in India	101(6)	Seminar in Reading, Writing, and Reasoning: Contemporary Autobiography: Race, Sexuality, Style
150(2)	First Year Seminar: Representative Works of Modern Chinese Literature	250(1)	African American Literature
*211(1)	Modern Indian Fiction	252(1)	Harlem Renaissance
*220(1)	Women Writing in India	253(1)	African Literature
248(1)	Contemporary Chinese Fiction: 1949 to the Present	*270(1)	Nineteenth-Century American Women Writers
*254(1)	The Great Epics of India: Representations and Interpretations	*274(1)	Introduction to Asian American Literature
272(1)	Gandhi, Tagore, India and the World	306(1)	Advanced Poetry Workshop: Exercises in Process and Capture
313(1)	Advanced Chinese Reading: Literary Works and Social Issues	*334(1)	Queer Kinship in Asian North American Literature and Film
314(1)	Learning Chinese through Films	337(1)	The Political Imagination in Contemporary South Africa
320(1)	Women's Issues in Arab Women Writers' Novels		
*331(1)	Asian History: Tokugawa Japan		
*331(1)	Asian History: China's Tumultuous Twentieth Century		

345(1)	Studies in American Literature: The Career and Legacy of Richard Wright	219(1)	<i>French</i> Intermediate Level Courses in Culture and Literature:
*350(1)	Studies in African American Literature: Slavery and the Literary Imagination	341(1)	Introduction to the French-Speaking World Courses in Francophone Studies
358(1)	Studies in Asian American Literature: Asian American Theater		<i>Gender Studies</i>
375(1)	Black Texts, Black Experiments: Contemporary African American Poetics	101(1)	Introduction to Gender Studies: Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections
*381(1)	Asian American Literature in a Transnational Age	204(2)	Women and Gender in the Study of Culture: What Is Memory?
*387(1)	Re-imagining Los Angeles: Multiethnic Fictions of Tomorrowland	206(1)	Women and Gender in the Study of History: African Women: Food and Power
	<i>Environmental Studies</i>	206(2)	Women and Gender in the Study of History: African American Women and U.S. History
*204(1)	Human Dimensions of Environmental Change	206(3)	Women and Gender in the Study of History: Women in Chinese History
210(1)	Political Ecology	206(4)	Women in History: Native American Women's History
	<i>European Studies</i>	*206(20)	Women and Gender in the Study of History: African American Women and U.S. History
*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text	210(1)	Women and Gender in Philosophy and Religion: Women and Gender in Islam
	<i>Film Studies</i>	333(1)	Advanced Seminar: Beyond Logocentrism
*270(2)	National/Transnational Cinemas: The Amazon: From Cannibals to Rainforest Crunch	333(3)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>
320(1)	Seminar in Film Studies: Visual Anthropology and the Material World	333(4)	Advanced Seminar: Women and Gender in South Asia
320(1)	Seminar in Film Studies: African Americans in Hollywood Film	333(7)	Advanced Seminar: Women and Gender in the Middle East
*320(5)	Seminar in Film Studies: Sex, Love, and Gender in Contemporary African American Film	333(7)	Advanced Seminar: Love, Desire, and Gender in Indian Literature
*370(4)	Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text	333(8)	Advanced Seminar: Women Writers: Early Feminisms
*370(8)	Topics in National/Transnational Cinemas: Queer Kinship in Asian North American Literature, and Film		<i>Geography</i>
		105(1)	World Regional Geography
		106(1)	Global Societies
		*202(1)	Cities of the Twenty-first Century



*204(1)	Human Dimensions of Environmental Change	223(1)	Religion and Politics in Modern India
212(1)	Global Economic Geography	235(1)	Native American History: Pre-contact to 1830
*313(1)	Third World Development	236(1)	Native American History: 1830 to the Present
*319(1)	Africa: Problems and Prospects	*241(1)	African Popular Culture
	<i>German Studies</i>	280(1)	Race and Gender in North American History: African American Women and U.S. History
100(1)	First-Year Seminar: New Face/s of Germany: Migration and Representations of Im/Migrants in Film and Text	281(1)	African American History, Precolonial to 1865
*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text	*282(1)	African American History: 1865 to the Present
	<i>History</i>	*287(1)	Topics in Latin American Studies: US-Latin American Relations
101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	*287(1)	Topics in Latin American Studies: The Amazon: From Cannibals to Rainforest Crunch
101(3)	Foundation: Talking about a Revolution: Intellectuals in Modern China	*287(2)	Topics in Latin American Studies: Voices of the Excluded: Latin American History Through Testimonial Literature
*108(1)	Middle East History from the Rise of Islam to the Ottomans	*287(2)	Topics in Latin American Studies: Afro-Latin America: From Slavery to Invisibility
*116(1)	Muslim Politics in Modern South Asia	*288(1)	Modern Mexico
124(1)	History of Modern South Asia, 1700 to the Present	289(1)	Slavery in the Americas
*130(1)	Introduction to Chinese Civilization: Traditional China	296(1)	Women in History: Women in Chinese History
*131(1)	East Asian Civilization: Modern China	296(2)	Women in History: African Women: Food and Power
*133(1)	Japan since 1600	296(3)	Women in History: Native American Women's History
137(1)	Modern East Asia, 1600-2000	*296(3)	Women in History: African Women's Work, 1880-1980
141(1)	Violence and Social Change in Modern Africa	301(2)	Colloquium: Gift and Graft: The Long History of Political Corruption
161(1)	British Empire and Commonwealth	301(4)	Colloquium: Women and Gender in South Asia
*175(1)	Asian/Pacific/American History, 1850 to the Present	301(5)	Colloquium: Women and Gender in the Middle East
180(1)	Introduction to Latin American Cultures	*301(11)	Colloquium: Segregation: Origins and Legacies
*206(1)	African Cities: Development Dreams and Nightmares in the Twentieth Century	*301(16)	Colloquium: Readings in Civil War and Emancipation
213(1)	Indigenous People: Global and Comparative Perspectives	*301(25)	Colloquium: The Indian Ocean World
214(1)	History of Global Inequality	*331(1)	Asian History: Tokugawa Japan

*331(1)	Asian History: China's Tumultuous Twentieth Century	278(1)	The Fiction of History: Historical Truth and Imaginative Invention in the Latin American Novel
331(1)	Asian History: The Meiji Revolution	*288(1)	Modern Mexico
*331(2)	Asian History: Imperial Japan, 1868-1945	289(1)	Slavery in the Americas
*331(3)	Asian History: China's Tumultuous Twentieth Century	*373(1)	Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
*331(4)	Asian History: Tokugawa Japan	386(1)	Central America: Reform, Reaction, Revolution
341(1)	Topics in African History: East African History	*388(1)	Postmodernism and Latin America
*341(2)	Topics in African History: Power and Exchange in the African Past		<i>Medieval Studies</i>
*375(1)	American History: The Middle Period: Age of Emancipation	101(1)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
382(1)	Native Americans in the Twentieth Century		<i>Music</i>
386(1)	Central America: Reform, Reaction, Revolution	*166(1)	Introduction to the Music of Africa
*387(1)	Special Topics in Latin American Studies: Era of Cuban Revolution	225(1)	Music, Theater, and Chinese Culture
*387(1)	Special Topics in Latin American Studies: Memory, Politics and Identity in Latin America	*226(1)	World Music
*387(2)	Special Topics in Latin American Studies: Brazilian Cinema in Comparative Perspective		<i>Philosophy</i>
*388(1)	Postmodernism and Latin America	*103(1)	Comparative Introduction to Philosophy
	<i>International Relations</i>	*248(1)	Philosophical Issues in Race and Racism
125(1)	First Year Seminar: Israel/Palestine: Fact/Fiction		<i>Politics</i>
*211(1)	Middle East Politics	100(1)	First-Year Seminars in Politics: Black Metropolis
*222(1)	The United States, Israel, and the Arabs	*250(1)	Black Urban Reform
*323(1)	Comparative Politics of the Middle East	336(1)	U.S. Latin American Relations
*324(1)	Islamic Political Thought	347(1)	Race and Urban Political Economy
*333(1)	Just War and Jihad: Comparative Ethics of War and Peace	*357(1)	War & Peace in South Asia
*341(1)	Political Islam	*380(1)	The Politics of Ethnic Conflict
342(1)	Comparative Politics of North Africa		<i>Religion</i>
	<i>Latin American Studies</i>	201(1)	Introduction to the Qur'an
170(1)	Readings in Caribbean Literature	202(1)	Introduction to Islam
*175(1)	Historical Emergence of the Caribbean	207(1)	Women and Gender in Islam
180(1)	Introduction to Latin American Cultures	*228(1)	On Human Freedom: Lordship and Bondage in Religion and Culture
		230(1)	Spirituals and the Blues
		236(1)	Early Christianity in Iraq and Iran
		*241(1)	Women and Buddhism
		*261(1)	Hinduism

- \*263(1) Introduction to Buddhism  
 \*267(1) Buddhist Ethics  
 \*268(1) Buddhist Literature from Ginsberg to Gautama  
 311(1) Sufism: The Mystic Path in Islam  
 325(1) Asian Religions IV: Gods, Myths and Devotion: Hindu Sacred Narratives  
 \*345(1) Topics in the Study of Islam: Islam in the Twenty-first Century: Readings in Islamic Fundamentalism and Liberalism  
*Russian and Eurasian Studies*  
 \*131(1) Introduction to Peoples and Cultures of Eurasia  
*Sociology*  
 216(1) Issues in Sociology: Racial and Ethnic Relations  
 316(1) Special Topics in Sociology: Class in the Black Community  
*Spanish*  
 105(1) First Year Seminar: The Human (Is Also An) Animal  
 230(1) Studies in Identities and Intersections: Constructing (Our) America  
 230(1) Identities and Intersections: An Introduction: Introduction to Gender Studies in the Spanish-Speaking World  
 250(1) Concepts and Practices of Power: An Introduction: What Is Memory?  
 330(1) Advanced Studies in Identities and Intersections: Women Writers: Early Feminisms  
 330(1) Advanced Studies in Identities and Intersections: Black Is Black: Afro-Central American Literatures and Cultures  
 350(1) Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts  
 350(1) Advanced Studies in Concepts and Practices of Power: Beyond Logocentrism  
*Theatre Arts*  
 \*166(1) Introduction to the Music of Africa

- 251(1) Histories of Performance I  
 252(1) Histories of Performance II  
 350(1) Seminar: Asian American Theater

## Foreign Literature Courses in Translation

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

- Asian Studies*  
 \*103(1) Introduction to Indian Civilization  
 150(1) First Year Seminar: Stories and Storytelling in India  
 150(2) First Year Seminar: Representative Works of Modern Chinese Literature  
 \*211(1) Modern Indian Fiction  
 \*220(1) Women Writing in India  
 248(1) Contemporary Chinese Fiction: 1949 to the Present  
 \*254(1) The Great Epics of India: Representations and Interpretations  
 272(1) Gandhi, Tagore, India and the World  
 320(1) Women's Issues in Arab Women Writers' Novels  
 340(1) Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*  
 350(1) Love, Desire, and Gender in Indian Literature  
*Classics*  
 211(1) Gods and Mortals: Ancient Greek and Roman Myth  
*European Studies*  
 \*315(1) Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text  
 316(1) European Studies Seminar: Modern Europe: The Twentieth Century: The Other Europe since Stalin  
*Film Studies*  
 101(2) First Year Seminar: Migration and Representations of Im/Migrants in Film and Text

220(10)	Special Topics in Film Studies: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from Frankenstein to Twilight and True Blood	361(1)	Seminar in Romance Languages and Literatures: History of Romance Language
*370(4)	Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text		<i>Politics</i>
	<i>French</i>	264(1)	Russia and the West
120(1)	First-Year Seminar: Mothers and Daughters: Fictions from France and the French-speaking World	350(1)	Revolutions
120(2)	First-Year Seminar: From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy		<i>Romance Languages and Cultures</i>
321(1)	Seminar in Romance Languages and Literatures: Topic: History of Romance Languages	105(1)	First Year Seminar: From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy
	<i>Gender Studies</i>	375(1)	Seminar in Romance Languages and Cultures: Topic: History of Romance Languages
333(3)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>		<i>Russian and Eurasian Studies</i>
333(7)	Advanced Seminar: Love, Desire, and Gender in Indian Literature	*131(1)	Introduction to Peoples and Cultures of Eurasia
	<i>German Studies</i>	151(1)	First-Year Seminar: To the Last Station: Tolstoy after Anna Karenina
100(1)	First-Year Seminar: New Face/s of Germany: Migration and Representations of Im/Migrants in Film and Text	*151(3)	First-Year Seminar: Anna Karenina: Loving to Death
*100(1)	First-Year Seminar: The Politics of Memory in Postwar German and Japanese Cultures	205(1)	The Romanovs: Triumph and Tragedy
231(1)	Topics in German Studies in Translation: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from Frankenstein to Twilight and True Blood	210(1)	Great Books: The Literature of Nineteenth-Century Russia
		211(1)	Topics in Twentieth-Century Russian Literature: Diabolic Carnival: Bulgakov's <i>Master and Margarita</i> and Its Contexts
*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text	212(1)	Russia
	<i>Italian</i>	213(1)	Tolstoy's <i>War and Peace</i>
223(1)	Dante's Journey	*215(1)	Dostoevsky and the Problem of Evil: <i>The Brothers Karamazov</i>
		240(1)	Russian Politics: From Communism to Capitalism
		241(1)	Russia and the West
		*241(1)	Russia and the West
		*242(1)	Oil and Water Don't Mix: Geopolitics, Energy, and the Environment
		*244(1)	Topics in the Recent History of Europe: Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953
		*312(1)	Silk Roads: Ancient and Modern Highways across the Eurasian Continent

- \*313(1) The New Democracies
- \*343(1) Terrorism: Russia as Its Cradle
- 350(1) Revolutions
- Spanish*
- 105(1) First Year Seminar: The Human (Is Also An) Animal
- 105(1) First Year Seminar: Roots and Routes: Intro to the African Diaspora in the Americas
- 360(1) Advanced Studies In Language and Society: History of Romance Languages

## English for Speakers of Other Languages

International students and others for whom English is not a first language should consider enrolling in English 103, 104, 105, or 106. These courses are designed specifically for international and multilingual students.

## 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 2010–2011 academic year.

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 may be reviewed to balance the size of classes. General questions should be directed to the appropriate department chair or to the instructor.

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

## Writing-Intensive Seminars

- African American and African Studies*
- 100(1) First Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century
- \*101(11) Introduction to African American and African Studies: Identity, Community, and Progress
- \*206(1) Black Women Writers: Feminist Visions from the African Diaspora
- \*335(1) Black Feminism: Theory and Praxis: Black Feminism: Theory and Praxis
- \*340(1) Sex, Love, and Gender in Contemporary African American Film
- Anthropology*
- 106(1) First Year Seminar: Japanese Conceptions of Nature, Culture, and Technology
- 220(1) Manufacturing Knowledge
- 235(1) Development of Anthropological Thought
- 350(1) Issues in Contemporary Anthropological Theory
- Asian Studies*
- 150(1) First Year Seminar: Stories and Storytelling in India

150(2)	First Year Seminar: Representative Works of Modern Chinese Literature	*146(1)	Western Civilization: An Introduction through Great Books
312(1)	Learning Chinese through Newspapers	251(1)	Multidisciplinary Seminar: What Is Memory?
313(1)	Advanced Chinese Reading: Literary Works and Social Issues		<i>Critical Social Thought</i>
314(1)	Learning Chinese through Films	350(1)	Seminar in Critical Social Thought
320(1)	Women's Issues in Arab Women Writers' Novels		<i>Curricular Support Courses</i>
340(1)	Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>	212(1)	Peer Mentoring: Theory and Practice
	<i>Astronomy</i>		<i>Economics</i>
105(1)	Mars: Missions, Conditions, and Prospects for Habitation	100(1)	Introductory Economics Topics: Introduction to the Global Economy
	<i>Biological Sciences</i>	100(2)	Introductory Economics Topics: Economics of Education
*145(14)	Introductory Biology: Biology in the Age of the Human Genome Project		<i>Education</i>
308(1)	Darwin	205(1)	Racism and Inequality in Schools and Society
*315(1)	Behavioral Ecology		<i>English</i>
318(1)	Aquatic Biology	101(1)	Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature
321(B)	Conference Course: Sexual Selection and Sexual Conflict in Animals: Theory, Research, and Feminist Critique	101(1)	Seminar in Reading, Writing, and Reasoning: Into Africa
321(G)	Conference Course: Marine Conservation Biology	101(2)	Seminar in Reading, Writing, and Reasoning: Reading Nonfiction
344(1)	Biogeochemistry of Northern Ecosystems	101(2)	Seminar in Reading, Writing, and Reasoning: The Nonhuman
	<i>Chemistry</i>	101(3)	Seminar in Reading, Writing, and Reasoning: Error and Self-Discovery
110(1)	First Year Seminar: Forensic Science	101(3)	Seminar in Reading, Writing, and Reasoning: East - West
*250(1)	Introduction to the History of Chemistry	101(4)	Seminar in Reading, Writing, and Reasoning: A Little Learning
	<i>Classics</i>	101(4)	Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)
106(1)	First Year Seminar: "Beware the Ides of March!" Life, Death, and Legacy of Julius Caesar	101(5)	Seminar in Reading, Writing, and Reasoning: Multicultural Families
	<i>College Courses</i>	101(6)	Seminar in Reading, Writing, and Reasoning: Contemporary Autobiography: Race, Sexuality, Style
101(1)	Introductory Seminar: Overrun or Overwrought: An Exploration of Invasive Species and Other Topics in Conservation Biology		
*145(1)	Western Civilization: An Introduction through Great Books		

101(7)	Seminar in Reading, Writing, and Reasoning: Metaphor, Allegory, Symbol, and Myth: the Essentials of Interpretive Reading	301(1)	Studies in Journalism: Health and Science Journalism
101(8)	Seminar in Reading, Writing, and Reasoning: How to Read a Poem	301(2)	Studies in Journalism: Magazine Writing - Sequence 1
101(9)	Seminar in Reading, Writing, and Reasoning: Medical Narratives	*301(2)	Studies in Journalism: Journalism History and Ethics: The Role and Function of the Fourth Estate
101(10)	Seminar in Reading, Writing, and Reasoning: Images of the Self	303(1)	Short Story Writing II
101(11)	Seminar in Reading, Writing, and Reasoning: Ophelia	304(1)	Verse Writing II
103(1)	English for Multilingual Speakers I	*305(1)	Writing Literature for Children
104(1)	English for Multilingual Speakers II	306(1)	Advanced Poetry Workshop: Exercises in Process and Capture
105(1)	Writing across Cultures	316(1)	Topics in Medieval Literature: Alliteration and the Medieval Poem
106(1)	Reading Across Cultures	*350(1)	Studies in African American Literature: Slavery and the Literary Imagination
200(1)	An Introduction to the Study of Literature		<i>Environmental Studies</i>
200(2)	An Introduction to the Study of Literature	267(1)	Reading and Writing in the World
200(3)	An Introduction to the Study of Literature	317(1)	Perspectives on American Environmental History
200(4)	An Introduction to the Study of Literature	321(1)	Conference Courses in Environmental Studies: Wetland Ecosystem Research
200(5)	An Introduction to the Study of Literature	*333(1)	Landscape and Narrative
200(6)	An Introduction to the Study of Literature	344(1)	Biogeochemistry of Northern Ecosystems
200(7)	An Introduction to the Study of Literature		<i>European Studies</i>
200(8)	An Introduction to the Study of Literature	*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
201(1)	Introduction to Creative Writing	316(1)	European Studies Seminar: Modern Europe: The Twentieth Century: The Other Europe since Stalin
201(2)	Introduction to Creative Writing		<i>Film Studies</i>
201(3)	Introduction to Creative Writing		
201(4)	Introduction to Creative Writing		
202(1)	Introduction to Journalism		
203(1)	Short Story Writing I		
204(1)	Verse Writing I	*101(1)	First Year Seminar: The Work of Art in the Age of Mechanical Reproduction
213(1)	The Literature of the Later Middle Ages		
265(1)	Survey of Literature for Children and Young Adults	101(2)	First Year Seminar: Migration and Representations of Im/Migrants in Film and Text
267(1)	Reading and Writing in the World		
280(1)	Literary Criticism and Theory	203(1)	Introduction to Spanish and Latin American Film
300(1)	Writing Historical Fiction		
301(1)	Studies in Journalism: Digital and Multimedia Journalism		

220(10)	Special Topics in Film Studies: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from Frankenstein to Twilight and True Blood	215(2)	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
*320(5)	Seminar in Film Studies: Sex, Love, and Gender in Contemporary African American Film		<i>Gender Studies</i>
*340(3)	Topics in Experimental Film: Home Movies	101(1)	Introduction to Gender Studies: Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections
370(2)	Topics in National/Transnational Cinemas: States of Terror: From Kaspar Hauser to 9/11 in Film and Text	*117(1)	First Year Seminar: Gender and Power in the History of Mount Holyoke College
*370(3)	Topics in National/Transnational Cinemas: Advanced Studies in Visual Culture: Memory (of) War	*204(1)	Women and Gender in the Study of Culture: The Gender of War in Twentieth-Century German Culture
*370(4)	Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text	204(2)	Women and Gender in the Study of Culture: What Is Memory?
380(1)	Topics in Film Authorship: Natural's Not in It: Pedro Almodávar	333(1)	Advanced Seminar: Beyond Logocentrism
*380(1)	Topics in Film Authorship: Jane Austen: Fiction and Film	333(3)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>
*380(2)	Topics in Film Authorship: Natural's Not in It: Pedro Almodávar	333(6)	Advanced Seminar: Sexual Selection and Sexual Conflict in Animals: Theory, Research, and Feminist Critique
*380(10)	Topics in Film Authorship: Henry James on Film	333(7)	Advanced Seminar: Women and Gender in the Middle East
*390(1)	Topics in Film Theory: Feminist Theory and Film	333(8)	Advanced Seminar: Women Writers: Early Feminisms
*390(2)	Topics in Film Theory: Philosophy of Film		<i>Geography</i>
*390(5)	Topics in Film Theory: Philosophy and Film Theory	311(1)	Seminars: Political Economy of Climate Change
*390(6)	Topics in Film Theory: Queer Theory and Recent Queer Film in Latin America	*313(1)	Third World Development
	<i>French</i>		<i>Geology</i>
215(1)	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World	115(1)	First Year Seminar: Emergence of Animals
		210(1)	Plate Tectonics
			<i>German Studies</i>
		100(1)	First-Year Seminar: New Face/s of Germany: Migration and Representations of Im/Migrants in Film and Text



*100(1)	First-Year Seminar: The Politics of Memory in Postwar German and Japanese Cultures	223(1)	Religion and Politics in Modern India
*210(1)	German Conversation and Composition II	301(5)	Colloquium: Women and Gender in the Middle East
220(1)	German Culture Today: Stories and Histories	*351(1)	The Middle Ages: Texts and Contexts: Reading the Medieval World 1350-1530
223(1)	Topics in German Studies: Lustmord: Crimes of Passion in German Culture since the Late Eighteenth Century	382(1)	Native Americans in the Twentieth Century
223(1)	Topics in German Studies: The Remembrance of the Holocaust in Film	125(1)	<i>International Relations</i> First Year Seminar: Israel/Palestine: Fact/Fiction
224(1)	Tutorial for German Studies 223: Lustmord: Crimes of Passion in German Culture since the late 18th Century	340(1)	<i>Italian</i> True Blood: Fantasma, Mostri E Vampiri Della Letteratura Italiana
224(1)	Tutorial for German Studies 223: The Remembrance of the Holocaust in Film	251(1)	<i>Mathematics</i> Laboratory in Mathematical Experimentation
231(1)	Topics in German Studies in Translation: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from Frankenstein to Twilight and True Blood	101(1)	<i>Medieval Studies</i> Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
301(1)	Advanced Studies in German Language and Culture	*300(1)	Seminar in Medieval Studies: Texts and Contexts: Reading the Medieval World, 1350-1530
315(1)	Topics in German Studies: Images of Asia in German Cultures	*300(2)	Seminar in Medieval Studies: The Curious Middle Ages
*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text		<i>Music</i>
325(1)	Senior Seminar: States of Terror: From Kaspar Hauser to 9/11 in Film and Text	*226(1)	World Music
	<i>History</i>	281(1)	History of Western Music I
101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	282(1)	History of Western Music II
101(3)	Foundation: Talking about a Revolution: Intellectuals in Modern China	371(1)	Topics in Music: Music in Manuscript
*101(6)	Foundation: The Letters and Literature of the American Revolution		<i>Philosophy</i> 102(1) First-Year Seminar on Topics in Philosophy: Discovering Philosophy through Children's Literature
			<i>Politics</i> 100(1) First-Year Seminars in Politics: Family Ties

*100(2)	First-year Seminars in Politics: Confessions, Novels, and Notebooks: The Self and Political Thought	240(1)	Visual Cultures: An Introduction: Spanish and Latin American Cinema
*100(2)	First-year Seminars in Politics: Politics and Truth	250(1)	Concepts and Practices of Power: An Introduction: What Is Memory?
106(1)	Comparative Politics	330(1)	Advanced Studies in Identities and Intersections: Women Writers: Early Feminisms
237(1)	Western European Politics	330(1)	Advanced Studies in Identities and Intersections: Black Is Black: Afro-Central American Literatures and Cultures
336(1)	U.S. Latin American Relations	340(1)	Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodávar
342(1)	Political Development in the West	350(1)	Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts
*357(1)	War & Peace in South Asia	350(1)	Advanced Studies in Concepts and Practices of Power: Beyond Logocentrism
361(1)	Politics & Rhetoric		<i>Theatre Arts</i>
*366(1)	International Migration	150(1)	What Is Performance?
379(1)	Topics in European Politics: The European Union	283(1)	Playwriting
	<i>Psychology</i>	*350(8)	Seminar Studies in Renaissance Literature: Renaissance Theatre and the Early Modern Book
110(2)	Introductory Seminars in Psychology: Understanding Mental Health		<b>Speaking-Intensive Seminars</b>
*323(1)	Laboratory in Qualitative Research		<i>African American and African Studies</i>
411(1)	Seminar in Psychological Research		*101(11) Introduction to African American and African Studies: Identity, Community, and Progress
412(1)	Seminar in Psychological Research		<i>Anthropology</i>
	<i>Russian and Eurasian Studies</i>	220(1)	Manufacturing Knowledge
151(1)	First-Year Seminar: To the Last Station: Tolstoy after Anna Karenina	235(1)	Development of Anthropological Thought
*151(3)	First-Year Seminar: Anna Karenina: Loving to Death	350(1)	Issues in Contemporary Anthropological Theory
	<i>Spanish</i>		<i>Asian Studies</i>
105(1)	First Year Seminar: The Human (Is Also An) Animal	150(1)	First Year Seminar: Stories and Storytelling in India
105(1)	First Year Seminar: Roots and Routes: Intro to the African Diaspora in the Americas	150(2)	First Year Seminar: Representative Works of Modern Chinese Literature
202(1)	Spanish for Heritage Speakers		
209(1)	Composition and Culture		
230(1)	Studies in Identities and Intersections: Constructing (Our) America		
230(1)	Identities and Intersections: An Introduction: Introduction to Gender Studies in the Spanish-Speaking World		
240(1)	Visual Cultures: An Introduction: The Other (in the) Media: New Media and Otherness in the Americas		

*254(1)	The Great Epics of India: Representations and Interpretations	101(2)	Introductory Seminar: Stressed Out
312(1)	Learning Chinese through Newspapers	251(1)	Multidisciplinary Seminar: What Is Memory?
313(1)	Advanced Chinese Reading: Literary Works and Social Issues		<i>Complex Organizations</i>
314(1)	Learning Chinese through Films	*220(1)	Winners and Losers: Taxation, Social Justice, and Economic Choices
320(1)	Women's Issues in Arab Women Writers' Novels	299(1)	Leadership and the Liberal Arts
340(1)	Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>		<i>Critical Social Thought</i>
	<i>Astronomy</i>	251(1)	Twentieth-Century Theory and Its Discontent: Psychoanalytic Theory
105(1)	Mars: Missions, Conditions, and Prospects for Habitation	350(1)	Seminar in Critical Social Thought
	<i>Biological Sciences</i>		<i>Curricular Support Courses</i>
301(1)	Animal Cloning, Stem Cells and Regenerative Medicine: Past, Present, and Future	104(1)	Public Speaking, Leadership Presence
303(1)	Microbial Genetics	212(1)	Peer Mentoring: Theory and Practice
305(1)	Cellular and Molecular Aspects of Development		<i>Economics</i>
321(B)	Conference Course: Sexual Selection and Sexual Conflict in Animals: Theory, Research, and Feminist Critique	100(1)	Introductory Economics Topics: Introduction to the Global Economy
321(E)	Conference Course: Acquired Immune Deficiency Syndrome Seminar	306(1)	Political Economy of "Race" in the U.S.
321(F)	Conference Course: Emerging Infectious Diseases	314(1)	Economic Development in the Age of Globalization
321(G)	Conference Course: Marine Conservation Biology		<i>Educational Studies</i>
*334(1)	Chemical Communication in Vertebrates	260(1)	Mission and Market: Higher Education
344(1)	Biogeochemistry of Northern Ecosystems		<i>English</i>
	<i>Chemistry</i>	101(1)	Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature
110(1)	First Year Seminar: Forensic Science	101(2)	Seminar in Reading, Writing, and Reasoning: The Nonhuman
*343(1)	Chemistry of DNA	101(4)	Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)
	<i>College Courses</i>	101(7)	Seminar in Reading, Writing, and Reasoning: Metaphor, Allegory, Symbol, and Myth: the Essentials of Interpretive Reading
101(1)	Introductory Seminar: Overrun or Overwrought: An Exploration of Invasive Species and Other Topics in Conservation Biology	103(1)	English for Multilingual Speakers I
		104(1)	English for Multilingual Speakers II
		105(1)	Writing across Cultures

200(4)	An Introduction to the Study of Literature	370(2)	Topics in National/Transnational Cinemas: States of Terror: From Kaspar Hauser to 9/11 in Film and Text
211(1)	Shakespeare		
213(1)	The Literature of the Later Middle Ages	*370(3)	Topics in National/Transnational Cinemas: Advanced Studies in Visual Culture: Memory (of) War
265(1)	Survey of Literature for Children and Young Adults	*370(4)	Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
*305(1)	Writing Literature for Children		
306(1)	Advanced Poetry Workshop: Exercises in Process and Capture	380(1)	Topics in Film Authorship: Natural's Not in It: Pedro Almodávar
316(1)	Topics in Medieval Literature: Alliteration and the Medieval Poem		<i>French</i>
*350(1)	Studies in African American Literature: Slavery and the Literary Imagination	120(2)	First-Year Seminar: From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy
377(1)	Feminist Poetics: The Poetess, Prophet, and Revolutionary	*225(1)	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World
	<i>Environmental Studies</i>	230(1)	Intermediate Courses in Culture and Literature: Introduction to the Civilization of France
317(1)	Perspectives on American Environmental History		<i>Gender Studies</i>
321(1)	Conference Courses in Environmental Studies: Wetland Ecosystem Research	101(1)	Introduction to Gender Studies: Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections
*333(1)	Landscape and Narrative	*204(1)	Women and Gender in the Study of Culture: The Gender of War in Twentieth-Century German Culture
344(1)	Biogeochemistry of Northern Ecosystems	204(2)	Women and Gender in the Study of Culture: What Is Memory?
	<i>European Studies</i>	212(1)	Women and Gender in the Social Sciences: Psychology of Women
*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text	333(1)	Advanced Seminar: Beyond Logocentrism
316(1)	European Studies Seminar: Modern Europe: The Twentieth Century: The Other Europe since Stalin	333(3)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>
	<i>Film Studies</i>	333(4)	Advanced Seminar: Women and Gender in South Asia
*101(1)	First Year Seminar: The Work of Art in the Age of Mechanical Reproduction		
203(1)	Introduction to Spanish and Latin American Film		
220(10)	Special Topics in Film Studies: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from Frankenstein to Twilight and True Blood		

333(5)	Advanced Seminar: Feminist Poetics: The Poetess, Prophet, and Revolutionary	231(1)	Topics in German Studies in Translation: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from Frankenstein to Twilight and True Blood
333(6)	Advanced Seminar: Sexual Selection and Sexual Conflict in Animals: Theory, Research, and Feminist Critique	232(1)	German Tutorial: Literature and Culture in a European Context: Specters, Monsters, and the Mind: The Gothic and Grotesque in Anglo-German Film and Fiction
333(8)	Advanced Seminar: Women Writers: Early Feminisms	232(1)	German Tutorial: New Face/s of Germany: "Multikulti"-Chaos?
390(1)	Field Placement	301(1)	Advanced Studies in German Language and Culture
	<i>Geography</i>	315(1)	Topics in German Studies: Images of Asia in German Cultures
311(1)	Seminars: Political Economy of Climate Change	*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
*313(1)	Third World Development	325(1)	Senior Seminar: States of Terror: From Kaspar Hauser to 9/11 in Film and Text
*319(1)	Africa: Problems and Prospects		<i>History</i>
	<i>Geology</i>	101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
115(1)	First Year Seminar: Understanding Climate Change	223(1)	Religion and Politics in Modern India
115(2)	First-Year Seminar: Diamonds	*256(1)	Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present
210(1)	Plate Tectonics	301(4)	Colloquium: Women and Gender in South Asia
	<i>German Studies</i>	*301(25)	Colloquium: The Indian Ocean World
*100(1)	First-Year Seminar: The Politics of Memory in Postwar German and Japanese Cultures	*351(1)	The Middle Ages: Texts and Contexts: Reading the Medieval World 1350-1530
*210(1)	German Conversation and Composition II		<i>Italian</i>
*211(1)	Creation and Production of a German Play	340(1)	True Blood: Fantasma, Mostri E Vampiri Della Letteratura Italiana
220(1)	German Culture Today: Stories and Histories		<i>Jewish Studies</i>
221(1)	Tutorial for German Studies 220	*222(1)	Engendering Judaism: Women and Jewish Tradition
223(1)	Topics in German Studies: Lustmord: Crimes of Passion in German Culture since the Late Eighteenth Century		
223(1)	Topics in German Studies: The Remembrance of the Holocaust in Film		
224(1)	Tutorial for German Studies 223: Lustmord: Crimes of Passion in German Culture since the late 18th Century		
224(1)	Tutorial for German Studies 223: The Remembrance of the Holocaust in Film		

<i>Medieval Studies</i>		<i>Sociology</i>	
101(1)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	103(1)	First Year Seminar: Social Inequality
*300(1)	Seminar in Medieval Studies: Texts and Contexts: Reading the Medieval World, 1350-1530		<i>Spanish</i>
	<i>Philosophy</i>	210(1)	Conversation and Culture: Speaking Spanish in the Real World
102(1)	First-Year Seminar on Topics in Philosophy: Discovering Philosophy through Children's Literature	230(1)	Studies in Identities and Intersections: Constructing (Our) America
102(1)	First-Year Seminar on Topics in Philosophy: Personal Identity	230(1)	Identities and Intersections: An Introduction: Introduction to Gender Studies in the Spanish-Speaking World
280(1)	Philosophy for Children	240(1)	Visual Cultures: An Introduction: The Other (in the) Media: New Media and Otherness in the Americas
	<i>Politics</i>	240(1)	Visual Cultures: An Introduction: Spanish and Latin American Cinema
*100(3)	First-year Seminars in Politics: Speaking and Arguing: The Rhetoric of Peace and War	250(1)	Concepts and Practices of Power: An Introduction: What Is Memory?
*357(1)	War & Peace in South Asia	330(1)	Advanced Studies in Identities and Intersections: Women Writers: Early Feminisms
*366(1)	International Migration	330(1)	Advanced Studies in Identities and Intersections: Black Is Black: Afro-Central American Literatures and Cultures
	<i>Psychology</i>	340(1)	Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodávar
110(2)	Introductory Seminars in Psychology: Understanding Mental Health	350(1)	Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts
211(1)	Psychology of Women	350(1)	Advanced Studies in Concepts and Practices of Power: Beyond Logocentrism
225(1)	Psychoanalytic Theory		<i>Theatre Arts</i>
251(1)	Animal Behavior	281(1)	Shakespeare
*300(1)	Seminar in History and Systems of Psychology: Psychology and the Military	*350(8)	Seminar Studies in Renaissance Literature: Renaissance Theatre and the Early Modern Book
319(1)	Seminar in Social Psychology: Psychology and the Media		
*329(2)	Seminar in Personality and Abnormal Psychology: First-Person Narratives of Madness		
*337(1)	Seminar in Educational Psychology: Motivation		
411(1)	Seminar in Psychological Research		
412(1)	Seminar in Psychological Research		
	<i>Romance Languages and Cultures</i>		
105(1)	First Year Seminar: From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy		

**Community-Based Learning (CBL)**

The Weissman Center's Community-Based Learning (CBL) Program connects academic work and purposeful engagement with the world. It links students with communities through courses, term-time internships (CBL fellowships and mentorships), independent studies, and research and service projects that combine learning and analysis with action and social change. Students learn about communities as they learn to apply ideas, theories, and models to social issues in a practical context, gaining insights from practitioners in communities and in community-based organizations (CBOs).

Mount Holyoke's CBL program fosters sustainable, mutually beneficial campus-community relationships to support learning, research, and service. CBL courses follow research- and practice-based principles of best practice in community engagement. Along with enhancing students' understanding of public concerns and the processes of social change, CBL aims to foster leadership, citizenship, and advocacy skills.

For more information, visit  
[www.mtholyoke.edu/go/cbl](http://www.mtholyoke.edu/go/cbl).

**Community-Based Learning Courses***African American and African Studies*

\*101(11) Introduction to African American and African Studies: Identity, Community, and Progress

210(1) African American Culture and Society

*Anthropology*

346(1) Identities/Differences: Anthropological Perspectives

*Curricular Support Courses*

100(1) Engaging the Pioneer Valley: Community-Based Learning (CBL) Theory and Practice

102(1) Community-Based Learning: Networks, Reflection, and Meaning

*Education*

205(1) Racism and Inequality in Schools and Society

\*220(1) Foundations of Multicultural Education

233(1) Educational Psychology

*English*

202(1) Introduction to Journalism

301(1) Studies in Journalism: Health and Science Journalism

359(1) Emily Dickinson in Her Times

*Environmental Studies*

200(1) Environmental Science

390(1) Senior Seminar in Environmental Studies

*Gender Studies*

390(1) Field Placement

*History*

141(1) Violence and Social Change in Modern Africa

214(1) History of Global Inequality

*Philosophy*

280(1) Philosophy for Children

*Politics*

\*348(1) Colloquium in Politics: Community Development

*Psychology*

233(1) Educational Psychology

\*337(1) Seminar in Educational Psychology: Motivation

340(1) Laboratory in Perception and Cognition: Cognition and Literacy

*Spanish*

350(1) Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts

# 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

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

98

History

International Relations

Italian

Latin

Latin American Studies

Mathematics

Medieval Studies

Music

Neuroscience and Behavior

Philosophy

Physics

Politics

Psychology

Psychology and Education

Religion

Romance Languages and Cultures

Russian and Eurasian Studies

Self-designed Studies

Sociology

Spanish (Hispanophone Studies)

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 Brown (English), Gabriel (economics), Gadjigo (French), Grayson (religion), Lemly (English); Associate Professors Brodie (biological sciences), Hanson (history), Morgan (history), Mosby (Spanish), Smith (politics), Wilson (economics and African American and African studies); Assistant Professors Banks (sociology), Douglas (psychology and education), Omojola (music); Visiting Professor Pemberton (English).

## Contact Persons

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

As a 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 advisor 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. 250

Other courses to be counted for the concentration are drawn from departmental offerings with the approval of the program. 281  
 Students may also count courses taken at the other Five College institutions subject to approval by the chair. 282

*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. 8).* 253

## **The Minor Concentration in African American Studies**

The program should be planned carefully for coherence and integrity.

**Credits**

- A minimum of 20 credits 205
- 16 of these credits must be at the 200 level or higher. 101
- 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. 101

**Courses**

- African American and African Studies 250
- 101, Introduction to African American Studies 251

**Other**

- Signature of the program chair 339

## **Courses Counting toward the Major and Minor in African American Studies**

*See department listings for descriptions and course offerings.* 350

**Core**

- African American Studies* 356
- 210 African American Culture and Society 357

*English*

African American Literature

*History*

African American History to 1865

African American History since 1865

**Electives***Critical Social Thought*

Critical Race Theory

*Dance*

Intro to Hip-Hop

Comparative Caribbean Dance

Intermediate Hip-Hop

*Economics*

Political Economy of "Race" in the U.S.

*Education*

Racism and Inequality in Schools and Society

*English*

Contemporary Autobiography: Race, Sexuality, Style

Memories of Home

The Poetics of Race and Identity

African American Poetry

African American Literature

African American Diasporas: Literature and Culture

Harlem Renaissance

Women Writers: Black and White Southern Women Writers

Race, Romance, and Reform: Nineteenth-Century African

American Women's Literature

The Career and Legacy of Richard Wright

Studies in African American

Literature: Slavery and the American Literary Imagination

Toni Morrison

The Poetry and Prose of Langston Hughes

African Americans and Hollywood Film

370	The Caribbean in American Culture	373	Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
372	Contesting Borders: The Literature of Exile		<i>Philosophy</i>
375	Black Texts, Black Experiments: Contemporary African American Poetics	248	Philosophical Issues in Race and Racism
375	The Conceptual Black Body in Twentieth-Century and Contemporary Visual Culture	100	<i>Politics</i>
379	Suzan-Lori Parks, Revolutionary Playwright	210	FY Seminar: Black Metropolis
389	American Memoir	244	Minorities and the Law
	<i>Gender Studies</i>	250	Urban Politics and Policies
204	Women and Gender in the Study of Culture: Black Women Writers: Feminist Visions from the African Diaspora	251	Politics of Black Urban Reform
333	Contemporary Latin American Literature: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers	252	Black and Latino Politics
333	Interdisciplinary Seminar: Black Feminism: Theory and Praxis	313	Topics in Urban Studies
333	Interdisciplinary Seminar: Sex, Love, and Gender in Contemporary African Film	347	The Politics of Poverty
	<i>History</i>	348	Race and Urban Political Economy
101	African American Autobiographies and Biographies	213	Colloquium in Politics: Community Development
280	Race and Gender in North American History: African American Women and U.S. History		<i>Psychology</i>
301	Colloquium: Slaves and Their Allies	218	Psychology of Racism
301	Colloquium: Segregation: Origins and Legacies	107	<i>Religion</i>
375	American History: The Middle Period: The Age of Emancipation	228	The Women Who Shaped the Mind of Frederick Douglass
381	Recent American History: The Civil Rights Movement	230	Women in American Religious History
	<i>Latin American Studies</i>	228	On Human Freedom: Lordship and Bondage in Religion and Culture
170	Readings in Caribbean Literature	230	Spirituals and the Blues
260	Afro-Latin America: From Slavery to Invisibility		<i>Sociology</i>
276	Contemporary Caribbean Societies	216	Issues in Sociology: Racial and Ethnic Relations
289	Slavery in the Americas	316	Special Topics in Sociology: Class in the Black Community
		316	Special Topics in Sociology: Black Cultural Production and Consumption
			<i>Theatre Arts</i>
		350	Suzan-Lori Parks, Revolutionary Playwright

## 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 in African Studies**

*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>Anthropology</i>
301	Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa
	<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	301	Colloquium: Ecology and Imperialism in Africa
	<i>Educational Studies</i>	301	Colloquium: Food and Famine in African History
301	Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa	301	Colloquium: Money in History
	<i>English</i>	341	Topics in African History: When Worlds Collide: The Colonial Moment in Africa
101	Seminars in Reading, Writing, Reasoning: Into Africa	341	Topics in African History: Power and Exchange in the African Past
251	Literature of the Black Empire	341	Topics in African History: East African History
253	African Literature		<i>Latin American Studies</i>
337	The Political Imagination in Contemporary South Africa	170	Readings in Caribbean Literature
	<i>French</i>	276	Contemporary Caribbean Societies
120	African Cinema	373	Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
219	The French-Speaking World		<i>Music</i>
311	<i>Paris dans l'imaginaire Africain</i>	126	Introduction to World Music
341	Ousmane Sembène: <i>L'oeuvre d'un artiste-militant</i>	161	West African Drumming Ensemble
341	<i>Contes et Legendes d'Afrique Francophone</i>	166	Introduction to the Music of Africa
370	Women and Writing in French-Speaking Africa	226	World Music
	<i>Geography</i>	371	Analytical Studies in World Music
215	Geography of the Middle East and North Africa		<i>Politics</i>
319	Africa: Problems and Prospects	213	African Political Systems
	<i>German Studies</i>	398	The Rwanda Genocide in Comparative Perspective
241	Special Topics in German Studies: BunTeschrepublik Deutschland: Afro-Germans and Turkish Im/Migrants in Film and Text		<i>Sociology</i>
341	Topics in German Studies: Color Me German: Perceptions of Other in German Culture from 1800-1933	103	Contemporary South Africa
	<i>History</i>	301	Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa
206	African Cities: Development Dreams and Nightmares in the Twentieth Century	329	Social Change in Southern Africa
241	African Popular Culture		<i>Spanish</i>
242	Colonial Worlds: Africa and India	105	FY Seminar: Roots and Routes: Intro to the African Diaspora in the Americas
296	Women in History: African Women's Work, 1880-1980	261	Afro-Spanish Literature
301	Colloquium: Gift and Graft: The Long History of Political Corruption	330	Advanced Studies in Identities and Intersections: Black Is Black: Afro-Central American Literatures and Cultures
		341	Contemporary Latin American Literature: Skin of a Woman: Afro-Latina and Afro-Latin American Women Writers

- 341 Contemporary Latin American Literature: Treading the Ebony Path: Afro-Hispanic Literature
- 361 The Mind of the Traveler: Journey, Expeditions, Tours

## Course Offerings

### 100s First-Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century

(First-year seminar; writing-intensive course) Dreams of full citizenship for the descendants of enslaved Americans have been overdetermined by dilemmas of racial inequality and racial conflict. The “beloved community” remains elusive. Race and gender still shape our preferences and attainments. After generations of struggle, what progress has been made? What challenges remain? Is the project of integration dead (and, if so, what would an autopsy reveal)? The quest for racial, gender, and economic justice and democracy is unfinished. The course has two goals: (1) highlight critical questions and debates around black striving, (2) develop good writing and critical thinking skills.

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

*L. Wilson*

*Prereq. fy only; 4 credits*

### \*101f Introduction to African American and African Studies: Identity, Community, and Progress

This course will introduce students to topics and methodologies within the vast field of African studies. This course will attempt to disrupt the history-based, U.S.-centric model by presenting alternate texts and approaches to the study of the *global* black experience. We must necessarily begin by questioning the idea, definition, and practice of blackness: what is it? How/did a unified black identity emerge from disparate people, practices, and experiences? After investigating the formation of the African diaspora, we will consider texts from the Americas, Europe, and the continent, assessing each for its historical, aesthetic, political, and cultural value.

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

*The department*

*4 credits*

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

(Writing-intensive course; Same as Gender Studies 204) 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*

*The department*

*Prereq. African American and African Studies 101; 4 credits*

### \*208f Introduction to Twentieth-Century Critical Race Theory

(See Critical Social Thought 253s)

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

*L. Wilson*

*4 credits*

### 210f African American Culture and Society

(Community-Based Learning course) Reviews theory and policy research that targets durable (race, gender, and class) inequalities. How has recent policy (especially involving schools and prisons) shaped public life and private sector capacity in communities of color from 1976 to the present? What are the consequences of governing through crime and punishment? Is poor discipline a viable approach to strengthening the social fabric? Data and personal narrative will be used. Brings together Mount Holyoke students and women in the final stages of their sentences in Hampden County, who collaborate as peers in a semester-long exploration of these issues. The semester culminates with a reading and completion ceremony.

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

*L. Wilson*

*Prereq. interview with instructor, jr & sr only except by permission. Interviews 29 March-6 April 2010; email lbwilson@mtholyoke.edu for appointment; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement  
The department  
1-4 credits*

### **\*308s Luminous Darkness: African American Social Thought**

Examines the causes of and proposed solutions to “the Negro problem” in post-Civil War American public policy. Focuses on the life, work, and legacies of DuBois. Drawing on domestic and diasporic fictional and nonfictional depictions of black life in the “DuBoisian century” the course considers different responses to his 1903 question, “How does it feel to be a problem?” Examining theories, arguments, movements and policies targeting blacks and their environment allows us to criticize black modernity, assess the changing role of black intellectuals in society, evaluate “race theory” and consider dominant and marginal attempts to analyze and overcome the “color line” in America.

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

*Prereq. 8 credits in department, permission of instructor; 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*

### **The department**

*Prereq. 8 credits in the department; 4 credits*

### **\*335f Black Feminism: Theory and Praxis: Black Feminism: Theory and Praxis**

(Writing-intensive course) This course explores foundational texts of major authors along with lesser-known contributors to the black feminist movement, from the nineteenth century to the present. It also examines the various ways in which black feminist theory has been expressed in and applied to the arts and political activism, analyzing black feminist cultural criticism as it applies to music, film, fine arts, performance, and literature. Conflicts and continuities between black and white feminists, and the role of profeminist men within the movement will be considered as well.

*Meets multicultural requirement; meets Humanities I-A requirement  
The department*

*Prereq. 8 credits in department; 4 credits*

### **\*340s Sex, Love, and Gender in Contemporary African American Film**

(Writing-intensive course; Same as Film Studies 320-01) This course will explore the representation in film of intimate relationships among African Americans. Confronting an ongoing history of racist, sexist, and homophobic images, films produced by and featuring blacks can offer alternate interpretations of love, romance, and sexuality. Coupled with literature and theoretical readings by feminists and black cultural critics, students will consider the function of—and challenges to—intimacy in interpersonal relationships among African Americans. Directors under consideration include Spike Lee, Kasi Lemmons, Marlon Riggs, and Sanaa Hamri.

*Meets multicultural requirement; meets Humanities I-A requirement  
The department*

*Prereq. 8 credits in African American and African Studies, including African American and African Studies 101; 1 meeting (2 hours) plus screening prior to class (TBA); 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement  
The department  
1-8 credits*

# Ancient Studies

The major and minor in ancient studies are administered by the Department of Classics and Italian. Advisors in ancient studies: Professors Bergmann, Debnar, McGinness; Associate Professors Arnold, Sumi.

## Contact Persons

Kay Klippel, *senior administrative assistant*  
Geoffrey Sumi, *associate professor of classics*

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

## Requirements for the Major

### Credits

- A minimum of 32 credits

### Courses

The 32-credit minimum should include:

- At least one (4-credit) course at the intermediate level in Greek or Latin, or Asian Studies 142, Elementary Sanskrit
- At least one (4-credit) art historical or archaeological course focusing on the ancient Mediterranean
- At least one (4-credit) literary or mythical course focusing on the ancient Mediterranean or India
- At least two (4-credit) historical courses (i.e., 8 credits total), one on the ancient Greek and one on the ancient Roman world
- At least three (4-credit) 300-level courses (12 credits total), one of which must be a

designated capstone/research seminar, and one of which must be in the chosen concentration

- At least three (4-credit) courses (12 credits total) must be within the chosen concentration.

### Other

*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. 8).*

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

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

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

## 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; Associate Professor Roth; and Five College Assistant Professor Klarich.

## Contact Persons

Susan Martin, *senior administrative assistant*  
Eleanor Townsley, *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 non-ethnocentric. The analytic tools will help students make sense of the human condition no matter how familiar or foreign it may seem. Our courses are designed to expose students to a variety of cultures and introduce them to the different topics, theories, and methods of the discipline of anthropology.

## 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

The cultural area requirement can be fulfilled in various ways:

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

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

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

## Requirements for the Minor

### Credits

- A minimum of 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.*

## 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*  
*D. Battaglia, J. Roth, The department, L. Morgan, A. Lass*  
*4 credits*

### 106f First-Year Seminar: Japanese Conceptions of Nature, Culture, and Technology

(First-year seminar; writing-intensive course)  
Every culture draws the boundaries differently between culturally recognized categories, whether between life and death, nature and culture, male and female, native and foreign, or purity and pollution. This course explores Japanese cultural categories, focusing specifically on conceptions of nature, culture, and technology. Do Japanese see nature and culture in opposition, or con-

sider one to be a part of the other? How do they see the relationship between humans and animals, and humans and robots? Examining the way such categories are organized and negotiated, we may get a sense of a Japanese cultural logic, or of an underlying politics that bends logic to serve its own needs.

*Meets Social Sciences III-A requirement*

*J. Roth*

*Prereq. fy only; 4 credits*

## 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; 4 credits*

## 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*

*4 credits*

## 207s Peoples of the South Pacific

This course emphasizes the social and cultural diversity of peoples in Polynesia, Mi-

cronesia, 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; 4 credits*

## 216fs Special Topics in Anthropology: Collecting the Past

*Fall 2010*

### 216f(1) Art and Artifacts of the Ancient Americas

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

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

*E. Klarich*

*Prereq. Not open to first-year students; one course required either in archaeology, anthropology, history of Latin America, museum studies, or art history; 4 credits*

*Spring 2011*

### 216s(1) Land, Transnational Markets, and Democracy in Women's Lives and Activism

(Same as Gender Studies 250-01s) This course will address the predicaments of women who must negotiate local contexts shaped by transnational markets, changing patterns of agriculture and agro-forestry, and struggles over indigenous land rights. How have arguments about democracy shaped the struggles women take up locally, nationally, and transnationally in opposition to corpo-

rate power, national policies, and supranational agencies such as the World Trade Organization?

*Meets Social Sciences III-A requirement*

*C. Heller*

*4 credits*

## **220f Manufacturing Knowledge**

(Speaking- and writing-intensive course) The course explores the contemporary scholarship that addresses the role played by print literacy and information technology in the history of science, in the formation of identity, and in the development of the postmodern imagination. From the invention of movable print to the Internet and beyond, the production and reproduction of knowledge is mediated both by technology and by society that introduces this technology and is, in turn, changed by it. Identity, whether logical, technological or social, is a pivotal player in this process.

*Meets Social Sciences III-A requirement*

*A. Lass*

*Prereq. 8 credits in anthropology; sr or jr major; 4 credits*

## **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; 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, AIDS, and a degenerative nervous-system disorder (kuru) in highland New Guinea. This course surveys the cultural construction of suffering and healing, the medicalization of human so-

cial problems, and inequities in the distribution of disease and therapy.

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

*L. Morgan*

*Prereq. Anthropology 105; 4 credits*

## **275s Research Methods in Cultural 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; 4 credits*

## **295fs Independent Study**

(Writing-intensive course)

*Does not meet a distribution requirement*

*The department*

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

## **306f Anthropology of Reproduction**

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, crosscultural 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; 4 credits*

## **310f Visual Anthropology in the Material World**

(Same as Film Studies 320f-01) In this course we go behind the scenes and behind the screens of anthropological films, museum exhibitions, "small media" events such as televi-

sion, and publications such as *National Geographic Magazine*, to explore the social contexts of image production, distribution, and interpretation. Focusing on visual activism and ethics, we consider how popular portrayals of our own society and of others' both shape and are shaped by hierarchies of value in the material world. Finally, we leave the walls of the classroom to produce home movies of places which others call home - workplaces, temporary shelters, artistic environments, and so forth.

*Meets multicultural requirement; does not meet a distribution requirement*

D. Battaglia

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

### 316fs Advanced Seminar

Fall 2010

316f(1) *Gender, Food, and Agriculture in the Global Context*

(Same as Gender Studies 333-05f) This course explores the gendered domains of food and agriculture as they unfold within household and community economies in the global south and in G-8 countries. We will examine the place of women in systems of food production, processing, marketing, and consumption. We will address locally regulated markets, cuisines, and peasant farming systems as they interface with international neo-liberal systems of market and trade. We will also pay close attention to emergent women's agricultural cooperatives and unions as they shape new transnational coalitions that offer sustainable (and flourishing) solutions to problems associated with post-industrial agriculture.

*Meets Social Sciences III-A requirement*

C. Heller

*Prereq. jr or sr; 8 credits in gender studies or anthropology; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits*

Spring 2011

316s(1) *Risk*

People in all societies face uncertainty. Yet we have taken fear of the unknown and calculations of risk to a new level. Dangers appear to

confront us at every turn — in the form of tainted food, global warming, epidemics, market collapses, and accidents at work and on roads. Terrorist attacks in New York and Tokyo, and crime in Sao Paulo, have led to the increased control of public spaces in these cities. Public spaces have been the source of both excitement and anxiety, but cultures of risk have emphasized their dangers. This course will explore some of the implications of cultures of risk.

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

J. Roth

*Prereq. 8 credits in department; 4 credits*

### 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; 4 credits*

### 350f Issues in Contemporary Anthropological Theory

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

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

A. Lass

*Prereq. sr, 8 credits in department; 4 credits*

### 395fs Independent Study

(Speaking- and writing-intensive course)

*Does not meet a distribution requirement*

The department

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

# Architectural Studies

The major in architectural studies is administered by the Department of Art and Art History. Advisors in architectural studies: Professors Davis (art history), Sinha (art history); Associate Professor Smith (studio art). Five College Faculty: Assistant Professor of Architectural Studies Long.

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

### Credits

- The major will consist of 44 credits in art history, studio art, design studio, and related fields of study.

### Courses

Foundation concentration: 8 credits

- One Art Studio at the 100-level; for example, ARTST 120, Visual Investigations: Drawing I
- One 100-level art history survey with significant architectural content or one 200-level survey of twentieth-century architecture (for example, Art History 243: Modern Architecture).

**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; Art Studio 285, Introduction to Architecture: Language and Craft
- Hampshire: HACU 105, Architectural Design: Basic Approaches; IA 180, Design Fundamentals I; HACU 205, Topics in Architecture
- UMass: Arch-Des 300: Design I; Arch-Des 301: Design II

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:** 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, Empire; The Art and Archaeology of the Roman Provinces; 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:** 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.

## Other

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

## Five College Course Offerings in Architectural Studies

Current courses in architectural studies throughout the Five Colleges are listed on the Five College Architectural Studies Web site at <http://www.fivecollegearch.com/>.

## Course Offerings

### 205fs Topics in Architecture

#### *Fall 2010*

##### *205f(1) Introduction to Architectural Design*

This introductory studio architecture course is a rigorous series of design investigations into architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (drawings, models) to interdisciplinary and significant design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form and space.

*Meets Humanities I-A requirement*

*S. Brown*

*Prereq. One semester of Drawing I, design or sculpture is recommended. Requires materials fee TBD; 4 credits*

#### *Spring 2011*

##### *205s(1) Introduction to Architectural Design*

This introductory studio architecture course is a rigorous series of design investigations into architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (drawings, models) to interdisciplinary and significant design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space.

*Meets Humanities I-A requirement*

*S. Brown*

*Prereq. One semester of Drawing I, design, or sculpture is recommended.; Studio fee \$60; 4 credits*

### **395f Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. Permission of instructor; 1-8 credits*

# Art History

The major and minor in art history are administered by the Department of Art and Art History. Advisors in art history: Professors Bergmann, Davis (on leave spring 2011), Lee, Sinha, Staiti; Visiting Assistant Professor Andrews.

## Contact Persons

Rose Ryan, *senior administrative assistant*  
Anthony Lee, *chair*

## Requirements for the Major

### Credits

- A minimum of 36 credits

### Courses

- At least four courses at the 200 level in at least three 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
- One additional course at any level

*Art history majors may not 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.

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 advisor 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 advisor 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 20 credits, 16 of which must be above the 100 level

### Courses

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

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 2010*

*100f(1) 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: Renais-

sance 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, short films, and assignments in the art museum.

*Meets Humanities I-A requirement*

*P. Staiti*

*4 credits*

*\*100f(2) Introduction to Art History*

This survey course introduces students to the pleasures of art history as a field of inquiry. In case studies beginning with the Renaissance and extending to the Modern era, from Europe and the Americas, we will explore art's complicated and shifting relation to history — to its social, cultural, political, and intellectual worlds. Lectures and class discussion will be augmented by visits to the art museum.

*Meets Humanities I-A requirement*

*A. Lee*

*4 credits*

*Spring 2011*

*\*100s(1) Architecture: The Face of Human Culture*

A survey of architecture as a functional and expressive medium from the ancient world to the present. Accommodating domestic life, religious ritual, political, commercial, and leisure activities, architecture both shapes and reflects the natural environment, technology, social values and visions. While the history of Western architecture constitutes the primary focus, the course will include buildings from around the world.

*Meets Humanities I-A requirement*

*M. Davis*

*4 credits*

**105s Arts of Asia**

(Same as Asian Studies 107f) This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other arti-

facts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.

*Meets multicultural requirement; meets Humanities I-A requirement*

*A. Sinha*

*4 credits*

**110fs Introductory Seminar in Art History**

*Fall 2010*

*110f(1) Visions of Hell and Paradise*

(First-year seminar; Same as Medieval Studies 101f-02) The Heavenly Court; Adam and Eve's Garden of Eden; The Apocalypse. Visions of sacred realms and the beginning and end of humankind captured the imagination of people in the Middle Ages and the Renaissance in Europe. The focus of this course will be the close examination of a range of artworks that portray sacred and apocalyptic imagery, including manuscript illumination, sculpture, panel painting, and fresco from the ninth to the sixteenth centuries by artists including Giotto, Michelangelo, Bosch, and Dürer. Readings of primary sources (such as St. John's Book of Revelations) and the consideration of social and political conditions will support our interpretations.

*Meets Humanities I-A requirement*

*C. Andrews*

*Prereq. fy; 4 credits*

*110f(2) The Female in Ancient Art*

(First-year seminar) Working with original objects in the Mount Holyoke College Art Museum, we will examine goddesses, personifications, and myths; the female body and concepts of beauty; and the social roles of Greek and Roman women. Students will practice the art of describing and thereby refine their skills of observation and visual literacy.

*Meets Humanities I-A requirement*

*B. Bergmann*

*Prereq. fy; 4 credits*

*Spring 2011*

*110s(1) Visions of Hell and Paradise*

(First-year seminar; Same as Medieval Studies 101s-01) The Heavenly Court; Adam and Eve's Garden of Eden; The Apocalypse. Vi-



sions of sacred realms and the beginning and end of humankind captured the imagination of people in the Middle Ages and the Renaissance in Europe. The focus of this course will be the close examination of a range of artworks that portray sacred and apocalyptic imagery, including manuscript illumination, sculpture, panel painting, and fresco from the ninth to the sixteenth centuries by artists including Giotto, Michelangelo, Bosch, and Dürer. Readings of primary sources (such as St. John's Book of Revelations) and the consideration of social and political conditions will support our interpretations.

*Meets Humanities I-A requirement*

*C. Andrews*

*Prereq. fy; 4 credits*

### **202s 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*, *Battle-ship 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) and 1 screening (2 hours); 4 credits*

### **\*211f Gods and Mortals: Myth in Ancient Art and Literature**

(Same as Classics 211) 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*

*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 Greece and imperial Rome. Yet the period in the Mediterranean from the death of Alexander the Great in 323 BCE to the Roman conquest of Egypt in 31 BCE saw the creation of some of the greatest masterpieces of ancient art, the development of formal art criticism, and the mass production of art for private enjoyment. The course addresses the new themes and purposes of art in a cosmopolitan culture that, in many respects, was not unlike our own.

*Meets Humanities I-A requirement*

*B. Bergmann*

*Prereq. soph, jr, sr, or permission of instructor; 4 credits*

### **216s 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; 4 credits*

### **222s Age of the Cathedrals**

Arts of the court, monastery, and city in Europe from the fall of the Roman Empire (fourth-fifth century) to the Hundred Years War (fourteenth-fifteenth century). We will study a selection of monuments and their furnishings, including sculpture, reliquaries, stained glass, tapestries, altarpieces, joyaux, and illuminated manuscripts. Our goal will be to differentiate between the diverse forms of artistic production within this long time

period and to understand the function of these works for a medieval audience.

*Meets Humanities I-A requirement*

*C. Andrews*

*Prereq. soph, jr, sr, or permission of instructor;*

*4 credits*

### **\*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*

*The department*

*Prereq. soph, jr, sr; or with permission of instructor; 4 credits*

### **\*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; 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*

### **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; 4 credits*

### **244f 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; 4 credits*

### **245s Contemporary Art: Art Since 1945**

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 post-colonial 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; 4 credits*

#### **\*250s 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; 4 credits*

#### **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; 4 credits*

#### **261fs 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; 4 credits*

#### **\*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; 4 credits*

#### **\*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; 4 credits*

#### **290fs Issues in Art History**

*Fall 2010*

*290f(1) Renaissance North and South: Court, Monastery, City*

This thematic study of the Renaissance in Northern and Southern Europe (c.1400-c.1560) will investigate the role of the visual arts for three major groups of patrons: imperial, royal, and aristocratic courts; monasteries and other corporate religious bodies; and citizens and civic organizations. For each of

these settings, we will explore the range of objects that suited the various needs of patrons, the function of images, and the status of the artist. Our study will include manuscript illumination, fresco, panel painting, reliquaries, joyaux, and sculpture by artists including Giotto, Ghiberti, Fra Angelico, Michelangelo, Rogier van der Weyden, Jan van Eyck, Bosch, Dürer, and Bruegel.

*Meets Humanities I-A requirement*

*C. Andrews*

*Prereq. soph, jr, sr, or permission of instructor; 4 credits*

#### *290f(2) Introduction to Classical Archaeology*

This course has two aims: to introduce the various methods and disciplines that make up the field of classical archaeology, and to acquaint students with some of the major sites and artifacts of ancient Greece and Rome. Classes and assignments will involve work with original artifacts and case studies of such sites as Troy, Olympia, and Pompeii. Issues of conservation and cultural property will be discussed.

*Meets Humanities I-A requirement*

*B. Bergmann*

*Prereq. soph, jr, sr, or permission of instructor; 4 credits*

#### *Spring 2011*

##### *\*290s(1) Egyptian Art and Egyptomania*

Why do we need the past, and how do we engage with it? In ancient Egypt, the past had power, and patrons, sculptors, and builders drew from earlier generations for inspiration. In the modern West, ancient Egypt holds a unique fascination. Recurring waves of artists and architects have taken up Egyptian motifs for their own sensibilities. The course examines ancient monuments and visual motifs in their original context as well as their appropriation in subsequent centuries, including our own.

*Meets Humanities I-A requirement*

*D. Larkin*

*Prereq. soph, jr, sr, or permission of instructor; 4 credits*

##### **301s Topics in Art History: Illuminated Manuscripts of the Later Middle Ages**

The decorated book was one of the most important forms of art making in the Middle

Ages. This course presents an integrative approach to the study of these objects, taking into consideration their structure, text, pictorial and decorative programs, and bindings. We will investigate the patronage, production, use, and afterlife of a range of illuminated manuscripts in the later Middle Ages, including the continuous traditions of monastic and courtly book production, as well as the new development of urban manuscript industries by lay artisans.

*Meets Humanities I-A requirement*

*C. Andrews*

*Prereq. 8 credits in art history; 4 credits*

##### **\*302f Great Cities: Paris-Paradise: The Medieval City and Its Transformation**

In 1323, Jean of Jandun wrote that Paris “seems to have received from the Most-High the role of the earthly paradise.” Using medieval eyewitness accounts and descriptions, surviving monuments, and graphic records, this seminar will explore the transformation of Paris from a small twelfth-century town into Europe’s most important metropolis by 1300. We will then consider the metamorphosis of medieval Paris into a modern capital in the nineteenth century paying particular attention to representations of the city by painters, writers, and, most recently, filmmakers.

*Meets Humanities I-A requirement*

*M. Davis*

*Prereq. jr, sr, 8 credits in art history; 4 credits*

##### **310fs Seminar in Ancient Art**

#### *Fall 2010*

##### *310f(1) Love and Metamorphosis*

Storytelling in Greek and Roman art. The aim of the course is to acquaint students with visual modes of storytelling in the major media of Greek and Roman art such as sculpture, mosaic, fresco, coins, and gems. In which contexts did the most popular myths appear, why, and what do we know about their reception among ancient viewers?

*Meets Humanities I-A requirement*

*B. Bergmann*

*Prereq. courses in art history, classics, or ancient history or per permission of instructor; 4 credits*

**\*310f(10) *The Unearthed Cities of Vesuvius***  
Life on the Bay of Naples came to an abrupt halt in 79, when Vesuvius erupted, preserving surrounding cities and villas with lava and ash. The rediscovery of Pompeii and Herculaneum since the eighteenth century had significant impact upon European art and literature. The seminar examines the surviving environment and artifacts created to Roman tastes in the late republic and early empire. It considers the history of archaeological and art historical methods and the romantic visions of art, theatre, and film up to the present. One highlight will be a visit the Pompeii exhibition at the National Gallery in Washington, DC.

*Meets Humanities I-A requirement*

*B. Bergmann*

*Prereq. courses in art history, classics, or ancient history or per permission of instructor.; 4 credits*

*Spring 2011*

### **310s(1) *Female Portraits***

The seminar investigates likenesses of women from ancient Greece and Rome. Facial features, body language, hair and clothing will be studied with reference to contemporary social customs, theories of character and beauty, medical treatises, beliefs in deity and in the afterlife. Special attention will go to original objects in the Mount Holyoke Art Museum, including marble portraits and coins depicting classical queens and empresses.

*Meets Humanities I-A requirement*

*B. Bergmann*

*Prereq. courses in art history, classics, or ancient history; 4 credits*

### **320f Seminar in Medieval Art: Chartres Cathedral**

This seminar will explore Chartres Cathedral, its architectural history, its vast programs of sculpture, and its stained glass narratives. The church and its imagery, which took shape between ca. 1140 and 1250, offer a view back in time to medieval religious beliefs and practices, social dynamics, architectural technology, and fashion. We will also consider how differing views of the cathedral—as a popular communal creation or as the embodiment of

an oppressive elite—reflect modern interpretive perspectives.

*Meets Humanities I-A requirement*

*M. Davis*

*Prereq. jr, sr, 8 credits in art history or medieval studies; 4 credits*

### **\*332f Seminar in Baroque Art: Gianlorenzo Bernini: Practices, Works, Ideas**

This course examines the painting, sculpture, and architecture produced by the seventeenth century's most influential multimedia artist. It puts Bernini's innovations in the context of the political, religious, and artistic debates of his day, closely examining the Roman society that Bernini dominated during the reigns of three different popes, as well as the France of Louis XIV where Bernini briefly lived and worked. Topics include: workshop practices and preparatory works; ephemeral creations (festive and theatrical); antiquity and modern invention; the aesthetic of marvel; the myth of the artist; and the legacy of Bernini's "bel composto."

*Meets Humanities I-A requirement*

*A. Jarrard*

*Prereq. jr, sr; 8 credits in art history; 4 credits*

### **342s Seminar in Twentieth-Century Art: Photography Since 1955**

In case studies, this seminar explores several key paths of photography since Steichen's famous and controversial "Family of Man" exhibition. Some of the major movements may include New Documents, New Topographics, and the digital revolution; and the major photographers may include Arbus, Baltz, Frank, Friedlander, Gohlke, Mapplethorpe, Salgado, Shore, and Winogrand.

*Meets Humanities I-A requirement*

*A. Lee*

*Prereq. Two 200-level courses in Art History; 4 credits*

### **350fs Seminar in American Art**

*Fall 2010*

#### **350f(1) *The Gilded Age***

This course examines aspects of American art and culture from the Civil War to the turn of the twentieth century. Classes will be thematic, and art will be linked up with ideas, trends, events, and novels of the period.

Among the themes to be treated are: naturalism, masculinity, nervousness, street culture, and reform. Key artists include Sargent, Eakins, Homer, Bellows, and Sloan.

*Meets Humanities I-A requirement*

*P. Staiti*

*Prereq. jr, sr, 8 credits in art history including Art History 250; 1 meeting (3 hours), 1 screening (2 hours); 4 credits*

#### *Spring 2011*

*\*350s(1) The Architecture of Frank Lloyd Wright*

This seminar will explore Frank Lloyd Wright's 60-year career in architecture. We will pay particular attention to ways in which he handled form, space, and structure to frame human activity and to create a modern American style. We will also explore the social implications of Wright's approach to domestic design and community planning.

*Meets Humanities I-A requirement*

*M. Davis*

*Prereq. jr, sr; 8 credits in art history, architectural studies, or American studies; 4 credits*

#### **360fs Seminar in Asian Art**

##### *Fall 2010*

*360f(1) "Through 'Indian' Eyes: Photography in India"*

Explores the way photography seized hold of the imagination in India. Nineteenth-century documentary photographs of Indian ruins memorialized the reach of the British Empire when used for dioramas, panoramas, and magic lantern shows on the streets of London. By the twentieth century, manipulated photographs and mechanically reproduced "photos" of Indian gods complicated photography's claim to truth. Students will debate scholarly views and develop research projects to examine photography's imaginative uses in India.

*Meets Humanities I-A requirement*

*A. Sinha*

*Prereq. jr, sr, or permission of instructor; 8 credits in art history, or film studies; 4 credits*

##### *Spring 2011*

*360s(1) Bollywood: A Cinema of Interruptions* (Same as Film Studies 370-01) 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; 1 meeting (3 hours), 1 screening (3 hours); 4 credits*

#### **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; 1-8 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. Advisors in studio art: Professor Campbell; Associate Professor Smith, Assistant Professor Hachiyana

## Contact Persons

Rose Ryan, *senior administrative assistant*  
Nancy Campbell, *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 (may include courses within the Five College Consortium)

### Courses

- Prerequisite (required): Art 120, Drawing I or Art 116, Art and Contemporary Issues
- Six courses taken at the 200 level:
  - Art 200, Photography I
  - Art 221, Digital Photography I
  - Art 226, Special Topics I
  - Art 236, Painting I
  - Art 246, Sculpture I
  - Art 256, Printmaking I
  - Art 220, Drawing II
  - Art 237, Painting II
  - Art 247, Sculpture II
  - Art 257, Printmaking II
  - Art 264, Word and Image
  - Art 266, Body and Space
  - Art 280, Special Topics II
  - Art 295, Independent Study
- Three courses taken at the 300 level:
  - Art 390, Advanced Studio
  - Art 395f (fall), Independent Study/Senior Studio
  - Art 395s (spring), Independent Study/Senior Studio

### Other

- 8 credits in art history (including 100-level art history)

The department strongly asks that students seek the advice of the faculty in considering specific course selection, number, and sequence of courses to be completed for the studio art major.

## Requirements for the Studio Art Minor

### Credits

- A minimum of 24 credits (may include courses within the Five College Consortium)

### Courses

- Prerequisite (required): Art 120, Drawing I or Art 116, Art and Contemporary Issues
- Four courses taken at the 200 level:
  - Art 200, Photography I
  - Art 221, Digital Photography I
  - Art 226, Special Topics I
  - Art 236, Painting I
  - Art 246, Sculpture I
  - Art 256, Printmaking I
  - Art 220, Drawing II
  - Art 237, Painting II
  - Art 247, Sculpture II
  - Art 257, Printmaking II
  - Art 264, Word and Image
  - Art 266, Body and Space
  - Art 280, Special Topics II
  - Art 295, Independent Study
- One course at the 300 level:
  - 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.

## Study Abroad

Any student going abroad in her junior year or semester should consult with her advisor before leaving to assure the verification of transfer credits in the major.

## 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 advisor or the chair of the art department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the art department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Offerings

### 116s Art and Contemporary Issues

In this foundational studio art course, students bring together what they are concerned about in the world and their artistic practice. They research various social issues in relation to expressive mediums and learn to creatively use those issues as inspiration for their artworks. Studio mediums include but are not limited to: drawing, three-dimensional con-

structions, performance, installation and public art.

*Meets Humanities I-A requirement*

*R. Hachiyangi*

*Students enrolled in this course will be responsible for some of the cost of course materials.; 4 credits*

### 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.

*Meets Humanities I-A requirement*

*J. Smith, N. Margalit, The department, Visiting Artist*

*2 studios (2-1/2 hours); students preregistering for this course must attend the first class meeting of the semester or their names will be dropped from the class roster. Students enrolled in this course will be responsible for some of the cost of course materials.; 4 credits*

### 221fs Digital Photography I

This course explores the basics of photography using digital technologies with emphasis placed on three objectives: first, the acquisition of photographic skills, including composition, digital capture, scanning, Photoshop, and printing; second, an introduction to contexts, such as historical, critical, theoretical, and contemporary movements in photography to advance visual literacy; third, the deepening and expanding of a personal way of seeing. Students will have directed and self-initiated shooting and printing assignments. Slide lectures, readings, and short writing assignments will complement the practical aspects of the course.

*Meets Humanities I-A requirement*

*K. Stewart*

*Prereq. Art (Studio) 116 or 120; Students interested in taking this course should possess a digital SLR or an advanced compact camera; 4 credits*

### 226fs Topics in Studio Art I

Topics courses are offered each semester which are outside the realm of the usual course offerings, focusing on contemporary issues.



**226fs(1) Digital Art**

This course combines the disciplines of drawing, printmaking, photography, and other means of making the handmade image with digital manipulation through current programs and software.

*Meets Humanities I-A requirement*

*T. Ginsberg*

*Prereq. Art(Studio)116 or 120; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60; 4 credits*

**236fs Visual Investigations: Painting I**

An introduction to the basic pictorial issues of color and composition in painting.

*Meets Humanities I-A requirement*

*M. Miller, The department*

*Prereq. Art(Studio)116 or 120; 2 studios (2 hours 40 minutes). Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.00; 4 credits*

**237s 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*

*The department*

*Prereq. Art (Studio) 236; 2 meetings (2 hours 15 minutes), and criticism sessions to be arranged. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.; 4 credits*

**246fs Visual Investigations: Sculpture I**

Introduction to fundamental sculptural techniques and three-dimensional thinking. Various media are explored. Priority given to majors, minors, and prospective majors.

*Meets Humanities I-A requirement*

*J. Smith*

*Prereq. Art(Studio)116 or 120; 2 studios (2 hours 40 minutes) and 6 hours unarranged; 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 \$60.; 4 credits*

**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) 246 and 116 or 120; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.; 4 credits*

**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, N. Margalit*

*Prereq. Art(Studio)116 or 120; 2 studios (2 hours, 40 minutes). Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.; 4 credits*

**\*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; 2 studios (2 hours 15 minutes) and 6 hours unarranged; 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 \$60.; 4 credits*

**264s Word and Image**

This course explores the interrelationship between word and image. Through studio and theoretical investigations, students learn how to interface word, image, symbol, and structure. Students experiment with *intertextuality* while examining visible and invisible structures of our languages, visual codes, and

society. The course considers art as visual language. Primary readings are on structuralism and post-structuralism.

*Meets Humanities I-A requirement*

*R. Hachiyanagi*

*Prereq. so, jr, sr and Art(Studio)116 or 120; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.; 4 credits*

### **\*268 Papermaking**

In this course, contemporary and traditional paper art and hand papermaking are explored. Both Japanese-style and Western-style papermaking methods are introduced to further develop students' art-making experience. Topics include evolution of papermaking methods, fiber selection and preparation, sheetforming, paper pulp casting, and basic paper chemistry.

*Meets Humanities I-A requirement*

*R. Hachiyanagi*

*Prereq. Two Art (Studio) 200-level courses; 4 credits*

### **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*

*M. Miller, N. Campbell, R. Hachiyanagi, T. Ginsberg*

*Prereq. Art Studio 116 or 120 and four 200-level studio courses; 2 meetings (90 minutes) and studio hours unarranged. Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.; 4 credits*

### **391f Five College Advanced Seminar in Drawing**

This intensive seminar will be team taught by studio faculty from each of the Five Colleges. Classes will be held on a rotating basis on all five campuses. Students are responsible for pursuing their work through individual thematic development in varied drawing media throughout the semester. Attendance is required at both weekly class meetings. Meetings may include lectures on drawing issues, critiques of student work, and in-class work.

Two class sessions are devoted to group critiques with all instructors. An exhibition of student work produced in the course will be held during the last week of classes.

*Meets Humanities I-A requirement*

*Five College studio faculty*

*Prereq. recommendation by department chair; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. Senior art majors; Senior studio majors may elect to become candidates for an honors thesis with approval of the studio faculty.*

*NOTE: Students enrolled in all studio courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60; 1-8 credits*

# Asian Studies

The major and minor in Asian studies are administered by the Asian Studies Committee: Professors Campbell (art), Gabriel (economics), Hashmi (international relations), Khory (politics), Lipman (history), I. Peterson (Indian literature, cultural history, and Hinduism); Sinha (art history); Associate Professors Chen (politics), Hachiyana (art), Mrozk (religion), Nemoto (Japanese language and linguistics), Roth (anthropology), Wang (Chinese language and literature); Assistant Professors Ahmed (English), Datla (history), Steinfelds (religion); Visiting Assistant Professor Waqar Ahmed (geography); Visiting Lecturer Kao (Chinese language); Five College Assistant Professor Sbaiti (History), Five College Senior Lecturer Jiyad (Arabic language); Five College Lecturers Arafah (Arabic), Brown (Japanese language); Visiting Lecturer from BLCU Han (Chinese language).

## Contact Persons

Kay Klippel, *senior administrative assistant*  
Naoko Nemoto, *chair*

## Asian Studies Web Site

<http://www.mtholyoke.edu/acad/asian/>

The Asian Studies Program covers a vast region of the world from the Middle East, through South Asia, to the Far East. The Asian studies major is interdisciplinary in nature with a foundation that rests on learning an Asian language.

Arabic, Chinese, and Japanese languages are regularly taught at Mount Holyoke College; Sanskrit is also offered occasionally.

Students interested in Asian studies may pursue an Asian studies major or minor, a Chinese language minor or a Japanese language minor. Many of our students are double majors.

Learning an Asian language is an intellectual challenge. However, students who acquire these languages are rewarded with access to

richly varied and historically different cultures. MHC offers an intensive summer language program in Chinese at the Beijing Language and Culture University. Additionally, there are semester- and year-long study abroad programs for students to learn other Asian languages.

Asian studies majors and minors graduate to pursue careers in fields as varied as education (teaching English as a second language, elementary and secondary education), business (international law and banking, travel organizations, publishing, public relations), media (journalism and film) and the arts (museum careers, performing arts, visual arts), government service (national security, diplomacy, political office), and graduate study (anthropology, art history, business, comparative literature, economics, history, languages, law, linguistics, politics, religion, sociology, etc.).

Besides languages, students who major in Asian studies are required to take courses in at least three other disciplines. Courses that count toward Asian studies degrees may be found in anthropology, art history, economics, geography, history, international relations, philosophy, politics, and religion, as well as film studies and gender studies.

The Asian studies major/minor enables students to experience Asian cultures at many levels, through extracurricular events such as language tables and clubs, guest lectures, performing and visual arts, film festivals, and regional cuisine, as well as through study abroad for intensive language and cultural immersion.

## Requirements for the Asian Studies 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.

- Owing to differences in the availability of levels and in the number of credits assigned for the Asian languages taught at Mount Holyoke, other colleges in the Five College system, and under the self-instructional program in the Five College Center for the Study of World Languages, the language requirement for the major is stated in terms of the minimum number of semesters rather than the number of credits.
- No fewer than 4 semesters of Chinese, Japanese, or Arabic 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.
- No more than 16 credits of 100-200 level language may be counted toward the major.
- Please consult the Asian Studies Committee for guidelines regarding Asian languages not listed or not taught at the Five Colleges.
- 16 credits (4 courses) at the 300 level, no more than 8 of which can be language credits. To be counted toward the major, 300-level courses not taught at Mount Holyoke, including language courses beyond the first- and second-year level, require prior approval from the chair of the Asian Studies Committee.
- Non-language 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.

Most Asian studies courses at Mount Holyoke are listed (see courses), but students should also consult the catalogue entries or Web sites of other departments, including art history, history, international relations, politics and religion. Asian studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College or individual college Web sites).

Please consult the chair of the Asian Studies Committee for guidelines regarding Asian languages not taught in the Five Colleges.

*Asian Studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's outside the major requirement and need not register for a minor.*

## Requirements for the Asian Studies Minor

### Credits and Courses

- 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 of which can be in language.
- Out of the 16 credits, at least 4 credits must be at the 300 level. There is no language requirement for the minor.
- Courses should be selected from at least two disciplines.
- No more than one Asian American studies course may be counted toward the Asian studies minor.

## Requirements for the Chinese Minor

### Credits and Courses

- At least 20 credits of Chinese language courses at the 200 level or higher.
- At least 8 credits should be at the 300 level.
- Students spending their summer or junior year in a study abroad program approved by the program may bring back up to 8 credits.
- Independent Studies (295 / 395) do not count toward the minor.
- Courses taught in English do not count toward the minor.

## Requirements for the Japanese Minor

### Credits and Courses

- At least 20 credits of Japanese language courses at the 200 level or higher.
- At least 8 credits should be at the 300 level.
- Students spending their summer or junior year in a study abroad program approved by the program may bring back up to 8 credits.
- Independent Studies (295 / 395) do not count toward the minor.
- Courses taught in English do not count toward the minor.

### College Language Requirement

Completing two semesters (8 credits or more) of Arabic, Chinese, or Japanese language study fulfills the Mount Holyoke College language requirement for students without previous experience in the language.

## Course Offerings

### Asian Culture

**\*102s East Asian Civilization: Modern China** (Same as History 131) 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*  
J. Lipman  
4 credits

**\*103f Introduction to Indian Civilization** (Taught in English) 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 litera-

ture, 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*  
I. Peterson  
4 credits

### \*107f Arts of Asia

(Same as Art History 105) This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan.

*Meets multicultural requirement; meets Humanities I-A requirement*  
A. Sinha  
4 credits

### 150fs First-Year Seminar

Fall 2010

*150f(1) Stories and Storytelling in India* (First-year seminar; speaking- and writing-intensive course; taught in English) India is a treasure house of tales and the home of vibrant traditions of storytelling in classical Sanskrit as well as in modern languages. Indian tales have been transmitted around the world and have parallels in such collections as *The Arabian Nights* and Chaucer's *Canterbury Tales*. We will study, in English translation, the epics *Ramayana* and *Mahabharata*, animal fables, and women's stories and folktales in a variety of forms including puppet plays, song, and dramatic performance. We will examine who tells stories, why, and when, and we will compare Indian stories with tales from other parts of the world.  
*Meets multicultural requirement; meets Humanities I-A requirement*

*I. Peterson*

*Prereq. fy or permission of instructor; 4 credits*

*Spring 2011*

**150s(2) Representative Works of Modern Chinese Literature**

(First-year seminar; speaking- and writing-intensive course; taught in English) The twentieth century started with the downfall of the Chinese monarchy, numerous humiliations at the hands of Western countries, and the establishment of the Republic of China in 1911. In the spirit of reform and renaissance, a group of young writers, educated in both China and the West, spearheaded a new direction in Chinese literature. This group of writers abandoned the classical Chinese language, was keenly interested in social development and betterment, attacked Confucian tradition, and adopted Western ideals. The class will read representative works of these writers and try to understand their sociopolitical impact, while appreciating the artistic qualities of these writings.

*Meets multicultural requirement; meets Humanities I-A requirement*

*Y. Wang*

*Prereq. fy or permission of instructor; 4 credits*

**\*211s 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*

*4 credits*

**\*220s Women Writing in India**

(Taught in English; Same as Gender Studies 204) Critical study of women's writing in

India, in genres ranging from classical and medieval poems, tales and songs (e.g., *Tiruppavai*) to novels, plays, and personal narratives by modern women writers (e.g., Rokeya Hossain's *Sultana's Dream*, Arundhati Roy's *The God of Small Things*), in translation from Indian languages and in the original English. We will focus on women's perspectives and voices, women's agency, and resistance to dominant discourses. Attention is paid to historical contexts, the socioreligious constructions of women and gender, and the role of ideologies such as colonialism and nationalism in the production and reception of women's writing.

*Meets multicultural requirement; meets Humanities I-A requirement*

*I. Peterson*

*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*

*4 credits*

**\*254s The Great Epics of India:**

**Representations and Interpretations**

(Speaking-intensive course; 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, Tulsi-das'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*

*4 credits*

**272s Gandhi, Tagore, India and the World** (Taught in English) Mahatma Gandhi's method of nonviolent action (Satyagraha) 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 lives, their critiques of nationalism and violence, and their holistic philosophies are studied through their writings, autobiographies and other sources. Topics include Gandhi's impact on Martin Luther King, Tagore's international school, and a comparison of the two men's legacies for India and the world.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*I. Peterson*

*4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-4 credits*

### **320s Women's Issues in Arab Women Writers' Novels**

(Speaking- and writing-intensive course; taught in English) Arab women novelists' works that address issues such as arranged marriage, divorce, child rearing and custody, rights and opportunities to work, national and religious identity, political and social freedom will be surveyed and discussed. The aim is to offer an alternative view presented in a balanced and fair approach.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*M. Jiyad*

*4 credits*

### **\*331fs Asian History**

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.

*Fall 2010*

#### **\*331f(1) Tokugawa Japan**

(Same as History 331) A research seminar on Japan's transformation from a chaotic set of warring states (mid-sixteenth century) into a highly urbanized, literate, cultured but nonetheless feudal state capable of leaping into the modern world (late nineteenth century). Topics will include economic evolution; the development of tea ceremony, fiction, poetry, and theatre; political and social change, including class/status relations; evolution of gender roles; and the rise of the three great cities (Edo, Kyoto, Osaka). After a core of common readings and research exercises, students will design and undertake individual projects, using primary and secondary sources, and complete a substantial 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*Spring 2011*

#### **\*331s(1) China's Tumultuous Twentieth Century**

(Same as History 331s-01) 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

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

(Speaking- and writing-intensive course; 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 premodern Chinese vernacular fiction in particular.

*Meets multicultural requirement; meets Humanities I-A requirement*

*Y. Wang*

*Prereq. Permission of instructor; 4 credits*

### **350s Love, Desire, and Gender in Indian Literature**

(Taught in English; Same as Gender Studies 333s-07) Seminar on love, desire and gender, major themes in Indian literature. We will read classic poems, plays, and narratives in translation from Sanskrit, Tamil, Hindi, and other languages, in relation to aesthetic theory, visual arts (miniature paintings) and performance genres (Indian dance and the modern Bollywood cinema). Study of the conventions of courtly love, including aesthetic mood (*rasa*) and natural landscapes, and their transformation in Hindu bhakti and Sufi Muslim mystical texts, the Radha-Krishna myth, and film. Focus on representations of women and men, and on issues of power, voice, and agency.

*Meets multicultural requirement; meets Humanities I-A requirement*

*I. Peterson*

*Prereq. so, jr, sr, and 100 or 200 level course in*

*literature in any language (inc. English); 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-8 credits*

## **Asian Languages**

Asian Studies 110f-111s, 120f-121s, and 130f-131s 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 Ms. Arafah for Arabic, Ms. Nemoto for Japanese, Ms. Wang for Chinese, and Ms. Peterson for Sanskrit.

### **110f First Year Chinese I**

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*

*A. Kao, Y. Wang*

*students must complete both Asian Studies 110 and 111 to satisfy the College language requirement; students with previous language study should contact Ms Wang for placement; 6 credits*

### **111s First Year Chinese II**

This course continues Asian Studies 110, First Year Chinese I, with an introduction to Mandarin Chinese and the development of oral proficiency as well as gradual acquisition of reading and writing skills. Supplements class work with lab.

*Meets language requirement; does not meet a distribution requirement*

*W. Han, Y. Wang*

*Prereq. Asian Studies 110 or equivalent (contact Ms. Wang for placement); students must complete both Asian Studies 110 and 111 to satisfy the College language requirement; 6 credits*



**120f First Year Japanese I**

Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.

*Meets language requirement; does not meet a distribution requirement*

*N. Nemoto*

*Prereq. Only fy, soph, and jr students may pre-register; if space is available, srs may be able to register during Add/Drop. students with previous training in Japanese should contact Ms. Nemoto for placement; students must complete both Asian Studies 120 and 121 to satisfy the College language requirement; 6 credits*

**121s First Year Japanese II**

This continues Asian Studies 120, First Year Japanese I. Introduces listening, speaking, reading, and writing modern Japanese; hiragana, katakana, and approximately 150 Kanji. Supplements class work with audio and video.

*Meets language requirement; does not meet a distribution requirement*

*N. Nemoto*

*Prereq. students with previous training in Japanese should contact Ms. Nemoto for placement; students must complete both Asian Studies 120 and 121 to satisfy the College language requirement; 6 credits*

**130f First Year Arabic I**

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the Georgetown text *Alif Baa* and finish Chapter 15 in *Al Kitaab Book 1* by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

*Meets language requirement; does not meet a distribution requirement*

*H. Arafah*

*Students with previous language study should*

*contact Ms Arafah for placement. Students must complete both Asian Studies 130 and 131 to satisfy the College language requirement; 4 credits*

**131s First Year Arabic II**

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the Georgetown text *Alif Baa* and finish Chapter 15 in *Al Kitaab Book 1* by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

*Meets language requirement; does not meet a distribution requirement*

*H. Arafah*

*Prereq. Asian Studies 130 or equivalent; students must complete both Asian Studies 130 and 131 to satisfy the College language requirement; 4 credits*

**212f Second Year Chinese I**

This course places equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia materials. *Meets language requirement; does not meet a distribution requirement*

*A. Kao*

*Prereq. Asian Studies 111 or equivalent (contact Ms. Wang for placement); 6 credits*

**213s Second Year Chinese II**

This course continues Asian Studies 212, Second Year Chinese I. There is equal emphasis on speaking, listening, reading, and writing modern Chinese. Class work is supplemented with audio and video and multimedia practice.

*Meets language requirement; does not meet a distribution requirement*

*A. Kao, W. Han*

*Prereq. Asian Studies 212 or equivalent (contact Ms. Wang for placement); 6 credits*

### **222f Second Year Japanese I**

This course emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Meets language requirement; does not meet a distribution requirement*

*N. Nemoto*

*Prereq. Asian Studies 121 or equivalent (consult Ms. Nemoto for placement); 6 credits*

### **222s Second Year Japanese II**

This course continues Asian Studies 222, Second Year Japanese I. Emphasizes speaking, listening, reading, and writing modern Japanese. Includes approximately 250 kanji. Supplements class work with audio and video.

*Meets language requirement; does not meet a distribution requirement*

*N. Nemoto*

*Prereq. Asian Studies 222 or equivalent (consult Ms. Nemoto for placement); 6 credits*

### **232f Second Year Arabic I**

This course continues elementary modern standard Arabic. The approach is communicative, with particular emphasis on active control of Arabic grammar and vocabulary, conversation, reading, translation and discussion of selected texts. The course includes oral presentations and short essays in Arabic.

*Meets language requirement; does not meet a distribution requirement*

*M. Jiyad*

*Prereq. Asian Studies 131 or equivalent (contact Ms. Arafah for placement); 4 credits*

### **232s Second Year Arabic II**

This course is the continuation of Asian Studies 232, Second Year Arabic I. The approach is communicative, with particular emphasis on active control of Arabic grammar and vocabulary, conversation, reading, translation, and discussion of texts. The course includes oral presentations and short essays in Arabic.

*Meets language requirement; does not meet a distribution requirement*

*M. Jiyad*

*Prereq. Asian Studies 232 or equivalent (contact Ms. Arafah for placement); 4 credits*

### **310f Third Year Chinese I**

This course helps students to build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Meets language requirement; does not meet a distribution requirement*

*The department, A. Kao*

*Prereq. Asian Studies 213 or equivalent (contact Ms. Wang for placement); 4 credits*

### **311s Third Year Chinese II**

This course continues Asian Studies 310, Third Year Chinese I, in helping students build linguistic and communicative competence in Mandarin Chinese through reading, discussing, and writing about authentic texts. Newspapers, essays, and short stories will be the teaching materials for the course. An interactive approach will be incorporated into the curriculum to improve students' conversational skills. The class will be conducted mostly in Chinese, and class hours will be supplemented by individual work in the Language Resource Center.

*Meets language requirement; does not meet a distribution requirement*

*A. Kao, W. Han*

*Prereq. Asian Studies 213 or equivalent (contact Ms. Wang for placement); 4 credits*

### **312f Learning Chinese through Newspapers (Speaking- and writing-intensive course)**

This course advances students' four communication skills (reading, writing, listening, and speaking) by studying materials selected from the news media. The teaching materials include news reports on political, social, economic, and cultural issues, mainly from mainland China, Taiwan, and the U.S. The course will lay a good foundation for those who wish to read Chinese newspapers. This course also addresses issues of formal expression, writing styles, and terminology used in the Chinese media. The course will be conducted mainly in Chinese.

*Meets language requirement; does not meet a distribution requirement*

W. Han

*Prereq. Asian Studies 311 or equivalent (contact Ms. Wang for placement); 4 credits*

### **313s Advanced Chinese Reading: Literary Works and Social Issues**

(Speaking- and writing-intensive course) The course will advance students' communication skills in Chinese language through the study of contemporary Chinese literary and nonliterary works. The focus of the course is on short stories by famous writers such as Yu Hua, Su Tong, and Wang Meng. The course also features other types of literary materials such as essays, drama scripts, poems, and television dramas. Materials on pressing social, political, and economic issues from scholarly Chinese journals, newspapers, and Web sites will also be used. The class will be conducted entirely in Chinese.

*Meets multicultural requirement; meets language requirement; does not meet a distribution requirement*

F. Kuo

*Prereq. Asian Studies 311 or equivalent; 4 credits*

### **314f Learning Chinese through Films**

(Speaking- and writing-intensive course) This course will improve students' four communication skills (reading, writing, listening, and speaking) by studying contemporary Chinese films, including several prize winners/nominees by internationally acclaimed directors such as Zhang Yimou, Li An, and Chen Kaige. The class will watch the films and then use the synopses and selected dialogues from the scripts as reading materials to facilitate both linguistic and cultural learning. Social and cultural issues reflected in the films will be discussed. The class will be conducted mainly in Chinese.

*Meets multicultural requirement; meets language requirement; does not meet a distribution requirement*

F. Kuo

*Prereq. Asian Studies 311 or equivalent (contact Ms. Wang for placement); 4 credits*

### **324f Third Year Japanese I**

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*

F. Brown

*Prereq. Asian 223 or equivalent (consult Ms. Nemoto for placement); 4 credits*

### **326s Third Year Japanese II**

This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

*Meets language requirement; does not meet a distribution requirement*

F. Brown

*Prereq. Asian 324 or equivalent (see Ms. Nemoto for placement); 4 credits*

## **Courses in Other Departments Counting toward the Major 2010-2011**

	<i>Anthropology</i>
106f	(FY) Japanese Conceptions of Nature, Culture, and Technology
204f	Anthropology of Modern Japan
	<i>Art History</i>
105s	Arts of Asia
261f	Arts of China
360f	Seminar in Asian Art: Photography through Indian Eyes
360s	Seminar in Asian Art: Bollywood, A Cinema of Interruptions
	<i>Economics</i>
202s	East Asian Economic Development
	<i>Gender Studies</i>
206-03s	Women in Chinese History
210f	Women and Gender in Islam
333-04f	Women and Gender in South Asia
333-07f	Women and Gender in the Middle East
	<i>History</i>
101-03f	(FY) Talking about a Revolution: Intellectuals in Modern China

- 111s     The Making of the Modern Middle  
          East
- 124s     Modern South Asia
- 137f     Modern East Asia 1600–2000
- 223s     Religion and Politics in Modern  
          India
- 273s     The Iranian World from Antiquity  
          to the Middle Ages
- 294s     Comparative Culinary History –  
          China and Italy
- 331s     Asian History – Meiji Japan
- Religion*
- 263f     Buddhism
- 325s     Asian Religions IV: Gods, Myths,  
          Devotion—Hindu Sacred  
          Narratives
- Theatre Arts*
- 215f     Japanese Theatre: Theory and  
          Practice

# Astronomy

The astronomy department administers the major in astronomy and offers a collaborative undergraduate major in astronomy through the Five College Department of Astronomy (FCAD). Faculty: Professors Dyar (Mount Holyoke *chair*); Visiting Assistant Professor Levine; Director of the Observatory Stage; Five College Faculty Calzetti, Edwards, Erickson, Fardal, Giavalisco, Greenstein, Guter-muth, Hameed, Hanner, Heyer, Katz, Lowenthal, Mo, Narayanan, Pope, Schloerb, Schneider, Snell (Five College *chair*), Tripp, Wang, Weinberg, Wilson, Young, Yun.

Astronomical facilities at all five institutions are available for student use. The Williston Observatory at Mount Holyoke includes a historic Clark 8" telescope. The McConnell Rooftop Observatory at Smith College includes two computer-controlled Schmidt Cassegrain telescopes, and the Amherst Observatory has a Clark 18" refractor. Students may obtain research and thesis data here or as guest observers at other observatories.

## 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 in understanding how they are formed and how they change, and, ultimately, in reconstructing the history of the universe.

This understanding is always based upon the same set of theories and practices—physics, chemistry, biology, materials science, mathematics, computer science—that we use to understand the earth and its immediate surroundings. Thus, all students are strongly encouraged to base their study of the universe upon a firm grounding in one of these disciplines.

All 100-level courses are taught by Mount Holyoke faculty and staff. Courses at the 200 level and above are staffed collectively by faculty in the Five College Department (as listed above); many of them will be offered off campus. Students are urged to consult the department to assist in planning a program of study that takes advantage of the rich variety of course opportunities. Through advising, the exact program is always tailored to the student's particular strengths, interests, and plans.

## Requirements for the Astronomy Major

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with additional course work in physics or geology, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer or planetary scientist. Thus, advanced courses in physics, mathematics, geology, and/or chemistry, as well as a facility in computer programming, are strongly encouraged.

Students should note that completion of this major will likely require them to travel to other institutions within the Five Colleges.

The major in astronomy is based on completion of Mathematics 100/101 and 202 and Physics 115 as prerequisites for the courses.

## Credits

- A minimum of 32 credits, including the following or their approved equivalents:
- AST 100/101 (Survey of the Universe) or AST 110 (Introduction to Astronomy) (4 credits)
- Physics 216 (Electromagnetism) (4 credits)
- Two astronomy courses at the 200 level (8 credits) from the offerings of the Five College Astronomy department

- One astronomy course at the 300 level (4 credits) from the offerings of the Five College Astronomy department
- Three additional courses, of which two must be at the 300 level, in astronomy or a related field such as mathematics, physics, geology, biology, computer science, or the history or philosophy of science (12 credits)

Students planning graduate study should generally regard this as a minimum program and include additional 300-level work. Advanced course work in physics and mathematics is especially encouraged for students wishing to pursue graduate studies in astronomy.

## Requirements for the Astronomy Minor

The goal of an astronomy minor is to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background that prepares a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

### Credits

- A minimum of 16 credits above the 100 level, including:
- One 300-level astronomy, physics, or geology course
- Three additional 200- or 300-level courses in astronomy

## Five College Course Offerings

Astronomy students will probably take multiple courses off-campus as part of the integrated curriculum of the Five College Astronomy Department. In addition to the courses listed in the Mount Holyoke course catalogue, the following courses are offered at

other institutions. Students should consult these course listings at the home institution where they are offered. Enrollment is done through the Five College Interchange.

### \*220s Special Topics in Astronomy

Intermediate-level classes designed to introduce special topics in astronomy such as comets and asteroids, meteorites, and science and public policy, generally without prerequisites. Special offerings vary from year to year. See listings at individual institutions for more information.

### 224s Stars

The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required.

*S. Edwards (offered at Smith College). Prereq. Physics 115, Mathematics 202 and one astronomy course; alternates with Astronomy 225.*

### 225s Galaxies and Dark Matter

The role of gravity in determining the mass of the universe will be explored in an interactive format making extensive use of computer simulations and independent projects. *S. Edwards (offered at Smith College). Prereq. Physics 115, Mathematics 202 and one astronomy course; alternates with Astronomy 224.*

### 226f Cosmology

The course introduces cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems will be covered, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. We will discuss questions concerning the foundations of cosmology and its future as a science.

*G. Greenstein (offered at Amherst College). Prereq. Mathematics 101 and a physical science course*

**229s Astrophysics I: Stars and Galaxies**

This course is a calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

*Offered alternately at Smith, Hampshire, and Mount Holyoke Colleges. Prereq. Physics 115, Physics 216 or concurrent enrollment, and Math 202*

**330fs Seminar: Topics in Astrophysics**

In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, will constitute the real work of the course. Student will gain experience in both oral and written presentation. Topics vary from year to year. See listings at individual institutions for more information.

**335f Astrophysics II: Stellar Structure**

How do astronomers determine the nature and extent of the universe? Centering around the theme of the "Cosmic Distance Ladder," we explore how astrophysics has expanded our comprehension to encompass the entire universe. Topics include: the size of the solar system; parallax and spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe; quasars and the Lyman-Alpha Forest.

*Offered at the University of Massachusetts. Prereq. Astronomy 229 or instructor approval.*

**337s Observational Techniques in Optical and Infrared Astronomy**

This course is an introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics will be discussed, along with instrumentation for imaging, photometry, and spectroscopy. Topics will include astronomical detectors, computer graphics and image processing, error

analysis and curve fitting, and data analysis and astrophysical interpretation, with an emphasis on globular clusters.

*J. Lowenthal (offered at Smith College). Prereq. at least one 200-level astronomy course.*

**352s Astrophysics III: Galaxies and the Universe**

Advanced course covering physical processes in the gaseous interstellar medium, including photoionization in HII regions and planetary nebulae, shocks in supernova remnants and stellar jets, and energy balance in molecular clouds. Dynamics of stellar systems, star clusters, and the viral theorem will also be discussed, along with galaxy rotation and the presence of dark matter in the universe, as well as spiral density waves. The course concludes with quasars and active galactic nuclei, synchrotron radiation, accretion disks, and supermassive black holes.

*Offered at the University of Massachusetts.*

*Prereq. Astronomy 335 or two physics courses at the 200 or 300 level.*

**Mount Holyoke Course Offerings****100fs Survey of the Universe**

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole.

*Meets Science and Math II-C requirement*

*J. Levine, D. Dyar*

*The lecture for this course meets at the same time as the lecture for ASTR-101 but this course does not have a lab.; 4 credits*

**101fs Survey of the Universe with Lab**

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. In lab, learn the constellations and how to use the telescopes. Use them to observe celestial objects, including the moon, the sun, the planets, nebulae, and galaxies. Learn celestial coordinate and

timekeeping systems. Find out how telescopes work.

*Meets Science and Math II-B requirement*

*J. Levine, M. Stage, D. Dyar*

*2 meetings (75 minutes) and 1 lab (3 hours).*

*Designed for non-science majors. The lecture for this course meets at the same time as the lecture for AST 100. FY only in fall semester, though others will be able to register during Add/Drop if spaces remain available.; 4 credits*

### **105f Mars: Missions, Conditions, and Prospects for Habitation**

(First-year seminar; speaking- and writing-intensive course) Exploration of Mars is a goal of the current U.S. president and a dream of many citizens. We will examine what needs to be done before anyone sets foot on the Red Planet. We'll consider: the history and politics behind Martian exploration, our knowledge of geology and atmospheric conditions on Mars based on data from current missions, and plans for future exploration.

*Meets Science and Math II-C requirement*

*M. Dyar*

*Prereq. fy or permission of instructor; 4 credits*

### **\*110fs Introduction to Astronomy**

A comprehensive introduction to the study of modern astronomy that explores the celestial bodies that inhabit the universe- planets, stars and galaxies- and examines the universe itself- its origin, structure, and ultimate destiny.

*Meets Science and Math II-B requirement*

*The department*

*Prereq. Mathematics 100 or 101 or the equivalent; The lecture for this course meets at the same time as the lecture for ASTR-100 and 101. Students in ASTR-110 attend lab and also must attend the 4th hour section. Problem sets and exams are different from those in ASTR-100 and 101 because they are calculus-based.; 4 credits*

### **223f Planetary Science**

This intermediate-level course covers fundamentals of spectroscopy, remote sensing, and planetary surfaces. Discussions will include interiors, atmospheres, compositions, origins, and evolution of terrestrial planets; satellites, asteroids, comets, and planetary rings.

*Meets Science and Math II-C requirement*

*D. Dyar*

*Prereq. Mathematics 100/101 and one semester of a physical science course; 4 credits*

### **226s Cosmology**

The course introduces cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems will be covered, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. We will discuss questions concerning the foundations of cosmology and its future as a science.

*Does not meet a distribution requirement*

*The department*

*Prereq. Mathematics 101 and a physical science course; 4 credits*

### **228s Astrophysics I: Stars and Galaxies**

A calculus-based introduction to the properties, structure, formation, and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution, the interstellar medium, and the Milky Way and other galaxies.

*Does not meet a distribution requirement*

*J. Levine*

*Prereq. Physics 115, Physics 216 or concurrent enrollment, and Math 202; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph; 1-4 credits*

### **330f Seminar: Topics in Astrophysics**

In-class discussions will be used to formulate a set of problems, each designed to illuminate a significant aspect of the topic at hand. The problems will be difficult and broad in scope: their solutions, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year.



*Fall 2010*

*330f(1) Mars*

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 geomorphic features of Mars best be interpreted, and what do they tell us about the evolution of the planet? and 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.

*D. Dyar*

*Prereq. any intermediate-level astronomy or geology course; AST 223 recommended; 4 credits*

*\*330f(2) Moon*

This course will survey the past, present, and future of lunar exploration and science. We will focus on the evolution of the Moon as a paradigm for terrestrial planets, with specific units on interiors, heat flow, thermal evolution, magnetism, volcanism, volatiles, impacts, crustal composition and mineralogy, regoliths, and spectroscopy of its surface. This is a discussion-based, interactive seminar with students and faculty reading current papers from the literature.

*The department*

*Prereq. any intermediate-level astronomy or geology course; AST 223 recommended; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

# Biochemistry

The major in biochemistry is administered by the Biochemistry Committee: Professors Hamilton (chemistry), Hsu (*chair*, biochemistry), Knight (biological sciences), Woodard (biological sciences); Associate 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 elected from 300-level courses offered in biochemistry, biology, and chemistry. This requirement is intended to increase the breadth and depth of your knowledge and application of biochemistry through related 300-level course work. 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 (or 145) 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 Senior Symposium.

## Requirements for the Major

### Credits

- A minimum of 48 credits and at least 4 credits of calculus-based physics as pre-

requisite 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 elected from 300-level courses in biochemistry, biology, and chemistry. This requirement is intended to increase the breadth and depth of your knowledge and application of biochemistry through related 300-level course work.

### 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 (or 145), 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 advisor 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 Senior Symposium.

*Biochemistry is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 8).*

*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*

*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; 1-4 credits*

### 311f Protein Biochemistry and Cellular Metabolism

(Same as Biological Sciences 311f, 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; 4 credits*

### 314s Nucleic Acids Biochemistry and Molecular Biology

(Same as Biological Sciences 314s, 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 (can be taken concurrently), Biochemistry 311; 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; 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*

*See safety training restrictions in the course description for Biochemistry 295; 1-8 credits*

# Biological Sciences

The major and minor in biological sciences are administered by the Department of Biological Sciences: Professors Barry, Fink, S. Gruber, Knight (*chair*), Rachootin, Woodard; Associate Professors Bacon, Brodie, Frary, Gillis, Hoopes, Stranford; Visiting Assistant Professors Jarvinen, Pope.

## Contact Persons

Nancy Lech, *senior administrative assistant*  
Ellie Perrier, *administrative assistant*  
Jeffrey Knight, *chair*

Our major provides many ways of looking at living things. Core courses introduce complementary perspectives on life. Advanced courses bring students to the edge of what we know, and provide a foundation for original work.

## Requirements for the Major

### Credits

- A minimum of 32 credits in biological sciences

### Courses

Required courses in biological sciences:

- Biology:
- 145, Introductory Biology (various types) or
- 160, Integrated Introduction to Biology and Chemistry
- 200, Introductory Biology II (prereq. Biology 145 or 160)
- 210, Genetics and Molecular Biology (prereq. Biology 200; Chemistry 101; Chemistry 101 may be taken concurrently with Biology 210)
- 220, Cell Biology (prereq. Biology 200, Chemistry 201; Chemistry 201 may be taken concurrently with Biology 220)
- 223, Ecology (prereq. Biology 145 or Environmental Studies 100, one semester of college or high school calculus or statistics) or

- 226, Evolution (prereq. Biology 210 or 223)
- Three additional courses (12 credits) at the 300-level in biology. At least two of these (8 credits) must be taken at Mount Holyoke, and at least two must have labs.
- Biology 295 or 395 does not count toward the minimum 32 credits in the major.

Required courses outside of biological sciences:

- General Chemistry 101 and 201
- Calculus or Statistics

Recommended courses outside of biological sciences:

- Organic Chemistry 202 and 302
- Physics
- Computer Science

## Requirements for the Minor

### Credits

- A minimum of 16 credits at the 200- and/or 300-level
- Biology 295 or 395 do not count toward the minimum 16 credits in the minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of biological sciences can combine their course work in biological sciences with a minor in education. 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 advisor 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, and several computer-equipped teaching laboratories.

Research interests of the faculty include animal behavior, anatomy, human physiology, biochemistry, biomechanics, development, ecology, evolution, immunology, microbial genetics, microbiology, neurobiology, invertebrates, plant diversity, and plant genetics.

## Math and Science II-B Distribution Credit in Biology

Departmental courses with laboratories satisfy the Group II-B distribution requirement. Any off-campus biology course taken to satisfy the Group II-B requirement must have a laboratory component; courses that are introductions to professional specialties dependent on biology (e.g., nutrition or horticulture), or are addressed to technical certification (e.g., emergency medical technician), do not carry Group II-B credit.

## Course Offerings

The department offers introductory biology in two different forms. The Biology 145 courses are a liberal arts introduction to biology in a small-class atmosphere. Different sections emphasize different topics. Biology 160, which must be taken concurrently with Chemistry 160, offers an integrated introduction to biology and chemistry. Either one is an appropriate choice for students who are considering a major in biology, biochemistry, environmental studies, or neuroscience and

behavior. Completion of any of these courses will allow a student to enroll in Biology 200. Students are welcome to email the instructors to find out more about any of the introductory courses.

### 145fs Introductory Biology

*Fall 2010*

*145f(1) Nature Harmoniously Confused*  
(First-year seminar) Most organisms are notably unlike ourselves—a tapestry of bacteria, protozoans, algae, and, off by themselves, the plants, fungi, and other 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, offering many opportunities for wet or muddy work. The class is addressed to students intrigued by natural history; it might be useful for students interested in further study of the environment.  
*Meets Science and Math II-B requirement*  
*S. Rachootin*  
*Prereq. fy; 4 credits*

*145f(2) Comparative Vertebrate Physiology*  
This course will explore the structure and function of major physiological systems in vertebrate animals. Of particular interest will be identifying the solutions that different animals have evolved to deal with similar problems (e.g., how do fish gills and bird lungs function in gas exchange?).  
*Meets Science and Math II-B requirement*  
*G. Gillis*  
*4 credits*

*145f(3) A Green World*  
(First-year seminar) This course examines the plant life in the woods and fields around us, the exotic plants in our greenhouses, and the plants we depend on for food. We will study plants living in surprising circumstances, settling into winter, escaping from gardens, reclaiming farmland, cooperating with fungi and insects, and fighting for their lives. We will find that plants challenge some conventional, animal-based assumptions about what matters to living things. In labs, students will seek to answer their questions about how plants grow in nature, by studying plant structure and function, ecology, and evolution.

*Meets Science and Math II-B requirement*

A. Frary

Prereq. fy; 4 credits

*145f(4) Foundations of Animal Behavior: Evolution, Physiology, and Ecology*

This course covers some fundamental biological concepts with the ultimate aim of understanding how and why animals behave the way they do. We study the principles of evolution by natural selection, how neurons work at the cellular level, how hormones influence development and behavior, and how individual animals fit into their larger populations and communities. We will bring these principles together to understand how behavior allows animals to find food, avoid predators, and attract mates. Field and laboratory exercises will include quantitative analysis, observation, and experimentation.

*Meets Science and Math II-B requirement*

D. Pope

4 credits

*145f(5) Complexity and Diversity of Life On Earth*

Planet Earth is inhabited by a variety of organisms, ranging from simple viruses to complex organisms, humans, and plants. We will examine the vast diversity of life forms surrounding us and how these organisms have evolved. We will also examine the essential biological processes and systems that sustain life. Using all resources available, such as laboratory experiments, articles, books, and the World Wide Web, students will gain practical experience and understand how scientific results are collected, analyzed, and presented.

*Meets Science and Math II-B requirement*

P. Sacchetti

4 credits

*\*145f(7) 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. 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*

S. Barry

Prereq. fy or permission of instructor; 4 credits

*\*145f(8) Organismal Biology*

This course encompasses a broad range of concepts central to our understanding of how organisms function and evolve. We will investigate important biological processes, such as photosynthesis and metabolism, and of systems, such as the cardiovascular and immune systems. We will also take a holistic view of biology and use our newly acquired knowledge to explore such diverse topics as: the evolution of infectious diseases, the consequences of development and design on the evolution of organisms, and how the physiology and behavior of animals might affect their responses to global climate change.

*Meets Science and Math II-B requirement*

R. Brodie

Prereq. fy; 4 credits

Spring 2011

*145s(1) Foundations of Animal Behavior: Evolution, Physiology, and Ecology*

This course covers some fundamental biological concepts with the ultimate aim of understanding how and why animals behave the way they do. We study the principles of evolution by natural selection, how neurons work at the cellular level, how hormones influence development and behavior, and how individual animals fit into their larger populations and communities. We will bring these principles together to understand how behavior allows animals to find food, avoid predators, and attract mates. Field and laboratory exercises will include quantitative analysis, observation, and experimentation.

*Meets Science and Math II-B requirement*

D. Pope

Prereq. fy; 4 credits

*\*145s(14) Biology in the Age of the Human Genome Project*

(First-year seminar; writing-intensive course)  
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*

*4 credits*

### **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*

*M. Nunez, R. Brodie*

*Prereq. First year students only; Students must co-enroll in Biology 160 and Chemistry 160 for a total of 8 credits; three 50 minute lectures, three 75 minute lectures, and one three-hour laboratory per week.; 4 credits*

### **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*

*A. Frary, R. Fink*

*Prereq. Biological Sciences 145, 146, or 160; 4 credits*

### **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; 1 meeting (3 hours), with field trips; 2 credits*

### **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*

*C. Woodard, J. Knight*

*Prereq. Biological Sciences 200; Chemistry 101 must be taken prior to or as a corequisite to this course.; 4 credits*

### **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*

*L. Jarvinen, S. Stranford*

*Prereq. Biological Sciences 200, Chemistry 201 (can be taken concurrently); 4 credits*

### **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. An MHC Biology class or Environmental Studies 200 and a minimum of one semester of high school or college calculus or statistics; Biology 223 and/or Biology 226 must be taken for the Biology major.; 4 credits*

## 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.

*Meets Science and Math II-B requirement*

*S. Rachootin*

*Prereq. Biological Sciences 210 or 223; 4 credits*

## 295fs Independent Study

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, permission of instructor; 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.; 1-4 credits*

## 301s Animal Cloning, Stem Cells, and Regenerative Medicine: Past, Present, and Future

(Speaking-intensive course) This course will look at the current state of mammalian cloning and the debates about human stem cell research, reading from primary literature. We will study adult, embryonic, and induced pluripotent stem cells. We will discuss the legal, ethical, and moral implications of using these cells in medical therapies, and each member of the class will participate in a staged debate on these issues for an introductory biology class. Pending funding, we may travel to Washington, D.C.

*Does not meet a distribution requirement*

*R. Fink*

*Prereq. per instructor only; email rfink; 2 credits*

## \*302f Molecular Evolution

This course examines the dynamics of evolutionary change at the molecular level, the effects of various molecular mechanisms on the structure and function of genes and genomes, and the methodology involved in dealing with molecular data from an evolutionary perspective. Lab work will be devoted to learning ways to analyze DNA sequence data and to create and evaluate trees that use molecular data.

*Meets Science and Math II-B requirement*

*A. Frary*

*Prereq. Biological Sciences 210 and 226; 4 credits*

## 303f Microbial Genetics

(Speaking-intensive course) Studies at the molecular level of various aspects of genetics, as expressed in bacterial and viral systems. Topics include patterns and mechanisms of replication, recombination, repair, and mutation of DNA; regulation of gene activity; gene-protein relationships; and genetic engineering. The fourth hour will follow a "journal club" format with student presentations.

*Does not meet a distribution requirement*

*J. Knight*

*Prereq. Biological Sciences 210, and Biol 220 or 311; 4 credits*

## 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, and 220; 4 credits*

## 308s Darwin

(Writing-intensive course; Same as History 361s(01)) 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.

*Meets Humanities I-B requirement*

*S. Rachootin*

*Prereq. Biological Sciences 226 or 4 credits in history; 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 credits*

### **311f Protein Biochemistry and Cellular Metabolism**

(Same as Biochemistry 311f; Chemistry 311f)

*Meets Science and Math II-B requirement*

*L. Hsu*

*Prereq. Biological Sciences 210, Chemistry 302; 4 credits*

### **314s Nucleic Acids Biochemistry and Molecular Biology**

(Same as Biochemistry 314s, 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; Please sign up for this course as Biochemistry 314; 4 credits*

### **\*315s Behavioral Ecology**

(Writing-intensive course) In this course, students learn to view and understand animal behavior within an evolutionary context.

The mechanistic side of behavior is investigated and students explore how behavioral traits originate and evolve over time. Students will integrate their knowledge of how organisms work with an appreciation of why they work the way they do. At the end of the course, students will understand basic concepts in behavioral biology and know many of the experiments that have facilitated our understanding of this field. They will be able to construct hypotheses and design experiments that address behavioral phenomena. The laboratory portion of this course is based on individual projects.

*Meets Science and Math II-B requirement*

*R. Brodie*

*Prereq. 8 credits of biology at the 200 level with 223 or 226 strongly recommended; 4 credits*

### **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*

*M. Rice*

*Prereq. 4 credits of biological sciences or geology course at the 200 level.; 2 credits*

### **318s Aquatic Biology**

(Writing-intensive course) In this course, we will focus on marine coastal and open ocean habitats as well as freshwater systems, including lakes, ponds, rivers, creeks, and wetlands. For oceans, we will explore such topics as currents, the interaction of climate and oceans, nutrient cycling and ecosystems. Our study of freshwater systems will focus on cycles, water chemistry and flora and fauna of local freshwater habitats. Labs will involve monitoring the chemical and biological properties of local freshwater systems. Two weekend field trips to nearby marine stations will give students hands-on experience with marine-based research.

*Meets Science and Math II-B requirement*

*R. Brodie*

*Prereq. Biological Sciences 223 or 226; 4 credits*

### 319f Immunology

This course will cover the cells, organs, and biochemical signals that constitute the immune system, as well as immune mechanisms for the identification and removal of foreign pathogens. Additional topics may 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 projects to reinforce these ideas.

*Meets Science and Math II-C requirement  
S. Stranford*

*Prereq. Biological Sciences 210 and 220; 4 credits*

### 320f Introduction to Transmission Electron Microscopy

Basic principles of transmission electron microscopy (TEM) and potential uses in biological studies. Each student selects a project and learns the fundamentals of specimen preparation, operation of the TEM, and image acquisition. Preparation, assessment and interpretation of the resulting electron micrographs culminate in an individual portfolio. 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  
M. Rice, S. Lancelle*

*Prereq. Biological Sciences 220; 2 credits*

### 321fs Conference Course

Selected topics from areas emphasized in the department according to needs of particular students. Study in small groups or by individuals.

*Fall 2010*

#### 321f(A) *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.

Through readings and discussions we will explore the diverse mechanisms that underlie how organisms reach extreme levels of performance and survive in extreme environments.

*G. Gillis*

*Prereq. any two courses above Biol-200; 2 credits*

#### 321f(B) *Sexual Selection and Sexual Conflict in Animals: Theory, Research, and Feminist Critique*

(Speaking- and writing-intensive course; Same as Gender Studies 333f-06) Sexual selection theory explains how selection on traits that allow individuals to attract potential mates or defeat potential rivals can lead to the evolution of sexual dimorphism. Sexual conflict theory investigates how the conflicting interests of males and females in mating interactions can result in the co-evolution of traits for manipulation and resistance. Feminist critics point out how these theories reflect and in turn propagate stereotypes about human behavior. This course explores classic and current biological literature on sexual selection and sexual conflict alongside feminist critiques of the language use, the assumptions, and the interpretation of research in these fields.

*D. Pope*

*Prereq. jr, sr, and permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits*

#### \*321f(C) *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.

*S. Barry*

*Prereq. seniors with at least 8 credits at the 200*

*level in biology, neuroscience and behavior, studio art, art history, or music; 2 credits*

*Spring 2011*

**321s(E) Acquired Immune Deficiency Syndrome Seminar**

(Speaking-intensive course) What is our current understanding of HIV-induced AIDS? What factors favor disease progression or resistance? Are there new therapies or vaccines in the pipeline? In this course, the primary literature will be used as a foundation for discussing the global picture on AIDS and current research. As a group we will discuss the science behind this immune deficiency causing virus, therapies, research priorities and new vaccine strategies. We will also touch on the social, economic and political situations that influence rates of HIV infection and disease progression. Students will be expected to work in small groups to present background material and original research.

*S. Stranford*

*Prereq. Biological Sciences 319 and permission of instructor; one biweekly meeting, 2 hours; 2 credits*

**321s(F) Emerging Infectious Diseases**

(Speaking-intensive course) What is the current state of infectious disease in the world? What are the important factors that favor the emergence or re-emergence of specific infectious agents? In this course the primary literature will be used as a foundation for discussing global emerging and re-emerging infectious diseases. As a group we will discuss the science behind these diseases and their therapies 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 findings relevant to these pathogens and the diseases they cause.

*S. Stranford*

*Prereq. Biological Sciences 319 or permission of instructor; 4 credits*

**321s(G) Marine Conservation Biology**

(Speaking- and writing-intensive course) This seminar course is based entirely on published research related to issues in marine

conservation biology. It will introduce students to the latest research by leading scientists in ocean science and is highly relevant to current pressing concerns about global environmental change. The focus on primary literature and student-led discussions will help students taking this course improve their abilities to read, analyze and discuss primary literature. Those progressing to graduate school in the next year or two will feel more confident in delving into the literature surrounding their research interests and discussing published findings and current ideas with colleagues.

*R. Brodie*

*Prereq. Biological Sciences 223 or 226; 2 credits*

**322s Comparative Biomechanics**

(Same as Physics 222) 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 Biology 200 or permission of instructor; 4 credits*

**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, 223 or 226; offered alternate years; 4 credits*

**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 or 311 and either 210 or 223; 4 credits*

### **\*328s Regulatory and Integrative Human Physiology**

We will investigate the fundamental processes by which human body systems function, and how they can be modified to enable the individual to live in a changing environment. We will pay particular attention to how different body systems are integrated with one another, and to the cellular and molecular mechanisms which make this functional integration possible.

*Meets Science and Math II-B requirement*

*S. Bacon*

*Prereq. Biological Sciences 220 or Biochemistry 311; 4 credits*

### **329f Stem Cell Biology**

Since the birth of Dolly the sheep, stem cells have become a sustained focus of media attention. This course will cover the biology behind the development, differentiation, and self-renewal of stem cells. We will address the clinical use of embryonic and adult stem cells for research and therapeutic modalities and discuss the ethical and controversial aspects of such therapies. The laboratory component of this course will include a semester-long project that focuses on various cellular, molecular, and microscopic techniques required for stem cell research and data reporting.

*Does not meet a distribution requirement*

*L. Jarvinen*

*Prereq. Biological Sciences 200 and 220; 4 credits*

### **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 experimen-

tal 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. Biological Sciences 223 or permission of instructor; 4 credits*

### **332f Macroevolution**

This course presents the science of biological form and its relation to adaptation, development, and the modes of evolutionary change. Emphases include primary theoretical literature, whole organisms, the emerging field of evolutionary developmental biology, and major transitions in vertebrate evolution.

*Meets Science and Math II-C requirement*

*S. Rachootin*

*Prereq. Biological Sciences 226; 4 credits*

### **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*

*P. Sacchetti*

*Prereq. Biological Sciences 200, 220 and 4 credits in chemistry or physics; preference given to seniors; 4 credits*

### **\*334f 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 which 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, 223 or 226; 4 credits*

**\*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. any two courses above Biological Sciences 200; course open to 12 juniors and 12 seniors; 4 credits*

**\*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 gene regulation. We will also study genetic engineering of plants and animals. There will be group discussions of original research articles and review articles.

*Meets Science and Math II-B requirement*  
C. Woodard

*Prereq. Biological Sciences 200 and 210; 4 credits*

**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; 4 credits*

**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; Note: See safety training restrictions in description of Biological Sciences 295; 1-8 credits*

**Biological Sciences/Postbaccalaureate Studies Program**

**146f Postbaccalaureate Introductory Biology**

This course is designed for students beginning the Postbaccalaureate Studies Program in preparation for pursuing graduate-level study in the health professions. Topics include basic principles of biodiversity and taxonomy, genetics, basic biochemical principles, cell structure and function, and organ systems. Laboratory exercises complement lecture material and are intended to help students develop strong skills in microscopy, familiarity with using a variety of lab equipment, experimental design and data collection and analysis, and scientific writing.

*Does not meet a distribution requirement*  
D. Gardner

*Prereq. Postbaccalaureate students only; 4 credits*

# Chemistry

The chemistry major and minor are administered by the Department of Chemistry: Professors Browne, Chen (on leave 2010–2011), Hamilton (*chair*); Associate Professors Cotter, Gomez, Nunez (on leave 2010–2011); Assistant Professor Dickens (on leave 2010–2011); Visiting Assistant Professors Jayathilake, Plata.

## Contact Person

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 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. 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 cur-

rent social matrix, and within the historical scope of human knowledge.

These courses of study are not mutually exclusive, and students following either as their principal route to the major are encouraged to consider incorporating some of the spirit of the other track into their educational program.

### Track A (*Predoctoral*)

#### Credits

- A minimum of 36 credits in chemistry including, 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:
  - 101/160 and 201, General Chemistry I and II
  - 202 and 302, Organic Chemistry I and II
  - 306, Methods of Measurement
  - 308, Chemical Thermodynamics
  - 325, Atomic and Molecular Structure and
- 8 or 12 credits in elective courses, at least four of which must be at the 300 level; Physics 303, Introduction to Mathematical Methods for Scientists, can be counted as a chemistry elective.

#### Other

- Participation in two semesters of the department comprehensive seminar program
- An individual oral presentation at the annual Senior Symposium

### Track B (*Generalist*)

#### 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:
  - 101/160 and 201, General Chemistry I and II
  - 202 and 302, Organic Chemistry I and II
  - 306, Methods of Measurement
  - 308, Chemical Thermodynamics
- Elective courses must include at least one from each of the following categories. Permission to use a course other than those listed here must be obtained from the department chair.
  - *Biochemistry*: Chemistry 212, Chemistry of Biomolecules; Chemistry 311, Protein Biochemistry and Cellular Metabolism or Chemistry 314, Nucleic Acids Biochemistry and Molecular Biology; or Chemistry 333, Protein Structure and Function
  - *History and Philosophy of Science*: Chemistry 250, Introduction to the History of Chemistry; 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*: 145, Introductory Biology I; 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 Senior Symposium

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 160 Mathematics 101	Chemistry 201 Mathematics 202
<i>Soph</i>	Chemistry 202 Physics 115	Chemistry 302 Chemistry 306 Physics 216
<i>Jr</i>	Chemistry 308	Chemistry 325
<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 consider including some or all of the following courses in their programs: Chemistry 212, 311, and 314 (these students should note the biology prerequisites for Chemistry 311 and 314).

Independent work is encouraged and usually takes the form of work on a problem allied to the research interests of a faculty member, details of which are available from the chemistry department office. A number of Mount Holyoke College students participate in the department's summer research program (eight-ten weeks of paid, full-time research), a valuable addition to their education. Students may pursue independent work at any time in their Mount Holyoke careers. The department is extremely well equipped for research, including two high-field nuclear magnetic resonance (NMR) spectrometers, two atomic force microscopes (AFM), several gas (GC) and high performance liquid (HPLC) chromatographs, numerous infrared (IR), ultra-violet/visible (UV-Vis) and fluorescence spectrometers, in addition to specialized equipment for microwave promoted synthesis of peptides and organic molecules, calorimetry, dynamic light scattering, optical microscopy, electrochemistry and computational molecular modeling.

The Department of Chemistry is approved by the American Chemical Society (see below). Students planning graduate study in chem-

istry should be aware that some programs require additional background in mathematics and physics. Given the current emphasis on molecular biology in chemical research, students may find courses in biology particularly valuable.

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.

## Teacher Licensure

Students interested in pursuing licensure in the field of chemistry can combine their course work in chemistry with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of chemistry, please consult your advisor or the chair of the chemistry department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure 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 chemistry department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## 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. Recent guidelines state a minimum core requirement 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 advanced 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.

Students interested in studying biochemistry, or interested in satisfying pre-health requirements, may find it helpful to take both introductory biology and introductory chemistry in their first semester. Biology 160 and Chemistry 160 integrate topics from biology and chemistry to give an introduction to both disciplines. The eight-credit course has about six hours of lecture/discussion and one 4 hour lab per week. The course prepares students to continue in both second semester chemistry (Chemistry 201) and second semester biology (Biology 200) in the spring semester.

Many students enter Mount Holyoke College with a substantial background in chemical principles. These students should strongly consider one of the chemistry department's 200-level courses. Such students include those who have taken two years of high



school chemistry, completed A-level chemistry or the International Baccalaureate, taken the Advanced Placement examination in chemistry with a score of 4 or 5, or taken the Achievement Test in chemistry with a score of 650 or higher. Chemistry 201, General Chemistry II, is usually the appropriate choice. In addition, one year of high school calculus with a grade of B or better is required for the fall version of Chemistry 201. In this course, students extend their understanding of electronic structure, kinetics, equilibrium, spontaneity and electrochemistry. Special topics based on faculty interests and expertise are also introduced to provide context for discussion.

## Course Offerings

### 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*  
D. Plata, H. Jayathilake  
4 credits

### 110f First Year Seminar: Forensic Science

(First-year seminar; speaking- and writing-intensive course) This course will offer an introduction to the science in forensic investigations. We will explore several methods and instruments often used in CSI programs, such as mass spectrometry, infrared spectroscopy and DNA analysis, which are very valuable in evaluating crime scene evidence. We will explore the validity of scientific findings and the political implications of the use and availability of the data. Students will have a chance to be expert witnesses and be in the lab evaluating evidence. Analytical thinking and processing information in chemistry, biology, and other sciences will be emphasized, as well as oral and written communication skills. Short labs are planned.

*Meets Science and Math II-C requirement*  
S. Browne  
4 credits

### 201fs 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, and introduction to chemical kinetics and thermodynamics. Laboratory emphasizes on analytical skills and illustrates basic concepts in chemical equilibria, thermodynamics, and kinetics.

*Meets Science and Math II-B requirement*  
M. Gomez, H. Jayathilake, D. Plata, D. Cotter  
*Prereq. for 201f: Chemistry 101 and Mathematics 101, first year only, and permission of instructor*  
(magomez@mholyoke.edu); *prereq. for 201s: Chemistry 101 with grade of C or better; 4 credits*

### 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*  
S. Browne, D. Hamilton  
*Prereq. Chemistry 201 with grade of C or better; 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.

*Meets Science and Math II-C requirement*

*M. Nunez*

*Prereq. Chemistry 202; This course is not intended for Biochemistry majors, who must complete Biochemistry 311f and 314s. First priority will be given to sophomores and juniors.; 4 credits*

### **\*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;  
4 credits*

### **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; 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; 1-4 credits*

### **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; 4 credits*

### **\*304s Advanced Organic Chemistry Laboratory**

This half-semester course, starting after spring break, applies and builds upon the techniques and tools of synthetic organic chemistry acquired during previous laboratory classes. Experiments will be selected to provide exposure to contemporary synthetic methods, to offer examples of the application of sophisticated reagents, to afford practice in modern separation and purification approaches, and provide scope for hands-on acquisition of Nuclear Magnetic Resonance (NMR) spectra.

*Does not meet a distribution requirement  
D. Hamilton*

*Prereq. Co-requisite or prerequisite of  
Chemistry 302; 1 credit*

### **306s Methods of Measurement**

We will discuss analytical techniques which are currently applied in chemical, environmental, and medical science. These techniques include: chromatography including GC and LC spectroscopy (UV-Vis, FT-IR, AA, fluoremetry, and NMR), surface science and mass spectrometry. 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  
G. Roman*

*Corequisite: Chemistry 302; 4 credits*

### **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  
M. Gomez*

*Prereq. Chemistry 201, Chemistry 202, Mathematics 101, Physics 103 and 204, or 115 with grade of C or better; 4 credits*

**311f Protein Biochemistry and Cellular Metabolism**

(Same as Biochemistry 311f; Biological Sciences 311f)

*Meets Science and Math II-B requirement*

*L. Hsu*

*4 credits*

**314s Nucleic Acids Biochemistry and Molecular Biology**

(Same as Biochemistry 314s; Biological Sciences 314s)

*Meets Science and Math II-B requirement*

*L. Hsu*

*4 credits*

**\*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; offered once every three years; 4 credits*

**\*320f Introduction to Nano Science and Technology**

This course provides an introduction to the emerging field of nanoscience and nanotechnology. Discussion topics include nanoparticle synthesis, thin film fabrication, photolithography, and spectroscopic and microscopic characterization techniques of nanomaterials. Phenomena occurring at the nanometer length scale, such as plasmon enhancement, as well as applications of nanotechnology and its environmental impacts will also be explored. Short labs/demonstrations are planned.

*Does not meet a distribution requirement*

*H. Jayathilake*

*Prereq. Chemistry 302; 4 credits*

**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 pro-

vides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.

*Meets Science and Math II-B requirement*

*M. Gomez*

*Prereq. Chemistry 201, Chemistry 202,*

*Mathematics 202, Physics 216 with grade of C or better; 4 credits*

**\*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 and either: Chemistry 325 in the past or taken concurrently with this course.; offered every other year; 4 credits*

**\*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; offered every other year; 4 credits*

**337s 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; offered every other year; 4 credits*

**\*339f The Organic Chemistry of Biological Pathways**

This course explores the underlying organic chemistry of biological pathways and thereby seeks to build a framework for understanding biological transformations from the perspective of mechanistic organic chemistry. Beginning with common biological mechanisms, and drawing parallels with their sophomore organic chemistry counterparts, a broad overview will be constructed of the pathways by which the key classes of biological molecules—lipids, carbohydrates, amino acids, nucleotides—are manufactured, modified, and consumed. Several specific biosyntheses will also be dissected from a mechanistic perspective. These case studies will include antibiotics, an alkaloid, and heme.

*Does not meet a distribution requirement*

*D. Hamilton*

*Prereq. Chemistry 302; 4 credits*

**\*343s Chemistry of DNA**

(Speaking-intensive course) This advanced-level seminar will focus on the molecular properties of DNA. Using as sources a graduate-level text and readings from the primary literature, the class will discuss a variety of current topics in the research community, including the binding of proteins and small molecules to DNA, the covalent modification of DNA by mutagenic agents, and the dynamic nature of DNA across timescales. Critical analysis of experimental design and conclusions from data will be encouraged. Students will be evaluated based on participation in discussions, oral presentations, and an original research proposal.

*Does not meet a distribution requirement*

*M. Nunez*

*Prereq. Chemistry 302 and one additional 300-level chemistry course; 4 credits*

**\*345fs 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*

*The department*

*Prereq. Chemistry 302 required; Chemistry 212, Biochemistry 311 or Biology 220 recommended; 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; Note: See safety training restrictions in description of Chemistry 295; 1-8 credits*

**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 leaders, and each student will write a paper on a presentation of her choice.

*Does not meet a distribution requirement*

*D. Hamilton*

*Prereq. sr; Credit/No Credit grading only; 1 credit*

# Classics

The majors and minors in classics, Greek, Latin, and ancient studies are administered by the Department of Classics and Italian: Professor Debnar; Associate Professors Arnold, Sumi.

## Contact Persons

Kay Klippel, *senior administrative assistant*  
Ombretta Frau, *chair, fall 2010*  
Geoffrey Sumi, *chair, spring 2011*

The discipline of classics comprises the study of the language, literature, history, culture, and society of the Greeks and Romans and of the ancient Mediterranean world from about the eighth century BCE to the fifth century of our own era (c. 476 CE). Literary genres (such as epic poetry, drama, and historiography), political institutions and ideals (such as democracy and free speech), as well as principles of philosophy and science are all part of the rich legacy that the ancient Greeks and Romans bequeathed to western Europe. Many of their ideas and institutions were consciously revived in the Renaissance and Enlightenment and remain with us today.

The department offers courses in ancient Greek and Latin at all levels (for Sanskrit, see Asian Studies), as well as a wide array of courses (in English) approaching the culture and history of Greek and Roman antiquity from a variety of perspectives. Majors have the opportunity to spend part or all of their junior years abroad (e.g., in Rome, Athens, or Great Britain).

The department offers four majors. The classics major is a 40-credit major combining the study of both ancient Greek and Latin with a variety of courses in ancient history, art, philosophy, politics, or religion. Students who declare a classics major automatically fulfill the College's "outside the major" requirement (see p. 8).

Students may also major in Greek or in Latin. These majors require 32 credits in one of the ancient languages and its literature.

The broadest is ancient studies, a 32-credit major approaching the ancient civilizations from an interdisciplinary and inclusive perspective (see Ancient Studies).

## Requirements for the Majors

### *Classics:*

- A minimum of 40 credits, including:
  - At least 8 total credits in each language at the 200 level or above.
  - At least 20 credits at the 300 level, 12 of which must be in Latin or Greek.
  - After consulting with her advisor, a major may choose from a variety of related courses in art history, Asian studies, classics (in English), history, politics, or religion at the 200 level or above. Courses at the 100 level normally do not count toward the major; however, in the case of second (or third) languages, 8 credits of Greek, Latin, or Sanskrit at the 100 level may count toward the major.

Students anticipating graduate work in classics should begin the study of both Greek and Latin as soon as possible.

### *Greek or Latin:*

- A minimum of 32 credits
  - At least 12 credits at the 300 level in the language of concentration.
  - After consulting with her advisor, a Latin or Greek major may count courses in Latin or Greek at the 200 level or above and/or choose from a variety of courses in art history, classics (in English), history, philosophy, politics, or religion at the 200 level or above.
  - Courses at the 100 level normally do not count toward the major; however, in the case of second (or third) languages, 8 credits of Greek, Latin, or Sanskrit at the 100 level may count toward the major.

Ancient studies: For requirements and a list of advisors from other departments, see Ancient Studies.

## Requirements for the Minors

### *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.

### *Greek or Latin:*

- A minimum of 16 credits above the 100 level in the ancient language, including at least 4 at the 300 level

*Ancient studies: See Ancient Studies.*

## Teacher Licensure

Students interested in pursuing licensure in the fields of Latin and classics can combine their course work in Latin and classics with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the majors of Latin and classics, please consult your advisor or the chair of the classics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the classics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Study Abroad

The department encourages study abroad. In recent years a number of students in the de-

partment have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews, and other institutions in Great Britain. Arcadia College and College Year in Athens both offer programs in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also apply to summer sessions of the American School of Classical Studies at Athens.

## Course Offerings

### Classics Courses (No Greek or Latin Required)

#### 106f First Year Seminar: "Beware the Ides of March!" Life, Death, and Legacy of Julius Caesar

(First-year seminar; writing-intensive course) Julius Caesar was politician, statesman, orator, author, general, tyrant, and god. His life spanned one of the most vibrant, transformative, and indeed tumultuous periods in all of Roman history, when Rome's republican form of government yielded to monarchy (among his most famous contemporaries were Pompey, Cicero, Mark Antony, and Cleopatra). This course will focus on Caesar's role in the political upheaval of his own day and, ultimately, his entry into the historical tradition, through an analysis of his own writings as well as ancient historiography, biography, artwork, numismatics, and even modern fiction and film.

*Meets Humanities I-A requirement*

*G. Sumi*

*Prereq. fy; 4 credits*

#### 127f Ancient Greece

(Same as History 127f) This course will trace the emergence and expansion of Greek civilization in the Mediterranean. From the philosophical parlors of Athens to the martial gymnasias of Sparta, the Greek city-states developed diverse political systems, social structures, and cultures. Alexander the Great then exported this legacy across the Near East. Among the themes of the course will be Greek thought, social relations, encounters with Near Eastern peoples, especially Persians

and Jews, and the incorporation of the Greek world into the Roman empire. Sources will include works of classical Greek literature, as well as the more mundane insights of inscriptions, papyri, and archaeology.

*Meets Humanities I-B requirement*

*R. Payne*

*4 credits*

#### **\*128 Ancient Rome**

(Same as History 128) A survey of the political, social, and cultural history of Rome from the Republic to the Empire, down to the early fourth century with the rise of Constantine. We shall strive to recreate the entire experience of the peoples of the Rome and those that came in contact with it as it rose to become the dominant power in the Mediterranean: their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics, and the Roman family. Special emphasis will be given to the growth of Rome and its empire. Sources include Polybius, Salust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.

*Meets Humanities I-B requirement*

*G. Sumi*

*4 credits*

#### **211s Gods and Mortals: Ancient Greek and Roman Myth**

(Taught in English) We will accompany Odysseus on his return from Troy, retrieve the Golden Fleece with Jason, and race with Ovid through his witty—and often troubling—retelling of Greek myths from a Roman perspective. This course examines how Greek and Roman authors and artists from very different periods used myth to explore questions about life, art, and politics. Works include: Homer, *Odyssey*; Apollonius of Rhodes, *Argonautica*; Ovid, *Metamorphoses* and *Heroides*; Greek tragedy, and ancient images representing myths.

*Meets Humanities I-A requirement*

*P. Debnar*

*Optional screenings of films related to ancient myth.; 4 credits*

#### **\*212 Greek Tragedy and Film**

(Same as Film Studies 220) This course examines the evolution of tragedy in classical Athens from choral performance to sophisti-

cated 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*

#### **\*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. This course examines 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). By closely reading a variety of primary sources and secondary materials, we will consider such topics as the culture and ethics of war and imperialism; logistics and strategies of warfare; and armor, weaponry, and battlefield tactics.

*Meets Humanities I-A requirement*

*G. Sumi*

*4 credits*

#### **260f 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 Humanities I-A requirement*

*B. Arnold*

*may satisfy either Humanities I-A or I-B requirement; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. Permission of department; 1-4 credits*

### **\*305 Sport and Spectacle in the Ancient World**

(Same as History 305) Sport and spectacle were essential components of civic, religious, and social life in ancient Greece and Rome. This research seminar analyzes these related concepts by engaging in a close examination of the ancient primary evidence and secondary source material and then continuing with a discussion of the relevance of sport and spectacle in a modern context. Topics include the agonistic culture of ancient Greece, panhellenism, religion and sport, violent entertainment and social values, sporting venues, the politics and sociology of spectatorship, and the social status of athletes and entertainers.

*Meets Humanities I-A requirement*

*G. Sumi*

*Prereq. History 120(01) or (02) or equivalent, permission of instructor; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. Permission of department; 1-8 credits*

## **Greek**

### **101f 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.

*Meets language requirement; does not meet a distribution requirement*

*P. Debnar*

*Students must complete both Greek 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits*

### **102s Elementary Greek: Homer's *Iliad***

An introduction to the ancient Greek language and epic meter through the study of the *Iliad*. The grammar of the *Iliad*, originally an oral poem, is relatively uncomplicated. By the middle of the first semester, therefore, students will begin to read the poem in Greek. By the end of the year they will have read a portion of *Iliad*, Book I.

*Meets language requirement; does not meet a distribution requirement*

*P. Debnar*

*Prereq. Greek 101; Students must complete both Greek 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits*

### **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*

*P. Debnar*

*Students who have not completed Greek 102 should consult with the professor; 2 meetings (75 minutes) plus 1 additional meeting; 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).

*Meets either language requirement or Humanities I-A requirement*

*B. Arnold*

*Students who have not completed Greek 201 should consult with the professor; 4 credits*

### **250f 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, permission of instructor; 2-4 credits

### **295fs Independent Study**

*Does not meet a distribution requirement  
The department*

*Prereq.* permission of department; 1-4 credits

### **322s 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). Students in this course attend class meetings for Greek 222.

*Meets either language requirement or  
Humanities I-A requirement*

*B. Arnold*

*Students who have not completed 2 semesters of intermediate Greek should consult with the professor; 4 credits*

### **350fs Advanced 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.* Greek 222 or above; 2-4 credits

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

## **Latin**

### **101f Elementary Latin**

Offers study and practice in the grammar and syntax of classical Latin.

*Meets language requirement; does not meet a distribution requirement*

*M. Ryan, G. Sumi*

*Prereq.* fj,so,jr; seniors with instructor permission; students must complete both Latin

*101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits*

### **102s Elementary Latin**

Offers study and practice in the grammar and syntax of classical Latin.

*Meets language requirement; does not meet a distribution requirement*

*G. Sumi, the department*

*Students who have not completed Latin 101 should consult the department. Students must complete both Latin 101 (4 credits) and 102 (4 credits) to satisfy the language requirement; 4 credits*

### **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*

*G. Sumi*

*Students who have not completed Latin 102 must take the diagnostic exam; 4 credits*

### **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 either language requirement or  
Humanities I-A requirement*

*The department*

*Students who have not completed Latin 201 should consult with the professor; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq.* permission of department; 1-4 credits

### **302s 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 ex-

amine 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 either language requirement or Humanities I-A requirement*

G. Sumi

*Prereq. Latin 222 or 223, or a 300-level Latin course or permission of the instructor; 4 credits*

### **307f 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 either language requirement or Humanities I-A requirement*

B. Arnold

*Prereq. Latin 222 or Latin 223; 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 either language requirement or Humanities I-A requirement*

B. Arnold

*Prereq. Latin 222; 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 either language requirement or Humanities I-A requirement*

B. Arnold

*Students who have not completed Latin 222 must consult with the professor; 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 either language requirement or*

*Humanities I-A requirement*

G. Sumi

*Prereq. Latin 222; 4 credits*

### **\*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 either language requirement or Humanities I-A requirement*

*The department*

*Latin 222 or permission of instructor; 4 credits*

### **350f 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 either language requirement or Humanities I-A requirement*

*The department*

*Prereq. jr, sr with 8 credits of advanced work in Latin; Permissions of instructor; 2-4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

# College Courses

College Courses are liberal arts courses taught outside of departments or programs.

## **101fs Introductory Seminar**

*Fall 2010*

*101f(1) Mount Holyoke College and the Sciences*

(First-year seminar) A study of some of the intellectual developments of our times as seen in the work of Mount Holyoke's faculty. Readings and material will be drawn from the writing of current and former faculty.

*Meets Science and Math II-A requirement*  
*D. O'Shea*

*Prereq. fy; 4 credits*

*101f(2) Stressed Out*

(First-year seminar; speaking-intensive course) We've all been there. Each of us carries a deep physical understanding of what it's like to be under stress. But what are the evolutionary and biological underpinnings of this experience? How and why do our bodies respond to stress in such a characteristic way? And what is the impact of this biological response on health and disease? Through reading and discussion, we'll explore the biology of stress, the brain's ability to link the outer and inner worlds, the organ systems whose activity is altered by the stress response, and emerging research on the impact of long-term stress on memory, immune function, cardiovascular health, and cancer risk.

*Meets requirement*

*S. Bacon*

*Prereq. fy; 4 credits*

*Spring 2011*

*101s(1) Overrun or Overwrought: An Exploration of Invasive Species and Other Topics in Conservation Biology*

(First-year seminar; speaking- and writing-intensive course) Invasive species have become a common focus for land managers and gardeners around the world, but is there anything fundamentally new, different, or threatening about these organisms? These new arrivals potentially increase local biodi-

versity and offer excellent examples of evolution and ecological interactions, but they also incite scientists to uncharacteristic value judgments. We will discuss the science and politics behind invasive species and explore the secrets of their success and the realities of their impacts. This course uses local examples, some field trips, and current literature to examine invasion ecology and other local issues in conservation biology.

*Meets requirement*

*M. Hoopes*

*Prereq. fy; 4 credits*

## **\*145f Western Civilization: An Introduction through Great Books**

(First-year seminar; writing-intensive course) Beginning with works emerging from Athens and Jerusalem and proceeding to the modern world, this year-long course will explore the prominent ideas of Western civilization. The course material will be centered on the Great Books from across disciplinary boundaries and will include authors such as 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*

*Prereq. fy or permission of instructor; 4 credits*

## **\*146s Western Civilization: An Introduction through Great Books**

(First-year seminar; writing-intensive course) 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.

*Does not meet a distribution requirement*

*J. Hartley*

*Prereq. College 145; 4 credits*

### 210s Ready for the World: Preparing for Your Internship and Research Project

This course is designed for students embarking on summer internships and research projects. It focuses on the connections students will make in the world beyond Mount Holyoke College. The course will examine the work of organizations, take account of the particular social situations in which students find themselves, analyze social dynamics in interpersonal and professional interactions, explore interviewing techniques for research and other modes of communication, and learn about organizational priorities and ethical guidelines. Students are expected to keep a journal of their readings and activities and participate fully in each session.

*Does not meet a distribution requirement*

*The department*

*This class satisfies the methods requirements of all Nexus minors. Those thinking of doing an internship/research project in summer 2011 should register for this course.; 2 credits*

### 211f Tying It All Together: Curriculum to Career

This course is designed for students who have recently completed summer internships and research projects to help them integrate their experience within the context of their liberal arts education and career goals. Students will apply problem-solving skills to various situations that occurred during their summer project; learn how to identify and articulate transferable skills gained during the project to potential employers and graduate schools; discuss how the experience has affirmed and/or modified their career goals; learn strategies to identify and network with individuals to advance their professional and academic development; and prepare a presentation on their internship or research project for the fall LEAP Symposium.

*Does not meet a distribution requirement*

*P. Gill*

*Class will meet: Sept 14 (7-9pm), Sept 21 (7-9pm), Sept 25 (9am-12pm), Sept 28 (7-9pm), Oct 5 (7-9pm), Oct 15 (LEAP symposium), and Oct 16 (9am-12pm); 2 credits*

### 250f Sophomore Seminar

*Fall 2010*

#### 250f(1) War: What Is It Good For?

A multidisciplinary examination of the various ways humans have understood, represented, experienced, and justified war over time and across cultures. The course considers the representation of war through art, literature, and music. It analyzes possible causes of war, including innate human drives, gender differences, socialization, and economic and resource competition. In addition, it examines justifications for war from a range of ethical perspectives. Contributing faculty include: L. Glasser, S. Hashmi, K. Remmler, R. Schwartz, and J. Western.

*Meets Humanities I-A requirement*

*O. Frau, V. Ferraro*

*Prereq. soph only; gateway course for proposed thematic minor on War and Society (2009-2012); 4 credits*

#### \*250f(3) Global Challenges to Migration

The movement of people across territorial borders and within states today is unprecedented in its scope and magnitude. Drawing from a range of disciplinary and comparative perspectives, this course will explore historical patterns of global migration and its contemporary forms. We will focus in particular on the topics of migration and security, the political economy of migration, and its cultural representation in literature, photography, and film. We will conclude by looking at the political and economic forces shaping immigration laws and policies in the U.S. and Western Europe.

*Meets Social Sciences III-A requirement*

*The department*

*Prereq. so. or permission of instructor; gateway course for proposed thematic minor on Migration (2011-2013); 4 credits*

### 251f Multidisciplinary Seminar: What Is Memory?

(Speaking- and writing-intensive course)

This course, offered once a year at the 200-level, introduces students to multidisciplinary approaches of understanding the various social, political, cultural, and technological functions of memory in relation to concepts such as repression, trauma, the

archive, speed, time, space, commemoration, preservation, corporeality, and performance. We will draw on disciplines such as psychology, computer science, gender studies, history, politics, biology, performance studies, and Latin American studies. Cotaught with additional faculty guest speakers throughout the semester.

*Meets multicultural requirement; meets Humanities I-A requirement*

*C. Gundermann, E. Rundle*

*Optional section taught in Spanish. Gateway course for proposed thematic minor on memory (2010-2013); 4 credits*

**295f Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, and permission of instructor; 1-4 credits*

**395f Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, and permission of instructor; 1-8 credits*

# Complex Organizations Program

The minor in complex organizations is administered by the Complex Organizations Committee: Professors Amy (politics), Christiansen (economics), Ellis (history), Gabriel (economics), McGinness (history), Pyle (politics), Margaret Robinson (mathematics), Michael Robinson (economics, *chair*), Schwartz (history); Assistant Professor Guldi (economics); Visiting Professor Butterfield; Visiting Associate Professor Fox (politics).

## Contact Persons

Dawn Larder, *senior administrative assistant*  
Michael Robinson, *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

## Related Courses in Other Departments

*Available for credit in complex organizations. See department listings for course descriptions.*

	<i>Economics</i>
201	Game Theory
205	Labor Economics: Women in the United States Economy
206	Economics of Health Care and Health Service Organizations
304	Labor Economics
307	Seminar in Industrial Organization
310	Public Expenditures and Taxation
338	Money and Banking
	<i>International Relations</i>
270	American Foreign Policy
365	Ethics and International Relations
	<i>Politics</i>
266	Environmental Politics in America
346	Seminar in Public Policy
349	International Organizations
367	Decision Making

## Course Offerings

### 204f Poverty in the United States

(Same as Politics 204) 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; poor health; poor housing; defects of intelligence or moral character? We will examine conflicting explanations of poverty and potential remedies from a variety of political perspectives, and analyze public assistance laws, Medicaid, and tax policies. Students will participate, in small groups, in an off-campus community-based learning project collaboratively designed with community partners, the instructor and the CBL program. Spanish language skills preferred.

*Meets Social Sciences III-A requirement*  
C. Pyle, J. Fox  
4 credits

### 205s Financial Accounting

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>.  
*Does not meet a distribution requirement*  
C. Johnson  
*Prereq. soph, jr, sr; 4 credits*

### 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; 4 credits*

### \*220f Winners and Losers: Taxation, Social Justice, and Economic Choices

(Speaking-intensive course; Same as Politics 225) 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, or Politics 104, or Economics 103 or 104; 4 credits*

### 232s 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 Humanities I-B requirement*

F. McGinness  
*Prereq. soph, jr, sr; 4 credits*

### 295fs Independent Study

*Does not meet a distribution requirement*  
*The department*  
*Prereq. soph, jr, sr, and permission of program; 1-4 credits*

**299s Leadership and the Liberal Arts**

(Speaking-intensive course) An interdisciplinary approach to the nature, operations, and directions 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, socialization). Required for the minor in complex organizations.

*Meets Social Sciences III-A requirement*

*J. Lytle*

*4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. sr, permission of program; 1-8 credits*



# Computer Science

The major and minor in computer science are administered by the Department of Computer Science: Professor Dobosh (*chair*); Associate Professors Ballesteros, Lerner; Visiting Assistant Professor St. John.

## Contact Persons

Wendy Queiros, *senior administrative assistant*

Paul Dobosh, *chair*

Computer science is an exciting field with applications across many other disciplines, including biology, chemistry, physics, mathematics and economics. The main role of a computer scientist is that of a problem solver. A degree in the field signifies formal training in computational and analytical approaches to problem solving as well as the skills necessary to develop software to tackle new challenges. These computational approaches can be applied to a wide spectrum of problems, including locomotion by robots, protein folding and flexibility, remotely controlled surgery, video games, graphics arts, and publishing. In truth, it is difficult to think of a scenario in which the tools acquired in computer science do not provide a powerful advantage.

## Requirements for the Major

### Credits

- A minimum of 40 credits

### Courses

- Computer science (36 credits):
  - 101, Problem Solving and Structured Programming
  - 201, Advanced Object-Oriented Programming
  - 211, Data Structures
  - 221, Introduction to Computer Systems
  - 312, Algorithms
  - 322, Operating Systems

- Three additional computer science courses (12 credits) with two of these at the 300-level (8 credits)
- Mathematics (4 credits):
  - 232, Discrete Mathematics

The skills and abstract reasoning of mathematics are especially important in computer science. It is strongly recommended that students take additional mathematics courses (at least through Mathematics 101 and 202). 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.

Students planning to pursue an advanced degree in computer science should take additional computer science courses and include independent research leading to a thesis in their plans.

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

- Computer science:
  - 101, Problem Solving and Structured Programming
  - 201, Advanced Object-Oriented Programming
  - 211, Data Structures
  - Two additional computer science courses (8 credits) with one at the 300-level.

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. Students with some experience in JAVA may consider beginning with 201. Any member of the computer science faculty can advise students who have questions about their course of study. CS101, 201 are offered both semesters.

## Honors

To graduate with honors in computer science, a student must complete a project and write an accompanying thesis. This is often a full year commitment, during which the student works closely with a faculty member to explore a topic in depth by reading research papers, writing programs, and experimenting with ideas. Preliminary research usually begins in the summer following her junior year, with the student submitting and defending a thesis proposal early in the fall of her senior year. Upon department approval of this proposal, she will complete the research during her senior year, writing and defending her thesis in the spring. Some honors students attend conferences and/or coauthor papers with their mentors.

## Programming-Intensive Courses

Courses designed to offer students significant software design and programming experience are labeled as "Programming intensive."

## Course Offerings

### 100s An Introduction to Computer Science

An introduction to basic computer science concepts and issues with a focus on HTML and JavaScript programming. Additional topics will be chosen from: origins of computers, computer architecture, assemblers and compilers, digital logic, the Internet, and artificial intelligence. Laboratory assignments will offer some experience with programming and the use of application software.

*Meets Science and Math II-A requirement*  
*P. Dobosh*

*Students should NOT take this course after*  
*Computer Science 101; 4 credits*

### 101fs Problem Solving and Object-Oriented Programming

Computers are used every day for an enormous variety of tasks, from playing games and chatting with friends to transferring billions of dollars, delivering radiation treatments, and controlling the electrical grid. Computer programs are an essential ingredient in allowing for this great diversity of applications. In this course, you will learn to create programs, not just use programs that others have written. You will develop animations using Alice, a tool specifically designed for learning programming by creating animations, and graphical applications using Java, a very popular modern programming language. We assume no prior study of computer science. Programming intensive.

*Meets Science and Math II-A requirement*  
*A. St. John, L. Ballesteros*  
*4 credits*

### 106s Introduction to Scientific Computing

The matrix-based programming language Matlab will be used to introduce students to programming and fundamental computing methodologies such as top-down design and objects. Course work will involve vectors, matrices, numerical integration and differentiation, curve-fitting and graphics. The course is programming intensive.

*Does not meet a distribution requirement*  
*P. Dobosh*  
*Prereq. Mathematics 101; 2 credits*

### 201fs Advanced Object-Oriented Programming

This course builds on the basic programming concepts learned in Computer Science 101. Emphasis is on developing the skills needed to write more sophisticated programs. This includes strategies to aid in assuring the correctness of programs through the use of assertions and unit testing as well as advanced Java features such as inheritance, polymorphism, and network programming. We will also introduce some widely used data structures such as vectors and linked lists. This course is programming-intensive.

*Meets Science and Math II-A requirement*  
*L. Ballesteros, A. St. John*  
*Prereq. Computer Science 101; 4 credits*

**211f Data Structures**

Using Java. Solving problems with computers is accomplished by writing programs that operate on data to produce a desired result. The way data is organized and presented to the program can significantly affect its efficiency and simplicity and can sometimes determine whether or not a program can be written to solve the problem at all. This course presents ways of organizing data into “data structures” and analyzes how structuring the data can improve program performance. This course is programming intensive.

*Meets Science and Math II-A requirement*  
L. Ballesteros

*Prereq. Computer Science 101, 102 or 201; 4 credits*

**215f Software Design**

Building large software systems introduces new challenges to software development. Appropriate design decisions early in the development of large software can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging, and testing software. Topics include design patterns, UML, designing for maintainability, software architecture, and designing concurrent and fault tolerant systems. Programming intensive.

*Meets Science and Math II-A requirement*  
B. Lerner

*Prereq. Computer Science 102 or 201; 4 credits*

**221s Computer System and Assembly Language**

This course looks at the inner workings of a computer and computer systems. It is an introduction to computer architecture. Specific topics include assembly language programming, memory, and I/O issues. This course is programming intensive.

*Meets Science and Math II-A requirement*  
L. Ballesteros

*Prereq. Computer Science 101, 102 (aka 201); 4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*  
The department

*Prereq. soph, permission of instructor; 1-4 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*  
A. St John

*Prereq. Computer Science 101,102(aka 201) and Mathematics 232; 4 credits*

**312s Algorithms**

How does Mapquest find the best route between two locations? How do computers help to decode the human genome? At the heart of these and other complex computer applications are nontrivial algorithms. While algorithms must be specialized to an application, there are some standard ways of approaching algorithmic problems that tend to be useful in many applications. Among other topics, we will explore graph algorithms, greedy algorithms, divide-and-conquer, dynamic programming, and network flow. We will learn to recognize when to apply each of these strategies as well as to evaluate the expected runtime costs of the algorithms we design.

*Meets Science and Math II-A requirement*  
B. Lerner

*Prereq. Computer Science 211 and Mathematics 232; 4 credits*

**\*315f Software Design**

Building large software systems introduces new challenges to software development. Appropriate design decisions early in the development of large software can make a major difference in developing software that is correct and maintainable. In this course, students will learn techniques and tools to help them address these problems and develop larger software projects, improving their skills in designing, writing, debugging, and testing software. Topics include design pat-

terns, UML, designing for maintainability, software architecture, and designing concurrent and fault tolerant systems. Programming intensive.

*Meets Science and Math II-A requirement*

*B. Lerner*

*Prereq. Computer Science 211; 4 credits*

### **316s Software Practicum**

Tired of writing programs that nobody ever uses? Then, this is the course for you. Software enables enterprises to carry out previously tedious or impossible tasks, but many organizations lack the resources to develop needed software. You will apply your programming skills to develop and deliver software to meet the requirements of a client from the community. You will learn critical communication skills required to work with a client, work as a team with classmates, and experience the software lifecycle from requirements elicitation through delivery. You will synthesize many topics learned in courses as well as new technologies required to complete the project. Programming intensive.

*Meets Science and Math II-A requirement*

*B. Lerner*

*Prereq. Computer Science 215; 4 credits*

### **322fs 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, multi-programming, 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*

*B. Lerner*

*Prereq. Computer Science 221; 4 credits*

### **\*324f Computer Architecture**

The goal of this class is to provide the student with a working knowledge of how computers 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; 4 credits*

### **\*331s Computer Graphics**

The creation of pictorial images using a computer. Topics include drawing of two- and three-dimensional scenes using OpenGL and other graphical environments; transformations of objects (translations, scalings, rotations, shearings) using homogeneous coordinates; creating perspective in three-dimensional drawing; algorithms for enhancing realism and visual effect; and the mathematical underpinnings of graphic design. Students will complete a number of graphics projects based on readings and class discussion. *This course is programming intensive.*

*Meets Science and Math II-A requirement*

*Department*

*Prereq. Computer Science 101, 211 (may be taken concurrently), and at least one of Mathematics 203, Mathematics 211, Mathematics 232; 4 credits*

### **334f Artificial Intelligence**

An introduction to AI research issues in fields such as Natural Language Processing and Machine Learning. This course is programming intensive.

*Meets Science and Math II-A requirement*

*L. Ballesteros*

*Prereq. Computer Science 211 and Mathematics 232; 4 credits*

### **336s Intelligent Information Retrieval**

Introduces the basic concepts, methodologies, and research findings in information retrieval. Special topics include Web searching, cross-language retrieval, data mining, and data extraction. Completion of this course will provide the necessary foundation to work in today's business environment where competitive advantage is obtained by retrieving needed information.

*Meets Science and Math II-A requirement*

*L. Ballesteros*

*Prereq. Computer Science 211; 2 meetings (75 minutes); 4 credits*

**\*341s Topics: Computational Geometry in Video Games**

Computational geometry in video games. Developing video games is an exciting and challenging domain, involving many areas of computer science, such as graphics, artificial intelligence and robotics. In this course, we focus on the geometric problems that arise in video game programming. Due to the expensive computations often demanded by current video game technology, efficient algorithms are required that not only satisfy speed requirements, but result in realistic user experiences. Topics will include standard problems from computational geometry, such as triangulation of 2D and 3D objects, point detection and visibility.

*Meets Science and Math II-A requirement*

*A. St. John*

*Prereq. Computer Science 211 Data Structures, Math 232 Discrete - Recommended: CS 312 Algorithms, Math 211 Linear Algebra; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr; permission of instructor; 1-8 credits*

# Critical Social Thought

The major and minor in critical social thought are administered by the Critical Social Thought Committee: Professors Ahmed (English), Alderman (English), Cocks (politics, *director of advising*), Cotter (chemistry), Grayson (religion), Martin (English), Ple-shakov (Russian and Eurasian studies), Remmler (German studies; *chair*), Wilson (economics).

Affiliated faculty: Ahmed (geography), Blaetz (film studies), Datla (history), Davis (art history), Douglas (psychology), Gabriel (economics), Gill (politics), Gudmundson (Latin American studies), Gundermann (Spanish, gender studies), Hornstein (psychology), Lawrence (educational studies), Markovits (politics), Moseley (economics), Renda (gender studies), Rundle (theatre arts, gender studies), Savoy (geology, environmental studies), Smith (politics), Tucker (sociology), Wartenberg (philosophy)

## Contact Persons

Patricia Ware, *senior administrative assistant*  
Karen Remmler, *chair*  
Joan Cocks, *director of advising*

## Critical Social Thought Web Site

<http://www.mtholyoke.edu/acad/criticalsocialthought>

Critical social thought is designed for students with a passion for ideas, a desire to ask probing questions about social realities, and an independent approach to education. This interdisciplinary program explores the place of thought in history and society, and the ways in which ideas both generate and are generated by concrete practice. Critical social thought embraces the historical forces that have shaped contemporary experience; the creative expressions that have emerged to represent that experience; and the conceptual and political tensions between truth and uncertainty, individuality and community, power and freedom, cruelty and justice in the modern age. Treating common sense and conventional beliefs as points of departure

rather than predetermined points of arrival, critical social thought pivots on questioning the taken-for-granted from all angles.

While acquainting students with a variety of intellectual traditions, this program also requires each of its majors and minors to combine different thinkers and currents of thought to engage with a theme or question of her original design. A few examples of past themes students have chosen to pursue are: the Western canon and its critics, the causes of peace and conflict, postcolonial studies, architecture and the social organization of space, social inequality, ethical values and social change, disenchantment, fractured identities in cross-cultural context.

## Declaring the Major

Each student who majors in critical social thought (CST) shall meet with the program chair and the director of advising, preferably during the first semester of her sophomore year, to discuss her intellectual interests and to select two advisors from the critical social thought faculty who will help her sculpt her curriculum around a central question of her choice. To declare her major in the program, the student must submit to the chair a title describing her question, a list of the courses she proposes to take for credit in her major, and the signatures of her two CST advisors. Later, she must compose a two-to-three-page proposal that identifies the focus of her program, explains its genesis and significance, and lists the courses she has taken and intends to take to satisfy the requirements of the major. A draft of this proposal must be submitted to the program chair for faculty discussion and approval *four* weeks before the end of the first semester of the student's junior year, or four weeks before the end of the second semester of her sophomore year if she plans to be away in the fall of her junior year. Normally, students will have the opportunity to write their proposals as part of one of the foundational courses, 248, 249, or 250. In the senior seminar, CST 350, students will be expected to present their proposals as they

hone the abstract of their final research paper.

## 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):*
  - 248, Science, Revolution, and Modernity *or*
  - 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)
- Majors are also required to take at least one course within four of the program's six fields, which are briefly described below. Courses to fulfill this requirement may be selected in consultation with a major's advisors from either traditional disciplines or other interdisciplinary programs, as well as from CST courses.

*Critical social thought is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see page 8).*

## Declaring the Minor

Each student who wishes to minor in critical social thought shall meet with the program chair, preferably by the end of the second semester of her sophomore year, to discuss her minor interest and to select an advisor from the program faculty. In consultation with her advisor, the student shall shape her minor program around a question of her own design. By the end of her junior year, she shall submit to the program chair a two-page proposal that explains the substantive focus of her minor and lists the courses that count toward it.

A draft of this proposal must be submitted to the program chair for faculty discussion and approval *four* weeks before the end of the first semester of the student's junior year, or four weeks before the end of the second semester of her sophomore year if she plans to be away in the fall of her junior year.

Normally, students will have the opportunity to write their proposals as part of one of the foundational courses, 248, 249, or 250.

## 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 select courses, in addition to CST 100, with a critical or philosophical slant at the 100 and 200 level in the traditional disciplines and in other interdisciplinary programs (including, but not limited to, area studies programs, environmental studies, gender studies, and film studies). A small sample of courses appropriate for first-year students with an interest in

CST are the following: Economics 210, Marxian Economic Theory; Educational Studies 109, Whiteness: The Other Side of Racism; Gender Studies 101, Introduction to Gender Studies; Politics 117, Globalization and Its Discontents; Politics 212, Modern Political Thought; Religion 226, Introduction to the Philosophy of Religion. First-year students strongly interested in CST as a major may also apply to the instructors of 200-level courses in CST (CST 248 through CST 255).

First-year students interested in critical social thought are urged, moreover, to arrange a meeting with the program chair, Karen Remmler ([kremmler@mholyoke.edu](mailto:kremmler@mholyoke.edu)) and/or the director of advising, Joan Cocks ([jcocks@mholyoke.edu](mailto:jcocks@mholyoke.edu)) at their earliest convenience.

CST 100s, Experiments in Critical Social Thought, is designed especially for entering students curious about the program.

## The Introductory and Intermediate Courses

Experiments in Critical Social Thought is a 100-level first-year seminar recommended for students who are curious about the program. Majors may take all of the intermediate core courses but must take two: 248, 249 or 250, and one of the following: 251, 252, 253, 254, or 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

CST majors are required to take at least one course in at least four of the following six fields. Ordinarily, a major decides with her advisors what course would satisfy a given field. If, however, a student wishes either a fuller description or examples of courses that would satisfy each of the fields, she should

consult the CST Web site at <http://www.mtholyoke.edu/acad/criticalsocialthought/courses.html>, where she will find illustrative courses for each, as well as a more thorough description of the field itself.

*Social and Political Theory:* On key tendencies and genres of critical inquiry, and competing conceptions of freedom, power, justice, and the good life

*Order and Transformation:* On the interplay between continuity and change, stability and disorder, tradition and experimentation in thought and practice

*Cultural Expression and Social Reality:* On the interpenetration of cultural representations, modes of perception, technological innovations, and practical reality

*Class and Political Economy:* On different social organizations of material production and their implications for relations among individuals, social groups, regions, and peoples

*Race, Ethnicity, and Nationality:* On racial power relations, colonial and postcolonial identities, ethnic and communal solidarities and hostilities, and varieties of nationalism

*Gender and Sexuality:* On identities and relations grounded in the masculine/feminine distinction; and their transformation by ordinary and unconventional selves, marginal subcultures, social movements, and state policy

## Course Offerings

**100f Experiments in Critical Social Thought** (First-year seminar) This course will examine the relationship among 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; 4 credits*



**133f Gods and Monsters: Science and Scientists in the Modern World**

(First-year seminar) Since the emergence of recognizable scientific communities in early modern Europe, Western culture has been increasingly marked by scientific activities and products. Science and technology have evoked a broad range of intellectual and emotional responses from scientists and the public alike: hope, expectation, fear, dread. We will examine the history of modern science from the seventeenth century to the present, paying special attention to literary and popular responses to this new and powerful social force. Texts will include works by historians and other scholars of science, writings of significant scientists from various periods, and a selection of novels, stories, and films.

*Meets Science and Math II-C requirement*

*D. Cotter*

*Prereq. fy or permission of instructor; 4 credits*

**248s Science, Revolution, and Modernity**

Introduces critical analysis of science and technology by tracing the historiography of the Scientific Revolution. The significance of this extended intellectual episode has been assessed in radically different ways throughout the intervening centuries. As such, it provides a fertile ground on which to pose and answer important questions about science and its role in society. What does it mean to regard science as 'revolutionary'? How are scientific developments shaped by, and how do they shape, the social, economic, and political worlds in which they are embedded? How is our contemporary understanding of science and technology influenced by the stories we tell about the past?

*Meets Humanities I-B requirement*

*D. Cotter*

*Prereq. soph, jr, sr; 4 credits*

**249s Enlightenment and Modernity**

(Same as English 220) 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 super-

seded? How did the Enlightenment's own authors Hobbes, Locke, Rousseau, Diderot, Sade, Kant, and Hegel perceive those other worlds? Studying global differences at the origins of their erasure, this class aims to re-think what actually constitutes the peculiar modernity that came to shape our lives.

*Meets Humanities I-A requirement*

*S. Ahmed*

*4 credits*

**250f Classics in Nineteenth-Century Critical Social Thought**

(Same as Politics 239) An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, Fyodor Dostoyevsky, focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. soph, jr, sr, first year with permission of instructor; 4 credits*

**251s Twentieth-Century Theory and Its Discontent: Psychoanalytic Theory**

(Speaking-intensive course; Same as Psych 225) An introduction to the contested terrain of psychoanalytic theory, which has so hugely influenced twentieth-century thinking. Reading widely across Freud's work and that of his colleagues, we will situate key ideas—repression, desire, masochism, neurosis, sublimation, etc.—within a range of interpretive frameworks. Our goal will be to analyze the varied implications of psychoanalytic theory for contemporary thinking about individuals and society.

*Meets Social Sciences III-A requirement*

*G. Hornstein*

*Prereq. soph, jr, sr. One prior course in either Psychology or CST; 4 credits*

**252s Literature and Politics: Second Living: Imagined Worlds of Literature and Internet**

We will study the tradition of imagined worlds in Western culture, with its mystique

of utopia, social engineering, escapism, and selectiveness. Readings will include Thomas More, George Orwell, J.R.R. Tolkien, and J.K. Rowling; Jorge Luis Borges' works will be our methodological guide to the worlds of the Internet that, for the purposes of this course, may include Second Life and Postsecret.

*Meets Humanities I-B requirement*

*C. Pleshakov*

*Prereq. soph, jr, sr. CST 248, 249 or 250 recommended but NOT required; 4 credits*

### **\*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, and Richard Delgado, among others.

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

*L. Wilson*

*Prereq. so, jr, sr. Critical Social Thought 248, 249, or 250 recommended but not required; 4 credits*

### **254s Postcolonial Theory:**

#### **Postcolonialism/Poststructuralism**

(Same as English 254) 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, poststructuralist, feminist, and psychoanalytic perspectives, paying particular attention to nationalism, the state, globalization, identity, and alternative political formations in the context of empire. Theorists read will include Lenin, Fanon, Spivak, Lloyd, Rose, and Chakrabarty.

*Meets Humanities I-A requirement*

*A. Martin*

*Prereq. so, jr, sr. Critical Social Thought 248, 249, or 250 recommended but not required; 4 credits*

### **255f Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism**

(Same as Economics 204, 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*

*Prereq. jr, sr, or permission of instructors; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr. or permission of department; 1-4 credits*

### **350f Seminar in Critical Social Thought**

(Speaking- and writing-intensive course) A seminar for CST seniors in which they present their independent research, respond critically to one another's work, and lead discussion. In support of that research, this course will explore the history of critical method, from the Enlightenment through 20th-century critical theory and post-colonial studies. Every student will produce a substantial essay on a question in the broad field of social thought. Students will present their work publicly and cultivate agility in speaking, arguing, and writing.

*Does not meet a distribution requirement*

*S. Ahmed*

*Prereq. Critical Social Thought sr; other jr and sr with permission of instructor; 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*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr. or permission of department; 1-8 credits*

# Curricular Support Courses

Students who entered the College in or after September 2008 are limited in the number of credits they may apply from curricular support courses toward the 128 semester credits required for graduation. See the credit requirements information in the Bachelor of Arts Degree and College Requirements chapter for more information.

## Course Offerings

### **100s Engaging the Pioneer Valley: Community-Based Learning (CBL) Theory and Practice**

(Community-Based Learning course) This course will equip students to enter communities effectively and responsibly as learners, researchers, volunteers, interns, and citizens. Successful community-based learning depends on familiarity with history, politics, policies, and practices in campus-community partnership. Students will study and interact with the region's organizations, issues, and people to refine their interests, hone their skills, identify and prepare to meet critical needs and opportunities via community-based learning. Panel sessions will complement readings, discussions, and assignments engaging issues and practice in campus-community partnership and nonprofit organizations.

*Does not meet a distribution requirement*  
*A. Bloomgarden*

*Note: For students entering the College in Fall 2008 or later, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation. (Students who entered before Fall 2008 have a limit of one non-liberal arts course, and no limit on Curricular Support courses.); 2 credits*

### **102f Community-Based Learning: Networks, Reflection, and Meaning**

(Community-Based Learning course) Students can dramatically deepen learning and impact in community-based study, volunteerism, internships, research, and paid work when they build campus and community networks, and reflect on challenges and suc-

cesses. This course is designed to facilitate learning and impact for students in CBL courses, CBL fellowships and mentor positions, C.A.U.S.E. volunteer placements, off-campus work-study, and independent study. Monthly discussions will enable networking, problem solving, and information sharing, informed by key civic engagement readings. Students will connect with each other, tie together academic and personal learning, and gain greater understanding of themselves and communities.

*Does not meet a distribution requirement*  
*A. Bloomgarden*

*Prereq. Permission of the instructor; Meets one time per month, on a Wednesday TBA, 8:35-10:50am. Note: For students entering the College in Fall 2008 or later, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation. (Students who entered before Fall 2008 have a limit of one non-liberal arts course, and no limit on Curricular Support courses.); 1 credit*

**104fs Public Speaking, Leadership Presence** (Speaking-intensive course) What are the elements of an effective public speech? What rhetorical strategies do people use to support and/or influence one another? Using the same techniques that professional actors use to relax, focus their message, and connect with their audience, students will explore the art and craft of public speaking. Through an intensive semester of training, analyzing, writing, and speaking, students will learn and practice how to confidently communicate, express themselves authentically, and motivate others. A number of public speeches will be analyzed to enable students to evaluate critically the effects of culture on communication and communication on culture.

*Does not meet a distribution requirement*  
*S. Daniels*

*Note: For students entering the College in Fall 2008 or later, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation. (Students who entered before Fall 2008 have a limit of one non-liberal*

*arts course, and no limit on Curricular Support courses.); 4 credits*

**212fs Peer Mentoring: Theory and Practice**  
(Speaking- and writing-intensive course)

This course is an introduction to theories and practices of collaborative learning for students preparing to work as mentors and assistants in the Speaking, Arguing, and Writing Program (SAW). We will draw on existing research, practice sessions, class discussion, and our own writing and speaking to craft our philosophies of peer mentoring and to develop effective practical strategies.

*Does not meet a distribution requirement*

*L. Greenfield*

*Prereq. permission of instructor.; Note: For students entering the College in Fall 2008 or later, there is a 12-credit limit on curricular support and non-liberal arts courses that may be counted towards the 128 credits required for graduation. (Students who entered before Fall 2008 have a limit of one non-liberal arts course, and no limit on Curricular Support courses.); 2 credits*

# Dance

## A Five College Department

### *Mount Holyoke Faculty*

Professors Coleman (*FCDD chair*), C. Flachs, R. Flachs, Freedman (*chair*); Lecturer/Musician Jones; Visiting Artists Devi, Hilberman, Madden, Sylla, Trenner, Weber, Wolfzahn

### *Five College Faculty*

Professors Blum (Smith), Hill (FCDD), Lowell (Hampshire), Nordstrom (Hampshire), Schwartz (UMass), Waltner (Smith), Woodson (Amherst); Associate Professor Brown (UMass); Assistant Professor Tome (Smith); Visiting Lecturer Dennis (UMass); Musicians Arslanian (UMass), Vargas (Smith)

## Contact Persons

Joan Perez, *senior administrative assistant*  
Terese Freedman, *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/dance/courses1/>.

## 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, Analysis of Rhythm and Choreography. 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. 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 44 credits

### Courses

Required courses for the major:

- Dance 171 Twentieth Century Dance History (4 cr)
- Dance 241 Scientific Foundations (4 cr)
- Dance 151 Elementary Composition (4 cr)
- Two (2) 200-level theory courses from the following (8 cr):
  - Dance 252: Intermediate Composition (4 cr)
  - Dance 272: Dance and Culture (4 cr)
  - Dance 287: Analysis of Rhythm from a Dancer's Perspective (4 cr)
  - Dance 255: Ballet Pedagogy (4 cr)
  - Dance 285: Laban Movement Analysis (4 cr)
- Two (2) 300-level theory courses from the following (8 cr):
  - Dance 309: Repertory and Theory or Classical Ballet Variations (4 cr)
  - Dance 342: Advanced Scientific Foundations (4 cr)
  - Dance 353: Advanced Composition (4 cr)
  - Dance 387: Advanced Analysis of Rhythm from a Dancer's Perspective (4 cr)
  - Dance 377: Advanced Studies, Special Topics (4 cr)
  - Dance 392: Dance Pedagogy Teaching Seminar (4 cr)
- Eight (8) courses of 2 credit dance courses (16 cr), including technique, repertory (Dance 305), or special topics courses. Students may repeat technique and repertory courses for credit. Technique classes must be from at least two idioms. Up to 8 credits of this requirement can be substituted with 4 credit theory courses, one at the 200 level, and one at the 300 level.

In some cases, courses from other departments may be substituted for above, with the approval of the chair of the department. All majors must serve on crew for dance concerts.

## Requirements for the Minor

The dance minor is intended to provide a well-rounded and in-depth introduction to dance as an art form. All minors must be approved by the department chair. Additionally, minors must serve on crew for dance concerts.

### Credits

- A minimum of 24 credits

### Courses:

- Dance 171, Twentieth Century History (4 cr)
- Dance 241, Scientific Foundations (4 cr)
- Dance 151, Elementary Composition (4 cr)
- One additional 200- or 300-level theory course (4 cr)
- A minimum of 2 courses of dance technique or repertory (Dance 305) (4 cr)
- An additional 4 credits at the 300 level, either in theory or technique (4 cr)

Please consult the Five College Dance Department Web site at <http://www.fivecolleges.edu/sites/dance> for up-to-date listings, faculty, and guest artists.

## Course Offerings

### Dance Theory

#### \*101f Politics of Dance

(First-year seminar) How do the politics on the world stage influence dance and dance artists? This course investigates the repercussions of political policies in the careers of individual dancers and the societies in which they live. Students will read biographies and autobiographies, view films, and write about the intricacies of this game of political chess with dancers as its pawns. This course will have a multimedia narrative as its final proj-

ect; students will work with a Technical Mentor to help develop the project.

*Meets Humanities I-A requirement*

*C. Flachs, R. Flachs*

*4 credits*

### **151s Elementary Composition**

A study of the principles and elements of choreography through improvisation and composition assignments.

*Does not meet a distribution requirement*

*T. Freedman*

*4 credits*

### **\*154fs 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*

*The department*

*4 credits*

### **\*171s Dance in the Twentieth Century**

Dance history is a microcosm of world history. It reflects the political and social issues of everyday life and cannot be examined in isolation. This course will delve into that microcosm and identify dancers, seminal works, and choreographers who, along with catalysts of the genre, support, and define the world of dance in the twentieth and twenty-first centuries. Investigation will start with the beginnings of ballet in the time of Louis 14th and culminate with an analysis of current trends, styles, and connections encouraging students to see how past events influence future practicalities. Class work will consist of lecture, media presentation, and discussion.

*Meets Humanities I-A requirement*

*C. Flachs*

*4 credits*

### **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*

*4 credits*

### **\*252s 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*

*4 credits*

### **\*255s Ballet Pedagogy**

This course surveys the principles of teaching classical ballet, examines local dance arts education, and implements a community outreach program incorporating classical ballet. The course studies the teaching philosophy of Agrippina Vaganova and the work of local arts organizations that specialize in inspiring learning for children through the arts. It will provide an introduction to planning lessons and workshops and to presenting research in both a serious training atmosphere and a recreational community setting. Requirements include student teaching at the Massachusetts Academy of Ballet and designing a community outreach project with a community partner in South Hadley or Holyoke.

*Does not meet a distribution requirement*

*C. Flachs, R. Flachs*

*4 credits*

### **\*287s Rhythmic Analysis I**

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*

*4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, and permission of department; 1-4 credits*

**305f Dance Repertory**

*Fall 2010*

*305f(1) Ballet Repertory*

This course is designed for advanced students interested in performing. The work developed will be performed on the fall Faculty Concert.

*R. Flachs*

*Prereq. Advanced placement; 2 credits*

*305f(2) Modern Repertory*

This course is designed for advanced students interested in performing. The work developed will be performed on the fall Faculty Concert.

*J. Coleman, T. Freedman*

*Prereq. By audition; 2 credits*

*\*305f(3) Tango Repertory*

Tango-based performance class culminating in a piece for the Faculty Dance Concert in November 2008. Argentine tango, the sensual and elegant social dance of the city of Buenos Aires, is experiencing a worldwide revival. Open to dancers who have diverse backgrounds, are interested in performance, and love dancing collaboratively with others, either on stage or socially. The piece will include elements of tango and other partner forms. Dancers will work with choreography, improvisation, and scores combining the two modalities. The first class will serve as an audition; the instructor will then confirm your registration.

*D. Trenner*

*Prereq. audition; 2 credits*

**309s 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 *Swan Lake*, *Giselle*, and *Cinderella*. 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*

*4 credits*

**\*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. Additional topics to include: body therapies, injury prevention and rehabilitation, and other systems.

*Meets Humanities I-A requirement*

*T. Freedman*

*Prereq. Dance 241; 4 credits*

**\*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.

*Meets Humanities I-A requirement*

*J. Coleman*

*4 credits*

**387f Rhythmic Analysis II: Performance**

A continuation of Dance 287. The focus now shifts specifically to performance and the notation of complex rhythmic structures.

Working as an ensemble, the class will create a music/dance suite, using body music, movement, vocal work, and music visualization as our inspiration. Emphasis will be placed on odd and mixed meters and rhythmic accuracy. Students will contribute both movement and musical material. Class time will be run like a professional rehearsal. Outside work will focus on musical research,



choreography and music notation. This suite will be performed at Blanchard Campus Center at a date to be determined.

*Meets Humanities I-A requirement*

*P. Jones*

*Prereq. Dance 287; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

## **Performance Studies**

### **\*103s Traditional Irish Dance**

Traditional Irish dance has a long and colorful history. The various Irish dance styles — set dancing, step dancing, sean-nos dance, ceili dance — reflect historical trends in Ireland as well as the spirit and culture of the Irish people. This course will introduce the dance techniques, repertoire, and style of traditional Irish dance in its various forms.

Mini-lectures and video showings will provide background and context for the dances. Class may be divided into two sections to accommodate different levels of experience.

*Does not meet a distribution requirement*

*K. Jordan*

*2 credits*

### **\*104fs 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 credits*

### **113f Beginning Modern**

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*

*T. Freedman*

*2 credits*

### **114s Advanced Beginning Modern**

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*

*T. Freedman*

*2 credits*

### **119s Beginning 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*

*2 credits*

### **120f Beginning Ballet**

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 credits*

### **121s Advanced Beginning Ballet**

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*

*M. Madden*

*2 credits*

**127f Renaissance Dance**

(See Music 147(D))

*Does not meet a distribution requirement*

*M. Pash, N. Monahin*

*1 credit*

**132f Beginning 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 credit*

**137f Beginning Tap**

Tap I approaches tap dance from the very beginning (the most fun of all!), learning basic vocabulary, developing a sense of rhythm, and understanding the immediate and historical connection between tap dance and jazz music. Class will include periodic video showings and lecture/demonstrations regarding tap dance history and styles.

*Does not meet a distribution requirement*

*J. Hilberman*

*1 credit*

**142fs 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. Sylla, S. Sylla*

*2 credits*

**143s Classical Indian Dance**

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 composi-

tions, 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 credits*

**144f Tango**

Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Cuban Salsa Rueda is a unique Salsa Game developed in Havana, Cuba. Class will include the steps, the history, and anecdotes about the culture of tango and salsa. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather-soled shoes or bring socks.

*Does not meet a distribution requirement*

*D. Trenner*

*2 credits*

**\*147s Arabic Tribal Fusion**

Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women's styles of Arabic folk dance and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African tribal forms and more recently, American hip hop, punk and gothic cultures.

*Does not meet a distribution requirement*

*D. Mejia*

*1 credit*

**215f Intermediate Modern**

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*

*J. Coleman*

*2 credits*

**216s Intermediate Modern**

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*

*T. Freedman*

*2 credits*

**219f Intermediate Contact Improvisation**

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; 1 credit*

**222f Intermediate Ballet**

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 credits*

**\*223fs Intermediate Ballet**

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*

*C. Flachs, R. Flachs*

*2 credits*

**232f 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 credit*

**233f Intermediate Jazz**

Emphasis on extended movement phrases, complex musicality, and development of jazz dance style.

*Does not meet a distribution requirement*

*P. O'Donnell*

*2 credits*

**\*237f Advanced Beginning Tap**

Tap II expands the vocabulary skills of the beginner, and seeks to increase speed and technical ability while deepening the dancer's connection to music. Class will include periodic video showings and lecture/demonstrations regarding tap dance history and styles.

*Does not meet a distribution requirement*

*J. Hilberman*

*1 credit*

**317f Advanced Modern**

Ann Sorvino, Paul Dennis and Donlin Foreman will explore three different traditional modern dance styles; Cunningham, Limon and Graham.

*Does not meet a distribution requirement*

*A. Sorvino, D. Foreman, P. Dennis*

*Prereq. advanced placement; 2 credits*

**318s Advanced Modern**

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 credits*

**324f Advanced Ballet**

Emphasizes stability (aplomb) in various turning movements and exercises done on

demi-pointe 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 credits*

### **325s Advanced Ballet**

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*

*C. Flachs, R. Flachs*

*Prereq. advanced placement; 2 credits*

### **337f Intermediate/Advanced Tap**

In this intermediate/advance class, students will focus on continued development of technical skills, understanding basic jazz music forms, developing a vocabulary of 'trick' or 'flash' steps, and gaining a historical perspective on tap dance. Class will include periodic video showings and lecture/demonstrations regarding tap dance history and styles.

*Does not meet a distribution requirement*

*J. Hilberman*

*Second part of Monday class; 1 credit*

# Economics

The economics major and minor are administered by the Department of Economics: Professors Christiansen, Gabriel (*chair*), Hartley, Moseley, Paus (Director of Global Initiatives), Robinson; Associate Professors Wilson; Assistant Professors Adelman, Guldi, Schmeiser

## Contact Persons

Dawn Larder, *senior administrative assistant*  
Satya Gabriel, *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 Sociology 225, or Statistics 240, 340) (*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, envi-

ronmental economics, health economics, history of economic thought, economics of cyberspace, industrial organization, international economics, labor economics, money and banking, and public finance.

## Requirements for the Minor

Students are encouraged to consult a faculty member for advice in planning a coherent economics minor.

### Credits

- A minimum of 16 credits at the 200 level and above with at least 4 credits at the 300 level

## Introductory Courses

Students may begin the study of economics with either one of the traditional introductory courses, Introductory Microeconomics (103) or Introductory Macroeconomics (104). It does not matter which introductory course is taken first. Students can also start with either of the first-year seminars: 100(01) Global 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

#### 100f Introductory Economics Topics

*Fall 2010*

*100f(1) Introduction to the Global Economy* (First-year seminar; speaking- and writing-intensive course) This course introduces students to the economic forces that have led to

ongoing integration of economies worldwide. We will examine the benefits and the costs of this centuries-long development. Topics will include 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*

*Prereq. fy or permission of instructor; 2 meetings (75 minutes) plus one film showing (2 1/2 hours, eight weeks); 4 credits*

#### *100f(2) Economics of Education*

(First-year seminar; writing-intensive course)

Why is schooling important to democracy?

This course examines the role and limits of formal education in expanding individuals' real freedoms and capabilities for democratic engagement in capitalist society. With an emphasis on the U.S., we analyze: myths and realities of educational opportunity; K-12 schooling and public policy (including funding); merit, money, and the potential of education to reduce economic inequality; the returns to education, economic growth, and technological change; the educational benefits, if any, of diversity; theories of achievement gaps; classic education and the liberal arts.

*Meets Social Sciences III-A requirement*

*L. Wilson*

*Prereq. fy or permission of instructor; 4 credits*

#### *100f(3) Globalization and Work*

(First-year seminar) Today, we compete in a global labor market, technology changes ever more rapidly, and production chains span the globe - with different parts of a good or service produced in different areas of the world. Through readings and discussion, we will examine the reasons behind these powerful trends and their implications for people's well-being. We will explore how they affect the welfare of different groups in our society and in other countries, and how they have changed the nature of work and the skills needed for professional success. Classes in-

clude guests from academia and the private sector.

*Meets Social Sciences III-A requirement*

*E. Paus*

*Prereq. fy or permission of instructor; 4 credits*

### **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*

*M. Guldi, M. Robinson*

*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. Hartley, F. Moseley*

*4 credits*

## **200-Level Courses**

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.

### **201f Game Theory**

These 200-level courses investigate a particular topic in economics at some depth without presupposing prior knowledge of economics. Many students may find these courses a useful complement to a major or minor other than economics.

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*

*Prereq. Not open to first-year students as their first course in economics; 4 credits*

### **202s East Asian Economic Development**

This course provides an overview of economic development in East Asia. The complex interplay of public policy, global competition, and domestic economic relationships in China, Japan, and Korea will serve as the core subject matter of the course, though patterns of economic development in Indonesia, Malaysia, and Singapore will also be discussed. Special attention is given to conditions under which regional economies have successfully blended elements of import-substituting industrialization with export-oriented growth. The course will conclude with a discussion of the impact of the regional economic crisis, the current wave of reforms, and the potential for future growth and development.

*Meets Social Sciences III-A requirement*

*S. Gabriel*

*Prereq. not open to first-year students as their first course in Economics; 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 nondepletable natural resources.

*Meets Social Sciences III-A requirement*

*J. Christiansen*

*Prereq. not open to first-year students as their first course in economics; 4 credits*

### **204f Human Agency and Historical Transformation: Pivotal Moments in the Development of Capitalism**

(Same as Critical Social Thought 255, 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 Eng-

land, 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

*Prereq. jr, sr only; 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? The 4th hour is mainly for students who have not had Econ 103 and/or 104.

*Meets Social Sciences III-A requirement*  
F. Moseley

*Prereq. Not open to first-year students as their first course in economics; 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

*Prereq. Not open to first-year students as their first course in economics; 4 credits*

### 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. Hartley, J. Christiansen

*Prereq. Economics 103 and 104 and Mathematics 101; Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.; 4 credits*

### 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*

K. Schmeiser, M. Guldi

*Prereq. Economics 103 and 104 and Mathematics 101; Students who have taken the International Baccalaureate or A-Level exams in economics should consult the department before registering for the course.; 4 credits*

### 213f Economic Development: A Survey

A study of micro-economic development topics related to how households in lower-income countries consume and produce food. Topics include the causes and consequences of hunger and malnutrition, the agricultural household model, household-level food production and demand, intra-household allocation and bargaining, human and social capital investments and their impacts on food production and consumption, land rights and land use, child labor, and risk, credit and insurance markets used by agricultural households.

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

S. Adelman

*Prereq. Economics 103 and 104; 4 credits*



**215f Economics of Corporate Finance**

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.finance-class.us> for a more detailed description.

*Does not meet a distribution requirement*

*S. Gabriel*

*Prereq. soph, jr, sr, Economics 103 and 104; 4 credits*

**218s International Economics**

The first part of the semester investigates reasons why nations trade and factors that determine trade patterns, focusing on examples of agricultural and food trade. Using the basic tools of microeconomics, it considers the welfare and distributional impacts of free trade among countries. Further topics include barriers to trade, reasons for limiting trade, international food and agricultural policy, and current trade policy issues. The second part introduces the students to basic models in international finance and studies applications of current policy issues such as fixed exchange rates and the Euro.

*Meets Social Sciences III-A requirement*

*K. Schmeiser*

*Prereq. Economics 103 and 104; 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*

*S. Adelman*

*Prereq. Economics 103 and 104 and Mathematics 101; 4 credits*

**225s Economics of Health Care and Health Service Organizations**

Economic aspects of health and health care in developing countries. Topics cover measuring health outcomes for welfare analysis,

economic determinants of health and health care demand, the contribution of improved health and nutrition on economic development, and considerations in designing and evaluating health care interventions. Additionally, the course will cover micro-economic topics related to specific public health problems in developing countries.

*Meets Social Sciences III-A requirement*

*S. Adelman*

*Prereq. Econ 103; 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.

**306s Political Economy of "Race" in the U.S.**

(Speaking-intensive course) Junior/senior colloquium on the political economy of race and gender-based inequality in the U.S. Uses the collaborative research model to conduct primary research. Course begins by theorizing overdeterminations of race, gender, and class. Then, working in groups students cultivate comprehensive social research skills, moving from topic identification to capstone paper. Previous topics include affirmative action and group-based preferences in public policy, equity/efficiency and family policy, costs/benefits of privatization of public goods, "model minorities" and cultures of poverty, human capabilities and governing through crime, work and wage inequality, and ecological hazard.

*Meets multicultural requirement; does not meet a distribution requirement*

*L. Wilson*

*Prereq. Economics 212; 4 credits*

**307s Seminar in Industrial Organization**

Analysis of theoretical models and empirical studies on the economic performance of industries. Approaches studied include transaction cost economics, game theory, and pricing models. Topics include advertising; research and development; and relationships between government and business such as regulation and antitrust laws.

*Does not meet a distribution requirement*

*K. Schmeiser*

*Prereq. jr, sr, Economics 212; 4 credits*

### 310f Public Finance Seminar

Overview of the public sector and whether - and if so by how much - government intervention (via taxation, government spending, and public policy) affects individuals' outcomes. An overview of the U.S. tax system (supplemented with discussion of other countries' systems) will include basic principles of taxation and how changes in tax law affects individuals' socioeconomic outcomes. Economic underpinnings of income inequality, poverty, income, and social insurance as well as applications to current policy areas such as health, TANF (public assistance), unemployment insurance, and Social Security. Theory of public goods and externalities including an evaluation of specific programs.

*Does not meet a distribution requirement*

*M. Guldi*

*Prereq. Economics 211, 212; 4 credits*

### 312f 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.

*Does not meet a distribution requirement*

*K. Schmeiser*

*Prereq. jr, sr, Economics 216 or 212; alternates with Economics 313; 4 credits*

### 314s Economic Development in the Age of Globalization

(Speaking-intensive course) This seminar will explore how debates in economic development between orthodox and heterodox economists play out in key topics in economic globalization such as foreign direct investment, capital flows, aid, trade, and migration. Also, key issues pertaining to structural adjustment programs that are designed to enhance global economic integration such as financial sector reform, privatization, trade liberalization, and exchange rate liberalization will be explored. *Meets multicultural requirement; does not meet a distribution requirement*

*E. Paus*

*Prereq. jr, sr with Economics 211 and 212, or*

*Econ 216 and 217 or Econ 213; 4 credits*

### 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; 4 credits*

### 320s 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; 4 credits*

### 326f Economics of Cyberspace

This seminar explores the impact of the Internet, information technology, and the networked information economy on finance, markets, innovation and invention, intellectual property rights, public finance and taxation, security and cybercrime, media, and social networking. We investigate the implications of the networked information economy for the creation of new economic (and social) relationships. We also examine the continuing struggle over regulation of cyberspace and the definition and enforcement of intellectual property rights.

*Meets Social Sciences III-A requirement*

*S. Gabriel*

*Prereq. Economics 212 or 215; 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 fi-

nance, 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.htm> for a more detailed description.

*Does not meet a distribution requirement*  
S. Gabriel

*Prereq. Economics 215. Economics 220 is also recommended, but not required.; 4 credits*

### 338s Money and Banking

Monetary theory and policy. Overview of financial markets and institutions. Explores the nature of money and the effects of changing money supply on the economy, theories of money demand, the various methods by which monetary policy can be conducted and the advantages and disadvantages of each, methods of banking regulation and the attendant problems that arise, and important episodes in monetary history (e.g., the Great Depression).

*Does not meet a distribution requirement*  
J. Hartley

*Prereq. jr, sr, Economics 211; Mathematics 101 recommended; 4 credits*

### 349f Advanced Topics in Economics: The Political Economy of the G-20

This seminar looks at both recent and potential future economic and political developments in the G-20, comprising 19 of the world's most important economies plus the European Union. Together these countries represent roughly two-thirds of the world's population, 80 percent of international trade, and 90 percent of global GDP. This international body has taken on a new prominence that will shape the debates over the direction the global economy should take in the coming decades. We shall focus on these debates, on the comparative economic performance of the countries involved, and on the increasing socioeconomic inequality and ecological degradation occurring on a global scale.

*Meets Social Sciences III-A requirement*  
J. Christiansen

*Prereq. Econ 211; 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; 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*  
M. Robinson

*Prereq. sr; 2 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 advisor.

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 courses required for the major or minor at the 300 level. For a two-semester 395 project, culminating in a thesis, the second semester may count toward this requirement.

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, and permission of department; 1-4 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; 1-8 credits*

# Educational Studies

The minor in educational studies is administered by the Educational Studies Committee: Professors Garrett-Goodyear (history), Lawrence (psychology and education, *cochair*); Associate Professors Arnold (classics), McKeever (sociology and anthropology), Smith (politics), Wilson (economics); Assistant Professor Reilly Carlisle (psychology and education, *cochair*); Lecturer Glasser (English).

## Contact Persons

Sandra M. Lawrence, *cochair*  
Lenore Reilly 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 an area of interest and design a plan of study. A brief proposal and plan of study outlining the focus of the minor and the courses making up the minor must be approved by the program chair. The culminating experience of the minor is a 2-credit Educational Studies course requiring students to analyze and synthesize key ideas that have emerged from their focused study. Students will work with a faculty advisor as they write and present a capstone paper.

Please note, this minor in educational studies does not lead to teacher licensure. For information on the education minor leading to teacher licensure, please consult the Psychology and Education chapter, which provides detailed information on the course requirements and application procedures for teacher licensure programs.

## Requirements for the Minor in Educational 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, Sport Pedagogy.)
- Educational Studies 290, a capstone-type independent study (2 credits)

### Other

- One Independent Study (395) can be applied to the minimum minor requirements but cannot be substituted for one of the designated courses in education or educational studies.

## Course Offerings

### 110f Introductory Seminar in Educational Studies: Researching Digital Media: Is the Internet Making Us Smart(er)?

(First-year seminar) Do you update your Facebook status every 30 minutes? Have you visited the Land of Lincoln or the U.S. National Parks in Second Life? Do you raid with Alliance or Horde? This course focuses on ways digital media enhance learning in private and public spaces. We will read and comment on studies exploring social networking, gaming, video, and multi-user virtual environments, examine the influence of these media, and conduct a small-scale research project on the use of social media in college settings. Students will enhance their knowledge of digital citizenship, explore the attributes and limitations of participatory culture, and build a foundation for empirical study of social phenomena.

*Meets Social Sciences III-A requirement*

*M. Glackin, S. Lawrence*

*4 credits*

**215f 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. Reilly Carlisle*

*4 credits*

**\*250s Special Topics in Educational Studies**

*Meets Social Sciences III-A requirement*

*The department*

*Prereq. soph, jr, sr or permission of instructor; 4 credits*

**260f Mission and Market: Higher Education**

(Speaking-intensive course) 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*

*4 credits*

**290fs Capstone in Educational Studies**

This two-credit independent study course, which is the culminating experience of the

educational studies minor, requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educational Studies Program Committee as they plan, write, and present a capstone paper.

*Does not meet a distribution requirement*

*S. Lawrence, L. Reilly Carlisle, the department*

*Prereq. Educational Studies 205, 215, or 220*

*and permission of instructor; 2 credits*

# English

The English major and minor are administered by the Department of English: Professors Benfey (on leave fall 2010), Berek, Brown (on leave 2010–2011), F. Brownlow, Demas (on leave 2010–2011), Hill, Lemly, Quillian, Shaw, Weber, Young; Associate Professor A. Martin; Assistant Professors Ahmed, Alderman, Day (on leave 2010–2011), Singer, Yu; Lecturers Glasser, Greenfield, Pyke, Sutherland; Visiting Professors V. Martin, Pemberton; Visiting Assistant Professors Holder, Osborn, Wilson; Visiting Senior Lecturers Bass, J. Brownlow, Manegold; Visiting Lecturer London; Visiting Instructor Lambert.

## Contact Persons

Cynthia Meehan, *senior administrative assistant*

John Lemly, *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 (Course descriptions indicate which courses fulfill this historical requirement.)
- One course in literature written in English between 1700 and 1900 at either the 200 or 300 level (Course descriptions indicate which courses fulfill this historical requirement.)
- Four courses at the 300 level, two of which must be taken at Mount Holyoke and one of which must be a designated seminar (Course descriptions indicate which courses fulfill the seminar requirement.)

### Other

- English 101, First-Year Seminar, does not count toward the requirement of 36 credits.
- English 295/395, Independent Study, cannot be counted as courses toward the completion of the English major or minor.

The English major at Mount Holyoke offers students an opportunity to study a diverse range of texts written in English, both those comprising the tradition of British and American literature as well as the work of writers from other parts of 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-interpretive 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 courses at the 200 level *and*
- Two courses 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.
- English 295/395, Independent Study, cannot be counted as courses toward the completion of the English major or minor.

## Teacher Licensure

Students interested in pursuing licensure in the field of English can combine their course work in English with a minor in education. In some instances course work in the major 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 prac-

tical 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.

## Course Offerings

### 101fs Seminar in Reading, Writing, and Reasoning

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 2010*

#### *101f(1) Into Africa*

(First-year seminar; writing-intensive course)

An introduction to some topics in African studies, reading and writing about such contemporary authors as Ama Ata Aidoo, Tsitsi Dangaremba, Bessie Head, Mariama Ba, Chimamanda Adichie. 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*



*Prereq.* 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.; 4 credits

#### 101f(2) Reading Nonfiction

(First-year seminar; writing-intensive course)  
We will explore cultural and political issues by reading current books, newspapers, and magazines. Frequent writing assignments.

*Meets Humanities I-A requirement*

*E. Hill*

*Prereq.* 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.; 4 credits

#### 101f(3) East - West

(First-year seminar; writing-intensive course)  
The Western fascination with the East is at least as old as Greek tragedy. From Troy and Persia then to India in the eighteenth century to the Middle East now, the worlds the West has conquered have, paradoxically, revealed to it the limits of its own political, philosophical, and literary practices. We will study both the Western writing that has defined itself against the East (Greek tragedy, eighteenth-century Orientalism, contemporary European philosophy) and the non-Western texts that have nonetheless deeply influenced it (*The Thousand and One Nights*, Hafiz, Arabic poetry, etc.).

*Meets Humanities I-A requirement*

*S. Ahmed*

*Prereq.* Only first-year students may preregister for this course; so, jr, and sr may inquire if there is space available during the first two weeks of class; 4 credits

#### 101f(4) A Little Learning

(First-year seminar; writing-intensive course)  
We will attempt to discover some of the most useful lessons we can learn regarding ourselves, those close to us, and others with whom we share this planet; and we will study how such knowledge may be expressed in literary and expository works. Texts include novels such as Cather's *The Song of the Lark*, Wharton's *Summer*, Barker's *The Man Who Wasn't There*, and others; also assorted poems, short stories and essays.

*Meets Humanities I-A requirement*

*R. Shaw*

*Prereq.* 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.; 4 credits

#### 101f(5) Multicultural Families

(First-year seminar; writing-intensive course)  
This course examines the various ways the multicultural family in contemporary American, British, European, and South African culture is imagined by writers and filmmakers. Issues to be explored include: generational conflict, the struggle to "break away," and the claims of memory and nostalgia. Above all, the course seeks to explore the range of cultural forms in which these themes find expression.

*Meets multicultural requirement; meets Humanities I-A requirement*

*D. Weber*

*Prereq.* 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.; 4 credits

#### 101f(6) Contemporary Autobiography: Race, Sexuality, Style

(First-year seminar; writing-intensive course)  
We will examine contemporary American writers who employ a variety of genres to create autobiography. 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*

*Prereq.* 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.; 4 credits

*101f(7) Metaphor, Allegory, Symbol, and Myth: the Essentials of Interpretive Reading* (First-year seminar; speaking- and writing-intensive course) This seminar will give students the opportunity to read some important works of literature in the light of some basic concepts of literary criticism. Primary texts: Shakespeare, *A Midsummer Night's Dream*, *King Lear*; Milton, *Paradise Lost*, I & II; Dickens, *Bleak House*; poems by Coleridge and Wordsworth; T.S.Eliot, "Burnt Norton." Secondary texts: Virgil's *Aeneid*, I-II; Ovid, *Metamorphoses*, selected critical essays.

*Meets Humanities I-A requirement*

*F. Brownlow*

*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.; 4 credits*

*101f(8) How to Read a Poem* (First-year seminar; writing-intensive course) This course will be an introduction to the study of poetry with a focus on the lyric. We will read poems, poetry criticism, and poetic theories, including work by John Donne, William Wordsworth, Elizabeth Bishop, Denise Riley, William Empson, Yuri Lotman, Eve Sedgwick, Fredric Jameson, and Susan Stewart. We will be particularly concerned with poetic structure and form and the ways in which a poem's formal and stylistic features can both hide and reveal historical pressures.

*Meets Humanities I-A requirement*

*N. Alderman*

*Prereq. 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.; 4 credits*

*101f(9) Medical Narratives* (First-year seminar; writing-intensive course) A study of writing by and about physicians, patients, and the communities and cultures that shape their stories. Readings will be drawn from fiction, nonfiction, drama, and autobiography by Willa Cather, Margaret Edson, Doris Lessing, Ian McEwan, William Carlos Williams, Virginia Woolf, Anatole Broyard, John Berger, Arthur Conan Doyle,

Atul Gawande, Jerome Groopman, and Gabriel Weston.

*Meets Humanities I-A requirement*

*S. Sutherland*

*Prereq. 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.; 4 credits*

*101f(10) Images of the Self* (First-year seminar; writing-intensive course) This course will look at how the question "Who am I?" has formed works of literature. We will investigate how identity is formed or not formed by forces such as society, circumstance, and family. We'll examine body image, race, gender, class, personal voice, perception, and ancestry. Course material will be drawn from poetry, fiction, drama, memoir, and film, including Maxine Hong Kingston's *The Woman Warrior* and Shakespeare's *As You Like It*, as well as shorter readings by Emily Dickinson, Adrienne Rich, Dorothy Allison, Alice Walker, Zora Neale Hurston, and Jamaica Kincaid. Students will have the opportunity to explore themselves, both as individuals and as writers.

*Meets Humanities I-A requirement*

*K. Osborn*

*Prereq. 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.; 4 credits*

*101f(11) Ophelia* (First-year seminar; writing-intensive course) Mentioned in songs, namesake of pretty bed-sheets, MySpace pages, and pop-psychology best-sellers—Ophelia's flowered, white-nightgown presence is felt beyond the boundaries of *Hamlet*. She has not only permeated popular culture: Ophelia is present in many rereadings of female literary characters who meet a tragic and watery end. Yet technique of the role has not been explored nearly as much as other female roles in Shakespeare's work. In addition to a close reading of *Hamlet*, our texts will include nineteenth- and twentieth-century novels, Pre-Raphaelite paintings, critical essays, film, and early travelogues of mermaid sightings.

*Meets Humanities I-A requirement*

*J. Pyke*

*Prereq. fy; 4 credits*

*Spring 2011**101s(1) Lives on the Boundaries: Borderland Identities in American Literature*

(First-year seminar; speaking- and writing-intensive course) Who decides which categories are available for defining one's sense of self? How do categories themselves complicate our ability to make sense of who we are and our place in the world? How do stark binaries such as "Black/White," "Man/Woman," or "American/Foreigner" prove problematic for those who find themselves somewhere in between, or indeed outside of, these imagined worlds? In this course we will consider how authors in the United States have used fiction writing and memoir to answer questions about mixed, marginalized, or unacknowledged identities; in doing so, we will explore how language itself paradoxically creates and challenges available labels.

*Meets multicultural requirement; meets Humanities I-A requirement*  
*L. Greenfield*

*Prereq. 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; 4 credits*

*101s(2) The Nonhuman*

(First-year seminar; speaking- and writing-intensive course) This course will examine representations of figures not considered human, especially the monster, the machine, and the animal. We will analyze the literary and cinematic techniques with which nonhuman figures are depicted, the social and political concerns such figures address, and the idea of the "posthuman." Authors, filmmakers, and critics may include Crane, Cronenberg, Haraway, Kafka, London, Martel, Ritvo, Romero, Scott, Sewell, and Shelley.

*Meets Humanities I-A requirement*  
*E. Young*

*Prereq. 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; 4 credits*

*101s(3) Error and Self-Discovery*

(First-year seminar; writing-intensive course) Mary Wollstonecraft once wrote that the key for women to enlarge their minds was to err

and "frequently go astray." This course will explore how many writers plot their stories and poems around all types of mistakes, errors, or missteps both intentional and accidental. We will discuss what kinds of knowledge about the self and the world the fall into error might offer, how we know when we've made mistakes, and what kind of change or redemption is possible in the wake of these discoveries. Readings will be drawn from Milton, Rousseau, Wordsworth, Coleridge, Wollstonecraft, Austen, Christina Rossetti, and Wharton, as well as a few contemporary writers.

*Meets Humanities I-A requirement*

*K. Singer*

*Prereq. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits*

*101s(4) Underworlds (and Otherworlds)*

(First-year seminar; speaking- and writing-intensive course) This seminar focuses on literary visits to alternative worlds to explore the use of forbidden, exotic, unfamiliar, or uncanny locales in expressions of heroic identity. By studying the tropes of death, disappearance, metamorphosis, and rebirth, we'll also consider the relevance of the mythographical as a device used by poets, novelists, and filmmakers throughout time. Among our readings will be works by Virgil, Chrétien de Troyes, Edmund Spenser, Daniel Defoe, Thomas Pynchon, J. M. Coetzee, and the film *Blade Runner*.

*Meets Humanities I-A requirement*

*W. Yu*

*Prereq. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits*

*103f English for Multilingual Speakers I*

(Speaking- and writing-intensive course) Intended for students whose native language is not English and who would like to refine their writing and speaking skills by composing frequent short essays in response to a variety of texts written in English. There will be oral presentations as well as exercises in style, usage, dramatic reading, textual analysis, and research techniques at the college level. Although it is the first in a two-course sequence

(103f-104s), international students who have already taken English 104s may register.

*Does not meet a distribution requirement*

*J. Brownlow*

*Offered on a credit/no credit basis only (no letter grading); 4 credits*

#### **104s English for Multilingual Speakers II** (Speaking- and writing-intensive course)

This is a writing- and speaking-intensive course for international students at all levels. It is designed for those who would like to improve their English writing and speaking skills by working on a one-to-one basis with an English instructor. Each student will have one 90-minute tutorial with the instructor in order to work on written assignments of various lengths and, if appropriate, to discuss writing assignments in other courses. The purpose of the meetings will be to assess the student's writing level and give personalized instruction in the conventions of college-level writing, research, and academic discourse.

*Does not meet a distribution requirement*

*The department*

*4 credits*

#### **106s Reading Across Cultures**

(Writing-intensive course)

*Meets Humanities I-A requirement*

*The department*

*4 credits*

#### **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 an English major 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*

*E. Young, K. Singer, A. Martin, W. Yu, C.*

*Benfey, W. Quillian, F. Brownlow, E. Hill, R.*

*Shaw, S. London, H. Holder*

*4 credits*

### **Creative Writing and Journalism**

#### **201fs Introduction to Creative Writing**

(Writing-intensive course) In this course we will begin by using paintings based on ancient myths as the inspiration for short exercises in characterization, setting, plot, dialogue, and scene. Once these are completed and discussed in class, students are invited to create their own founding myths, stories, and poems.

*Does not meet a distribution requirement*

*V. Martin, L. Glasser, K. Osborn, S. London, R. Wilson*

*Prereq. soph, second-semester fy with permission of instructor; Instructors of individual sections may require a writing sample to settle enrollments; 4 credits*

#### **202fs Introduction to Journalism**

(Writing-intensive course) The finest journalists are professors to the people. They educate citizens so as to facilitate reasoned, fact-based dialogue on subjects as diverse as politics, poverty, war, science, and the arts. We will look at journalism's role in the culture as well as some of its failings and foibles. Students will try their hand at writing about an event, a person and an issue using the reporter's skills of interviewing, research, and thoughtful analysis to produce snapshots of the world inside and outside the College gates. Curiosity leads. Mastery follows.

*Does not meet a distribution requirement*

*C. S. Manegold, A. Bass*

*Prereq. soph, second-semester fy with permission of instructor; 4 credits*

#### **203f 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. Writing short stories will comprise the main work of this course, and students will work specifically on point of view, development of scenes, characterization, plot, and narration.

*Does not meet a distribution requirement*

*S. London*

*Prereq. soph, or permission of instructor; 4 credits*

### **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. so, jr, sr, or permission of instructor; 4 credits*

### **300f Writing Historical Fiction**

(Writing-intensive course) Does historical fiction offer readers something history books cannot? What obligation does the writer of historical fiction have to the verifiable facts of the past? Is history a place we can visit, or is it a living force, defining the present? Isn't there a sense in which all fiction is historical fiction? In this course we'll consider these and other questions as we read and write historical fiction. We'll go out with our shovels and teaspoons to dig in the past, unearthing the psychological atmosphere, the gossip, the voices, and the important lies that will show us the way to breathe new life into the cold, dead facts of history.

*Meets Humanities I-A requirement*

*V. Martin*

*Prereq. jr, sr, English 203, or permission of instructor; meets English department seminar requirement; 4 credits*

### **301fs Studies in Journalism**

*Fall 2010*

#### **301f(1) Digital and Multimedia Journalism**

(Writing-intensive course) The fast-changing landscape of new information technologies, from the Internet to iPods, is redefining the nature and practice of journalism today. We will explore the multimedia platforms available to journalists and learn how to tell sto-

ries across these platforms. We will examine the political, sociological, legal, and ethical issues raised by these media technologies and study the impact of the Web on the traditional watchdog role of the press. Students will be asked to write a blog and stories about an event and person. They will also be asked to create a podcast and/or a slide show to be posted online. Rough drafts, rewrites and individual meetings with the professor are required.

*Meets Humanities I-A requirement*

*A. Bass*

*Prereq. jr, sr; meets English department seminar requirement; 4 credits*

#### **301f(2) Magazine Writing - Sequence 1**

(Writing-intensive course) In this class we will read extensively from contemporary articles in the *New Yorker*, *Slate*, *Vanity Fair*, the *New York Times Sunday Magazine*, and other mainstream publications as we study the best magazine writing in America today. Writing assignments will stress getting students out of the library and "into the world." Each student will be asked to pursue stories of her own, and produce original writing distinguished by solid reporting, independent research, and compelling and elegant prose.

*Meets Humanities I-A requirement*

*C. Manegold*

*meets English department seminar requirement; 4 credits*

*Spring 2011*

#### **301s(1) Health and Science Journalism**

(Community-Based Learning course; writing-intensive course) Good medical and science journalism has never been more important in understanding our world and how to fix it. This course is an introduction to the skills needed to cover medical and science news and communicate science to the general public. It will focus on how to report and write daily news stories and longer features. We will also explore controversies in science and ethical issues raised by media coverage of science and medicine. Students will be asked to write a news story, a profile, an issues story and an opinion piece on an important issue in science. Rough drafts,

rewrites, and individual meetings with the professor are required.

*Meets Humanities I-A requirement*

*A. Bass*

*Prereq. jr, sr, equivalent writing course or permission of instructor; meets English department seminar requirement; 4 credits*

**\*301s(2) Journalism History and Ethics: The Role and Function of the Fourth Estate** (Writing-intensive course) Can a story be accurate but false? Should reporters value protecting national security over telling the truth? Is it ethical to tell a lie if it allows access to important information? Journalists face difficult ethical dilemmas every day. But how do they know what to do? Are there rules? In this class we will study ethics in journalism from the time of the muckrakers to the rise of the blog.

*Meets Humanities I-A requirement*

*C. S. Manegold*

*Prereq. jr, sr; meets English department seminar requirement; 4 credits*

### **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*

*K. Osborn*

*Prereq. jr, sr, 8 credits in department beyond English 101, including 203 or equivalent, submitted writing sample, and permission of instructor; meets English department seminar requirement; 4 credits*

### **304s Verse Writing II**

(Writing-intensive course) In this workshop students will generate new poems, working in both free verse and traditional forms. Emphasis will be given to honing elements of craft, to developing one's "voice," and to the all-important process of revision. Readings will include books by contemporary poets, with workshops devoted to critiquing student work and discussing the poems of established writers.

*Meets Humanities I-A requirement*

*S. London*

*Prereq. jr, sr, 8 credits in department beyond*

*English 101, including 204; meets English department seminar requirement; 4 credits*

### **\*305s Writing Literature for Children**

(Speaking- and writing-intensive course) A workshop focusing on writing for children at different age levels. Students will work on a variety of projects in fiction and nonfiction, and experiment with different styles, forms, and approaches. Weekly writing and editing assignments and selected readings of children's literature are required. The course includes guest lectures (which are open to the campus) and field trips.

*Meets Humanities I-A requirement*

*C. Demas*

*Prereq. jr, sr, 8 credits in department beyond English 101 including either 201 or 204, 265, and permission of instructor. Creative writing sample must be submitted to instructor during advising week.; meets English department seminar requirement; 4 credits*

### **306f Advanced Poetry Workshop: Exercises in Process and Capture**

(Speaking- and writing-intensive course)

This course asks students to create poems, focusing on poetic process, rather than poem as product. How to capture the unpredictable? How to put together language, and then to strip it apart? How to remain open and flexible to what comes? In foregrounding these questions, the poets Claudia Rankine, Charles Bernstein, and Eileen Myles understand making poetry as a living process discovered in the realm of conceptual possibility. We will share, discuss, and critique student poems, engaging with one another and with texts by contemporary poets, constructing poems through several experimental exercises that consider the body, observations, dream knowledge, visual art, and collaboration.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*R. Wilson*

*Prereq. jr, sr, 8 credits in department beyond English 101, including English 201 or English 204; 4 credits*

## Intermediate Literature Courses

### 210f The Development of Literature in English: Medieval through Commonwealth

A narrative of English literary history from the Old English period to the Restoration of the monarchy (700-1660), paying attention to works, authors, and genres, and to changes of language and culture. Readings include *Beowulf*, selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, a Shakespeare play, and selections from such authors as Julian of Norwich, Sir Thomas Wyatt, Edmund Spenser, Sir Philip Sidney, John Donne, Andrew Marvell, and John Milton.

*Meets Humanities I-A requirement*

*F. Brownlow*

*Prereq. soph, or permission of instructor; meets English department pre-1700 requirement; 4 credits*

### 211fs Shakespeare

(Speaking-intensive course; Same as Theatre Arts 281) 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*

*E. Hill, F. Brownlow*

*Prereq. soph, jr, sr or permission of instructor; meets English department pre-1700 requirement; 4 credits*

### 213s The Literature of the Later Middle Ages

(Speaking- and writing-intensive course) This course will examine a variety of English works and genres written in the thirteenth through fifteenth centuries. Our concentration will be principally on the *Gawain*-poet, Chaucer, Langland, Margery Kempe, and Lydgate. Most of our readings are in Middle English.

*Meets Humanities I-A requirement*

*W. Yu*

*Prereq. so, jr, sr, English 200; meets English department pre-1700 requirement; 4 credits*

### 220s Enlightenment and Modernity

(Same as Critical Social Thought 249) 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 Enlightenment's own authors—e.g., Hobbes, Locke, Rousseau, Diderot, Kant and Hegel—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, or permission of instructor; meets English department 1700-1900 requirement; 4 credits*

### 221s Introduction to Comparative and Transnational Studies

Transnational studies speak to our deepest cosmopolitan desires, to inhabit a space no longer fragmented by political divisions. Its roots reach back to the Enlightenment, when non-European works began to enter European studies. The idea of a world culture originated, in other words, when European states consolidated their world rule. Studying translations from Indian, Persian, Arabic, and Greek sources, philosophy from the Enlightenment to the present, and recent theories of globalization, we will consider how comparative and transnational studies read the different worlds hidden within our apparently-one world.

*Meets Humanities I-A requirement*

*S. Ahmed*

*Prereq. so, jr, sr; Gateway course to proposed thematic minor in Comparative Literature and Transnational Studies (2010-2013); 4 credits*

### 222f Dante's Journey

(Same as Italian 223) How does one think about the world, or—better still—the universe, through a work of art? Can poetry really act as compass in the journey of life, and bring into focus questions that truly matter to us? Readers across centuries and cultures have found in Dante's *Divine Comedy* such a work. This masterpiece not only explores the theater of human passions with extraordinary insight and depth, but also meditates on

questions of personal and civic responsibility, faith and justice, as much as authorship and poetics. This course frames discussion of the poem within the literary, political and intellectual history of its time, as well as the stunning trajectory of its reception.

*Meets Humanities I-A requirement*

*F. Naitana*

*Taught in English; 4 credits*

### **\*233f Introduction to Queer Theory**

This course introduces students to the social and political contexts mediating nonnormative gender and sexual expression since the nineteenth century. In our examination of queer epistemological genealogies and methodologies, we will also consider the value of queer theory as a subjectless analysis as opposed to a queer of color critique that calls into question the sedimentation of a white, male, North American queer identity with global pretensions.

*Meets Humanities I-A requirement*

*I. Day*

*Prereq. soph, or permission of instructor; 4 credits*

### **235s Modern British Poetry**

This introduction to modern British poetry pays special attention to the emergence, consolidation, and dismantling of modernist poetry and poetics. It will link this literary history with, amongst other things, the loss of faith, the two world wars, and the relationship between monumental aesthetics, utopian poetics, and totalitarian politics. Writers will include Hardy, Yeats, Eliot, H.D., and Auden.

*Meets Humanities I-A requirement*

*N. Alderman*

*Prereq. soph, or English 200; 4 credits*

### **237s Nineteenth- and Twentieth-Century Scottish Literature**

In *The Quarry Wood*, Martha's father teaches her, "Scotland is bounded on the South by England...and on the West by Eternity." This course explores that paradox, tracing the relationship of Scottish literature to European history and the making of Scottish identity, understanding language and form as political actions in the creation of Scotland's national, international, and mythologized identities. Selections survey Enlightenment thought,

sentimentalized Scotland (the Kailyard school), grim "realism," modern novels, and contemporary fiction, and may include Hume, Smith, Scott, Burns, Barrie, Stevenson, MacDiarmid, Gibbon, E. Muir, W. Muir, Shepherd, Kelman, television, and film.

*Meets Humanities I-A requirement*

*J. Pyke*

*4 credits*

### **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*

*D. Weber*

*Prereq. soph, or permission of instructor; meets English department 1700-1900 requirement; 4 credits*

### **250f African American Literature**

This course offers an introduction to the literary works of African Americans from the late-eighteenth century to the present, with an emphasis on poetry and fiction. Beginning with slave narratives and early poetry, we will consider issues of genre, literary traditions, and historical context while gaining experience in reading and analyzing literary texts. We will examine how authors consciously went about creating a literary tradition that mirrored, challenged and created a dialogue with the American canon.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*G. Pemberton*

*Prereq. soph, second-semester fy with permission of instructor; 4 credits*

### **252s Harlem Renaissance**

The course will study the literature, politics, and art of the Harlem Renaissance—roughly a period from 1915 to 1940. The New Negro Movement brought together writers, artists, philosophers, musicians, and everyday people from many parts of the United States and the Caribbean to New York City's Harlem. Their efforts to create a distinct African American art resulted in a flowering of art from several



different perspectives. The era has most frequently been thought of as a 1920s-only phenomenon, and many have suggested that it was less a “renaissance” than a first flowering of a collective artistic spirit. We will energetically take on the debate.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*G. Pemberton*

*Prereq. soph, or permission of instructor; 4 credits*

### 253s African Literature

An introduction to African literature in English since 1960. Fiction, drama, autobiography, essays by such writers as Ama Ata Aidoo, Ayi Kwei Armah, Chinua Achebe, Buchi Emecheta, Ngugi was Thiong’o, Chimamanda Adichie, Chris Abani, Sindiwe Magona, and Zoe Wicomb. Particular attention to themes of exile and imprisonment, political struggle before and after independence, the convergence of oral cultures and European languages, and the emergence of postcolonial and feminist discourses in contemporary Africa.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*J. Lemly*

*Prereq. soph, or permission of instructor; 4 credits*

### 254s Postcolonial Theory

(Same as Critical Social Thought 254) 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. soph, jr, sr, or permission of instructor; 4 credits*

### 265f Survey of Literature for Children and Young Adults

(Speaking- and writing-intensive course)

This class provides a broad overview of literature for children and young adults. It will in-

clude historical and contemporary considerations, criticism, and representative works from major genres.

*Does not meet a distribution requirement*

*M. Lambert*

*Prereq. 8 credits in department beyond English*

*101; this course is a prerequisite for English*

*305, Writing Literature for Children.; 4 credits*

### 267f Reading and Writing in the World

(Writing-intensive course; Same as Environmental Studies 267) “*Most people are on the world, not in it.*” —John Muir. An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, and Annie Dillard; field trips; and writing assignments—weekly field notes and journals, analytical papers, and personal essays.

*Meets Humanities I-A requirement*

*J. Lemly, L. Savoy*

*Prereq. Permission of instructor; 4 credits*

### \*270f Nineteenth-Century American Women Writers

(Same as Gender Studies 204) In this cross-cultural examination of nineteenth-century American women writers, we will compare a number of works of fiction, prose, poetry, and autobiography. We will discuss how writers created sophisticated and insightful critiques of American culture and imagined or re-presented new American identities and histories. We will also consider tensions between “sentimental” idealism and political pragmatism, restrictive domesticity and dangerous autonomy, and passionless femininity and expressed sexuality. Authors may include Alcott, Child, Far, Fuller, Harper, Hopkins, Ruiz de Burton Wilson, and Winnemucca.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*L. Brown*

*Prereq. soph, second-year fy with permission of instructor; meets English department 1700-*

1900 requirement; 4 credits

**\*274f Introduction to Asian American Literature**

This course surveys Asian American literature (Chinese, Japanese, Korean, Filipino, Vietnamese, South Asian) since the late nineteenth century, including fiction, memoir, drama, and poetry. Throughout the course we will evaluate major developments and debates in the field, including feminist critiques of cultural nationalism; the gender politics of genre; and domestic, transnational, and queer critical frameworks. Readings of primary texts will be supplemented by historical and critical source materials. Authors may include Edith Eaton, Louis Chu, John Okada, Theresa Hak Kyung Cha, David Henry Hwang, Jessica Hagedorn, Chang-rae Lee, Jhumpa Lahiri, and Andrew Pham.

*Meets multicultural requirement; meets Humanities I-A requirement*  
*I. Day*

*Prereq. soph, or permission of instructor; 4 credits*

**280f 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; 4 credits*

**285f Transatlantic Romanticisms**

This course will consider the literary conversations between nineteenth-century British and American writers after the American and French Revolutions. We will carefully com-

pare how authors such as Wordsworth, Coleridge, Hemans, Emerson, Poe, Hawthorne, and Sigourney described the special Anglo-American relationship and how they contemplated such Romantic problems as democratic freedom, the romantic imagination, and new world discovery. Readings may include tracts on the Revolutions, reactions to slavery and abolition, early Caribbean literature, women’s literary ventures, early nature and science writing, the gothic or “dark Romanticism,” and examples of the nationalist, historical tale.

*Meets Humanities I-A requirement*  
*K. Singer*

*Prereq. so, jr, sr, or permission of instructor; meets English department 1700-1900 requirement; 4 credits*

**286f Sexuality and Women’s Writing**

(Same as Gender Studies 204) An examination of how U.S. women writers in the twentieth and twenty-first century represent sexuality in prose. Topics to include: lesbian, queer, and homoerotic possibilities; literary strategies for encoding sexuality; thematic interdependencies between sexuality and race; historical contexts such as the “inversion” model of homosexuality and the Stonewall rebellion; and theoretical issues such as the “heterosexual matrix” and the “epistemology of the closet.” Authors studied may include Allison, Bechdel, 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; 4 credits*

**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 2010–2011. Enrollment in all these seminars and courses is restricted (15 or fewer in tutorials and seminars; 30 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 spoken by Germanic peoples in Britain from the early 400s to just after the Norman Conquest in 1066. In this course, you will learn it. We will read the oldest English poetry in the original language, including “Caedmon’s Hymn,” “The Seafarer,” “The Wanderer,” “Dream of the Rood,” “The Battle of Maldon,” and the epic of Judith, the warrior maiden who leads her army to heroic conquest (“Sloh tha wunden-locc thone feondsceathan fagum mece ...”). A working knowledge of English grammar is recommended.

*Meets Humanities I-A requirement*

*S. Harris*

*Prereq. jr, sr, 8 credits in department beyond English 101; meets English department pre-1700 requirement; 4 credits*

#### **312f Shakespeare, Adapted and Interpreted**

“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*

*F. Brownlow*

*Prereq. jr, sr, 8 credits in department beyond English 101, including English 211; meets pre-1700 requirement; meets English department seminar requirement; 4 credits*

#### **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*

*E. Hill*

*Prereq. English 210; meets English department pre-1700 requirement; 4 credits*

#### **316f Topics in Medieval Literature:**

##### **Alliteration and the Medieval Poem**

(Speaking- and writing-intensive course) Alliteration, Paul Fussell observes, is especially amenable to the poetry of the English language. In this course, we will ask how alliterative practices operate in medieval English verse, and what it means to encounter alliterative poetry as a mode of thought. To do so, we’ll explore a variety of works through their religious, political, and philosophical contexts. By studying the partnership of poetic form and content, the rise and uses of medieval vernacularity, and the materiality of language, this course will explore what is entailed in an “alliterative tradition.” Readings will include some Anglo-Saxon poetry, *Sir Gawain and the Green Knight*, and *Piers Plowman*.

*Meets Humanities I-A requirement*

*W. Yu*

*Prereq. jr, sr, English 200 and English 210 or 213; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits*

**317f Studies in Renaissance Literature: Renaissance Theater and the Early Modern Book**

(Same as Theatre Arts 350) The commercial theater of Shakespeare and his contemporaries evolved as a popular art as the emerging market for printed books began to create a popular literature. Theaters, acting companies, plays and theatrical audiences helped shape one another, as the book trade shaped and was shaped by reading publics. Case studies in plays by such writers as Christopher Marlowe, William Shakespeare, Thomas Dekker, Ben Jonson, Thomas Middleton, Elizabeth Cary, and John Webster; sustained attention to acting companies, performance practices such as cross-dressing, as well as to gender roles and sexuality. Substantial opportunity for independent work reflecting each student's interests.

*Meets Humanities I-A requirement*

*P. Berek*

*Prereq. jr, sr, 8 credits in department beyond English 101; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits*

**318s John Donne**

The life and works of John Donne, in both verse and prose.

*Meets Humanities I-A requirement*

*E. Hill*

*Prereq. jr, sr, 8 credits in department including English 210; meets English department pre-1700 requirement; meets English department seminar requirement; 4 credits*

**323s Gender and Class in the Victorian Novel**

(Same as Gender Studies 333) 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*

*A. Martin*

*Prereq. jr, sr, 8 credits in department including English 220, 230; meets English department 1700-1900 requirement; 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*

*A. Martin*

*Prereq. English 220 or English 323 and at least 4 credits in art history or film studies; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits*

**330s The Modern British Novel: D.H. Lawrence and Virginia Woolf**

A study of the modernist movement in Britain in the early twentieth century, with the focus on the fiction and nonfiction writings of D.H. Lawrence and Virginia Woolf. Readings will include Lawrence's *Sons and Lovers*, *The Rainbow*, and *Women in Love*; Woolf's *Mrs. Dalloway*, *To the Lighthouse*, and *The Waves*. Readings will also include critical essays by each author as well as brief critical biographies and selected secondary criticism.

*Meets Humanities I-A requirement*

*W. Quillian*

*Prereq. jr, sr, 8 credits in department beyond English 101; 4 credits*

**332s Modern Drama**

(Same as Theatre Arts 332) A study of the 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 theatre arts; satisfies theatre arts department seminar requirement (Theatre Arts 350); 4 credits*

### **\*334s Queer Kinship in Asian North American Literature and Film**

(Same as Gender Studies 333) This course examines alternative kinship formations in Asian North American cultural production. It will focus on the gender and sexual management of racial bodies since the nineteenth century, from the U.S. Page Law of 1875 that restricted Chinese women on the basis of their presumed sexual immorality to various forms of "racial castration" that mediate Asian masculinities. We will consider how alternative kinship arrangements and queer cultural projects expose and/or upset the narrative assumptions embedded in heteronormative scripts of national belonging.

*Meets multicultural requirement; meets Humanities I-A requirement*

*I. Day*

*Prereq. jr, sr, 8 credits in department beyond English 101. Preference will be given to students who have taken English 274, Introduction to Asian American literature; meets English department seminar requirement; 4 credits*

### **337s The Political Imagination in Contemporary South Africa**

This seminar examines the variety of literary and cultural expression in South Africa since the 1970s, focusing on the relations between art and political struggle. Among the topics to be discussed are the imagination of history in South African literature; the emergence of the Black Consciousness movement (and its legacies); responses to the Truth and Reconciliation Commission. Among the authors to be studied are Nadine Gordimer, J.M. Coetzee, Njabulo Ndebele, Zoe Wicomb, and Zakes Mda, along with a number of contemporary poets, playwrights, and filmmakers.

*Meets multicultural requirement; meets Humanities I-A requirement*  
*D. Weber*

*Prereq. jr, sr, 8 credits at the 300 level in English, history, politics, or related fields; meets English department seminar requirement; 4 credits*

### **344s Projects in Critical Thought**

This course will explore the work of a range of important cultural theorists of the twentieth century and consider what they can contribute to the analysis 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.

*Meets Humanities I-A requirement*

*N. Alderman*

*Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits*

### **345s Studies in American Literature**

*Spring 2011*

*345s(1) The Career and Legacy of Richard Wright*

The first half of this seminar examines the major works of Richard Wright, including *Uncle Tom's Children*, *12 Million Black Voices*, *Native Son*, *Black Boy*, and *Black Power*. The second half explores Wright's literary influence along with his political legacy to a range of modern and contemporary authors, including Zora Neale Hurston, Chester Himes, 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; meets English department seminar requirement; 4 credits*

*345s(2) Faulkner and Modern Southern Writing*

Studies of works, principally novels and short stories, by Southern writers from the late 1920s on. The main emphasis is on Faulkner; others to be read may include Tate, Welty, Hurston, O'Connor, Percy, and Martin.

*Meets Humanities I-A requirement*

*The department*

*Prereq. jr, sr, 8 credits in department beyond English 101; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits*

**347f Modern Urban British Novel**

As London and the British novel enter the new millennium, both are sites of competing histories, traditions, and agendas. This course will map the city's progress from the center of an empire to a node in the global world's economy, and chart the twentieth-century novel's movement from realism to postmodernism and beyond. Beginning by contrasting the realist London of Conan Doyle's *Sherlock Holmes* with Virginia Woolf's modernist version in *Mrs. Dalloway*, we will go on to trace the development of the post-1945 British novel.

*Meets Humanities I-A requirement*

*N. Alderman*

*Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits*

**\*349s 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 neo-conservatism; 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*

*S. Ahmed*

*Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits*

**\*350s Studies in African American Literature: Slavery and the Literary Imagination**

(Speaking- and writing-intensive course) In this course we will study American works that focus on enslavement in America and the ways in which historical fact and literary conventions inform representations of enslaved and self-emancipated people, as well as enslavers, abolitionists, and free people of color. In what ways do race, class, region, and history influence portrayals of slavery? How do conventions of the slave narrative and sentimental novel affect the representation of slavery and freedom? Authors may include Octavia Butler, Charles Chesnutt, Frederick Douglass, William Lloyd Garrison, Lawrence Hill, and Harriet Beecher Stowe.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*L. Brown*

*Prereq. jr, sr, 8 credits in department beyond 101, including at least one of the following: English 240, 241, 250; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits*

**353s Readings in Literary Biography**

Biography is both a literary genre and a mode of literary scholarship. This course will explore some varieties of the biographical impulse in both fiction and nonfiction. We will begin with eighteenth-century British models: Samuel Johnson's *Lives of the English Poets* and James Boswell's *Life of Johnson*. Then we will turn to ideas of biography and literary portraiture in the work of Henry James and Gertrude Stein. We will explore the shift associated with the advent of Freud and the Bloomsbury innovations of Lytton Strachey and Virginia Woolf, and with close attention to recent experiments in biography by writers such as Janet Malcolm, Rachel Cohen, and Richard Holmes.

*Meets Humanities I-A requirement*

*C. Benfey*

*Prereq. jr, sr, 8 credits in department beyond English 101; meets English department seminar requirement; 4 credits*

**356f The Poetry and Prose of Langston Hughes**

This course will make an extensive and intensive examination of the prose and poetry of Langston Hughes—the often-called poet laureate of African Americans. Beginning with his early poetry from the Harlem Renaissance, we will study Hughes's contributions as a literary and cultural figure—reading his work, that of Négritude writers and examining his work with coauthors such as Zora Neale Hurston and Roy DeCarava.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*G. Pemberton*

*Prereq. jr, sr; 4 credits; meets English department seminar requirement*

**358f Studies in Asian American Literature: Asian American Theater**

(Same as Theatre Arts 350) In this course we shall examine the emergence and development of Asian American theater, focusing on issues of genre; ethnic stereotyping; immigrant, hybrid, and global identity; sexuality; and family roles. To provide context for the plays, we shall track the emergence of Asian American theatrical institutions, including East West Players, the Asian American Theater Company, and Pan Asian Rep. Readings will include works by the following playwrights: Frank Chin, Genny Lim, Velina Hasu Houston, Philip Kan Gotanda, David Henry Hwang, Shishir Kurup, and Wakako Yamauchi.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*H. Holder*

*Prereq. jr, sr, 8 credits in department beyond English 101, or permission of the instructor; meets English department seminar requirement; 4 credits*

**359f Emily Dickinson in Her Times**

(Community-Based Learning course; Same as Gender Studies 333-02) This course will examine the writing of Emily Dickinson, both her poetry and her letters. We will consider the cultural, historical, political, religious, and familial environment in which she lived. Special attention will be paid to Dickinson's place as a woman artist in the nineteenth century. The class will meet at the

Dickinson Museum (280 Main Street in Amherst and accessible by Five College bus). Enrollment is limited to ten students.

*Meets Humanities I-A requirement*

*M. Ackmann*

*Prereq. jr or sr; 8 credits in gender studies, or permission of instructor; application at <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits*

**372s Gender and War**

(Same as Gender Studies 333) This seminar will focus on depictions of war in the context of gender. When asked how we might prevent war, Virginia Woolf suggested that we must invent new language and methods rather than follow the path of the traditional "procession of educated men." What language emerges in works about the effects of war? Texts will include essays and films as well as selected works by writers such as Alcott, Whitman, Crane, Twain, Hemingway, Woolf, Silko, Morrison, and O'Brien.

*Meets Humanities I-A requirement*

*L. Glaser*

*Prereq. jr or sr; 8 credits beyond the 100 level in English or Gender Studies; meets English department seminar requirement; 4 credits*

**374s Hitchcock and After**

(Same as Film Studies 320) 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; meets English Department seminar requirement; 4 credits*

### 375s Black Texts, Black Experiments:

#### Contemporary African American Poetics

In this seminar, we will look to contemporary African American works that deploy the “experimental” under the signs of poetry, fiction, art, and journal. We will explore the cross-genre (e.g., poem/picture, theory/play, memoir/film) as we address issues of race, gender, and sexuality in a number of current works. Authors and artists include Claudia Rankine, Tisa Bryant, Dawn Lundy Martin, Renee Gladman, John Keene, Christopher Stackhouse, Samuel Delaney, Kara Walker, Laylah Ali, and Wanda Coleman. Students will be asked to dissect several experimental texts through close reading, analysis, and discussion, building upon their findings in a number of critical and creative writing projects.

*Meets multicultural requirement; meets Humanities I-A requirement*

R. Wilson

*Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits*

### 377s Feminist Poetics: The Poetess, Prophet, and Revolutionary

(Speaking-intensive course; Same as Gender Studies 333) This seminar will explore innovations in eighteenth- and nineteenth-century women’s verse. By investigating experiments with narrative, genre, stanza form, meter, and figurative language, we will contemplate what political, social, and ideological problems women writers attempted to present and perhaps solve through linguistic creativity. Larger questions include how to define “feminist poetics” and what potential such a project might afford poets and thinkers today. To this end, we will read selections of poetry in conversation with contemporary feminist theory as well as representations of women’s incantation, prophecy, and singing by male poets and novelists of the day.

*Meets Humanities I-A requirement*

K. Singer

*Prereq. jr, sr, 8 credits in English and/or Gender Studies beyond the 100 level, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits*

### \*381s Asian American Literature in a Transnational Age

This seminar examines the distinct critical genealogies within Asian Canadian and Asian American literary and cultural studies over the last three decades, probing their evolving objectives and their intellectual futures.

Throughout the course, we will examine the major shifts and intersections in these fields, focusing in particular on: androcentric cultural nationalism; feminist and queer interventions; historical materialist, psychoanalytic, postcolonial, and deconstructive theoretical approaches; and domestic and transnational critical formations.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

I. Day

*Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department seminar requirement; 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*

W. Quillian

*Prereq. jr, sr, 8 credits in department including English 200, or permission of instructor; English 230 and English 280 highly recommended; meets English department seminar requirement; 4 credits*

### \*387f Re-imagining Los Angeles: Multiethnic Fictions of Tomorrowland

In Ridley Scott’s 1982 science fiction film, *Blade Runner*, Los Angeles is a beleaguered metropolis overrun by immigrant “hordes” and menacing replicants, presenting a dystopic forecast of multiculturalism. By surveying major genres in relation to the racialized and gendered contexts of migration, labor, and urban redevelopment, this course focuses on alternative constructions of Los Angeles in African American, Asian Ameri-



can, and Chicana/o short stories, novels, and film. Works will include *Southland*, *Tropic of Orange*, *Twilight: Los Angeles 1992*, *Their Dogs Came with Them*, *Devil in a Blue Dress*, *We Should Never Meet*, and *Kindred*.

*Meets multicultural requirement; meets Humanities I-A requirement*

*I. Day*

*Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits*

## 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, either English 295 or English 395. Note: Neither English 295 nor English 395 count toward course requirements for the major or minor.

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 and scholarship, or in creative writing and journalism, and who can demonstrate strong preparation and ability in the chosen area, may take 395 for 4 credits. Students should discuss their ideas for projects with appropriate faculty members in the department with whom they would like to work as well as their academic advisor. In most cases, a student should seek out faculty with whom she has already taken one or more courses, but if this is not possible, her advisor will try to help her arrange to work with an appropriate member of the department. (Students studying abroad may handle this via email.) While the department will try to find advisors for students who have not already reached an agreement with a potential advisor, there is no guarantee a student will be allowed to undertake an independent project. Again, 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, continue the independent work for an additional 4 credits, with a view toward writing a thesis to be submitted for honors.

### 295fs Independent Study

*Does not meet a distribution requirement*  
*The department*

*Prereq. soph, jr, sr, and permission of department; 1-4 credits*

### 395fs Independent Study

*Does not meet a distribution requirement*  
*The department*

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

# Environmental Studies

Because of the interdisciplinary nature of the major, curricular recommendations are provided by the Environmental Studies Advisory Committee: Professors Amy (politics), Bubier (environmental studies), Christiansen (economics), Dunn (geology), Kebbede (geography, on leave 2010–2011), Rachootin (biological sciences), Savoy (environmental studies), Schwartz (history), Werner (geology); Associate Professors Farnham (environmental studies), Hoopes (biological sciences), Millette (geography); Assistant Professor Corson (environmental studies); Visiting Assistant Professor Hooker (environmental studies).

## Contact Persons

Lauret Savoy, *chair*

Donna McKeever, *senior administrative assistant*

The study of environmental problems is inherently interdisciplinary. One cannot understand their origin, impact, or potential solutions without analyzing the behavior of natural systems, as well as their interaction with economic, political, and cultural factors. The environmental studies major provides students with an appreciation of the interdisciplinary nature of environmental issues and includes courses from the humanities, natural sciences, and social sciences. The program is concerned with the interactions between people and their environment, the effects the environment has on people, and the impact of human activities on the environment.

We encourage students considering graduate work or professional employment in environmental sciences to take as many courses as possible in the cognate sciences (chemistry, biology, geology, and physics) and mathematics (through calculus).

## Requirements for the Major

### Credits

- A minimum of 48 credits, including an area of concentration

### Courses

- Environmental Studies 100 (4 credits), Introduction to Environmental Studies
- 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.
- Environmental Studies 390 (4 credits), Senior Seminar in Environmental Studies
- Three 200- and four 300-level courses in an area of concentration (see details below). Independent study may be substituted for one of the required advanced level courses, with approval of advisor, but may not substitute for Environmental Studies 390. A maximum of two 200-level courses in the concentration may be used to fulfill core 200-level requirements, where appropriate and subject to advisor approval.
- In addition to the courses required for the major, students must take one 100-level science course with laboratory and one course in statistics: Economics 220, or Statistics 140 or 240. (See additional statistics requirements for individual concentrations.) These credits are not counted in the major, although required for the major.
- Students may take up to one 200-level and two 300-level courses off campus (study abroad, Five Colleges, etc.). A second different 200-level course may be taken within the Five Colleges. One additional Five College course at the 200- or 300-level may be taken but must be approved by advisor.

*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, students should have a solid working knowledge of those areas in the humanities, social sciences, and natural sciences that are related broadly to contemporary environmental issues. The pre-

requisites 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 145, Chemistry 101, and, particularly, Geology 101, Environmental Geology), and World Regional Geography (Geography 105.)

All students must take a 100-level lab science course (required for the 200-level lab science courses) and a course in statistics—either Statistics 140 or 240, *or* Economics 220. 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, Environmental Science, or 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 Economics 203, Environmental Economics or Politics 266, Environmental Politics in America). 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 web site, or from any member of the advisory committee. Other courses may be counted toward this

requirement with the approval of environmental studies advisor.

Additional 200-level courses are required for the concentration (see details below).

## Advanced Courses

Environmental studies majors must take five 300-level courses; one *must* be Environmental Studies 390, Senior Seminar, and four 300-level courses within the concentration (see below). Independent study (Environmental Studies 395) may be substituted for one of the required advanced courses, with approval of advisor.

## Areas of Concentration

Environmental studies majors must choose an area of concentration around which to organize their advanced course work. The recommended concentrations (and advisors) are: Conservation (Hoopes), Ecosystem Science (Bubier), Environmental Politics (Amy, Christiansen), Geoscience (Dunn, Werner), Nature/History/Culture (Farnham, Savoy, Schwartz), Organismal Biology (Rachootin), and Sustainable Development (Corson, Farnham, Kebbede, Savoy). Students must choose their concentration by advising period of the second semester of their sophomore year. Self-designed concentrations require approval by the Environmental Studies 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 at least 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 web site, 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 program chair.

## Course Offerings

### 100s Introduction to Environmental Studies

This course uses lectures, films, discussions, and field trips to introduce students to the complexity of selected environmental problems. In addition to fostering understanding of their origins, the course focuses on potential solutions using basic ecological, economic, political, and cultural concepts.

*Does not meet a distribution requirement*

*C. Corson, L. Savoy*

*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. One 100-level lab science; one course in statistics is recommended; 4 credits*

### \*204s Human Dimensions of Environmental Change

(Same as Geography 204) 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 pro-

vide 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*

*4 credits*

### 210f Political Ecology

This course will explore the historical, political, economic, social, and cultural contexts in which human-environment interactions occur. We will cover critical topics and trends in the field of political ecology, from its early manifestations to more recent expansions. Using case studies from the global south and north, we will discuss factors that shape social and environmental change across scales from the personal to the global, and we will examine the role of gender, race, class, and power in struggles over resources. Students will become familiar with the academic debates in which political ecologists are engaged, and they will apply the concepts discussed in a case of their choice.

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

*C. Corson*

*4 credits*

### 240f The Value of Nature

Through this seminar, students develop an in-depth knowledge of and articulate vocabulary for the significant and diverse ways that humans value the natural world - utilitarian, scientific, aesthetic, naturalistic, symbolic, ethical, and spiritual. We use these different typologies of human environmental values as frameworks for readings and discussion, extending our examination to historical and cultural variations in values, competing perspectives of the natural world, and other value concepts, including intrinsic and transformative value. We examine the concept of biophilia and probe the role values play in the concern over losses of biological diversity and its implications.

*Meets Humanities I-B requirement*

*T. Farnham*

*Prereq. Environmental Studies 100; 4 credits*

**241s Environmental Issues**

In this course, we will explore the different facets of numerous environmental policy issues and review the substantive aspects, legal themes, and regulatory structure of the major federal environmental laws. The laws covered in this course include the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, and others. The course objectives are for the student to learn the basic regulatory characteristics of the major laws and to become well-versed in the current environmental issues which we focus upon throughout the semester, such as global climate change, ocean degradation, energy resources, and biodiversity loss.

*Does not meet a distribution requirement*  
T. Farnham

*Prereq. Environmental Studies 100; 4 credits*

**267f Reading and Writing in the World**

(Writing-intensive course; Same as English 267) An introduction to reading and writing about nature, this seminar will attempt an exchange across distinct approaches to observing and describing the world around us. Do lenses of culture, discipline, and gender determine how we see and experience nature, environment, and place? Course work will include reading such authors as N. Scott Momaday, Henry David Thoreau, bell hooks, Leslie Marmon Silko, Mary Oliver, Terry Tempest Williams, Wendell Berry, and Annie Dillard; field trips; and writing assignments—weekly field notes and journals, analytical papers, and personal essays.

*Meets Humanities I-A requirement*

J. Lemly, L. Savoy

*Prereq. permission of instructor; 4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*  
The department

*Prereq. soph, jr, sr, and permission of instructor; 1-4 credits*

**317s Perspectives on American Environmental History**

(Speaking- and writing-intensive course) Explores the history of human-environment interactions in North America from precolonial times to the present from different cultural perspectives. How have such human activities

as migration, colonization, and resource use depended on or modified the natural world? How have different cultural perceptions of and attitudes toward environment shifted through time and helped to reshape American landscapes? Case studies include ecological histories of Native America and Euro-America, slavery and land use, wilderness and conservation, and environmental racism and social justice. Our approach entails historical review of scientific studies, literature, visual records, and oral tradition.

*Meets Social Sciences III-A requirement*  
L. Savoy

*Prereq. permission of instructor; 1 meeting (3 hours) and optional fourth hour; 4 credits*

**321s Conference Courses in Environmental Studies**

*Spring 2011*

**321s(1) Wetland Ecosystem Research**

(Speaking- and writing-intensive course) Peatlands have sequestered vast stores of soil carbon since deglaciation, accounting for approximately one-third of the global pool of soil carbon. This seminar will focus on responses of northern wetlands to climate change. In particular, we will address three main topics: the environmental controls on interannual and seasonal variability in CO<sub>2</sub> and CH<sub>4</sub> gas exchanges, the responses of plant communities along hydrologic and nutrient gradients to climate variability, and the influence of atmospheric nitrogen deposition on carbon exchanges and vegetation. Group discussion of primary scientific literature, independent research, and investigation of research methods are core components.

J. Bubier

*Prereq. At least 8 credits of 200 or 300-level laboratory science, and permission of the instructor; 4 credits*

**321s(2) 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 agricul-

tural 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.

*B. Hooker*

*Prereq. 8 credits of biology, chemistry, or environmental science; 4 credits*

**\*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; 4 credits*

**\*333s Landscape and Narrative**

(Speaking- and writing-intensive course)

Different stories or narratives—whether myth, literature, maps, or scientific theory—have been created about every region or environment on Earth as human attempts to describe and understand our connections with that place. How do braided strands of human history and natural history contribute to stories we tell of the land, and to stories we tell of ourselves in the land and of relational identity? In this reading and writing seminar we will reflect on how lifeways, homeplace, and identity of an individual or a community are linked with environment or the land. We will also create written and visual narratives of our own and explore creative environmental writing in reflection and action.

*Meets Humanities I-A requirement*

*L. Savoy*

*Prereq. jr., sr., permission of instructor; 4 credits*

**340f Political Economy of International Conservation**

This course uses concepts from political ecology to study the relationship between global political economy and environmentalism. Scholars from a variety of disciplines have charted the rise of a neoliberal economic paradigm in global political economy during the past 40 years. Drawing on a range of literature, we will reflect on changing perceptions of the market in international conservation policy during this time period. We will consider the political and ecological impacts of changing ideas, and associated conservation practices, including natural resource limits to growth, sustainable development, community conservation, market-based approaches, and corporate social responsibility.

*Meets Social Sciences III-A requirement*

*C. Corson*

*Prereq. Environmental Studies 210; 4 credits*

**341s Science and Power in Environmental Governance**

This course applies concepts from political ecology to study how governance, broadly defined, works in relation to the environment. Using case studies of international environmental issues, we will explore how people make decisions about the environment in a policy realm. We will discuss the role of various agents, such as governments, scientific bodies, and nongovernmental organizations, in the decision-making process. We will reflect on who has access to decisions; how scientific data is used; how environmental ideas become powerful; and how policies are legitimated. Armed with this information, we will consider how to advocate for global environmental sustainability and social equity.

*Meets Social Sciences III-A requirement*

*C. Corson*

*Prereq. Environmental Studies 210; 4 credits*

**344s Biogeochemistry of Northern Ecosystems**

(Speaking- and writing-intensive course)

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 cycling of major elements such as carbon and nitrogen at scales from the microscopic to global, sensitivity and feedbacks to climate change, and disturbance processes such as fire and permafrost degradation.

*Does not meet a distribution requirement*

*J. Bubier*

*Prereq. at least 8 credits of 200-level lab science and permission of the instructor. Global Biogeochemistry (Chem 232) recommended.; 4 credits*

### **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.

*Does not meet a distribution requirement*

*L. Savoy*

*Prereq. major; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, and permission of instructor; 1-8 credits*

## **Courses Offered in Other Departments**

In addition to courses in Environmental Studies, many courses for the major and minor in environmental studies are offered by other departments. A list of courses approved for both the major and minor in environmental studies appears below. It is also

available at the department office or Web site, 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 environmental studies advisor.

Courses taken at other colleges or universities, or through accredited field studies around the world, may also be counted toward the major or minor with the approval of environmental studies advisor.

Recommended off-campus programs include the Semester in Environmental Science at the Marine Biological Laboratory, Woods Hole, MA; MHC Semester Program in Costa Rica (Global-Local Challenges to Sustainability: The Costa Rica Experience); School for Field Studies; Living Routes.

## **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, or 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*

At least one of these three courses is required:

- Environmental Studies 200, Environmental Science or
- Biology 223, Ecology or
- Geology 203, Surface Processes

The second course may be one of the above or one of the following:

- Biology 200, Introductory Biology II: How Organisms Develop
- Biology 210, Genetics and Molecular Biology
- Biology 226, Evolution
- Chemistry 201, General Chemistry II
- Chemistry 202, Organic Chemistry I

- Geography 205, Mapping and Spatial Analysis
- Geography 224, Atmosphere and Weather
- Geology 201, Rocks and Minerals
- Geology 227, Groundwater
- Geology 240, Geological Resources and the Environment

Other courses may be counted toward this requirement with the approval of environmental studies advisor.

#### Group B

One of the following is required:

- Economics 203, Environmental Economics *or*
- Politics 266, Environmental Politics in America

Students may take both of the above courses and a course from the following list. *Remember*, you must take at least one humanities course to fulfill the Group B requirement.

And two of the following:

Social Sciences:

- Anthropology 216, Special Topics in Anthropology: Anthropology of Nature
- Critical Social Thought 255, Human Agency and Historical Transformation
- Environmental Studies 204, Human Dimensions of Environmental Change
- Environmental Studies 210, Political Ecology
- Environmental Studies 241, Environmental Issues
- International Relations 241, Global Resource Politics (Five College Course)
- Politics 242, Oil and Water Don't Mix

Humanities:

- Architectural Studies 280, Old Is New Again? Directions in Sustainable Practice
- Art History 216, Empire: Art and Archaeology of the Roman Provinces
- Art History 243, Building the Modern Environment: Architecture 1890-1990
- Art History 290, Introduction to Archaeology
- English 202, Introduction to Journalism

- English 232, Global Diversity/European Modernity
- English/Environmental Studies 267, Reading and Writing in the World
- Environmental Studies 240, The Value of Nature
- History 214, History of Global Inequality
- History 256, Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present
- History 283, Mapping the Memorable: A Cultural and Environmental History of the Mount Holyoke College Campus
- History 284, History, Ecology, and Landscape
- Philosophy 240, Environmental Ethics: Nature/Culture/Values

Other courses may be taken with approval of environmental studies advisor.

## Advanced Courses (300 Level)

Environmental studies majors must take five 300-level courses. One of these 300-level courses must be Environmental Studies 390f, Senior Seminar in Environmental Studies. All environmental studies majors must declare a concentration by advising period, second semester of sophomore year. Environmental Studies 395, Independent Study, may be substituted for one of the required 300-level courses in the concentration. Note that many advanced courses will have additional prerequisites that may not count toward core course credit for an environmental studies major.

## Concentrations

Lists of the course requirements for each of our recommended concentrations are available from the environmental studies department office or web site, or from any member of the advisory committee. Other courses may be taken with approval of environmental studies advisor.

Three 200 level and four 300 level courses are required for each concentration. A maximum of two 200 level courses in the concentration may also count toward Group A and Group B requirements, where appropriate and subject to advisor's approval.



The concentrations (and advisors) are:

### **Conservation (Hoopes)**

The Conservation concentration allows students to focus on the science and policy behind conserving biodiversity and ecosystem function. (Statistics 240 is required for this concentration.)

### **Ecosystem Science (Bubier)**

Ecosystem Science is a field and lab-based interdisciplinary science concentration that examines the structure and function of terrestrial and aquatic ecosystems. (Statistics 240 is required for this concentration.)

### **Environmental Politics and Policy (Amy, Christiansen)**

The Environmental Politics and Policy concentration focuses on the study of the political, economic, historical, and cultural forces that shape environmental policies. Topics include: how environmental policies are made, which interests are most powerful in determining policies, how effective those policies are, and which groups are harmed or helped by those policy decisions.

### **Geoscience (Dunn, Werner)**

Nearly all environmental issues occur near or at the Earth's surface and involve earth materials. A Geoscience concentration introduces students to the geology associated with environmental studies issues.

### **Nature/History/Culture (Farnham, Savoy, Schwartz)**

The Nature/History/Culture concentration allows students to explore the changing relationships between human beings and the natural world through time. Major aspects of study include the effect of shifting cultural conceptions of nature on environmental change; how changing processes; such as climate change, affect human communities, and how current environments are shaped through cultural and historical change. By integrating different perspectives, students also

consider the meanings and representations of "environment" in language and culture.

### **Organismal Biology (Rachootin)**

Organismal Biology puts natural history, biodiversity, and the evolutionary half of biology in the context of theory and field experience. Cognate areas of geology and physical anthropology are also appropriate for this concentration.

### **Sustainable Development (Corson, Farnham, Kebbede, Savoy)**

The Sustainable Development concentration deepens student understanding of methods and approaches that allow present generations to meet their needs without compromising the ability of future generations to meet their own needs.

# 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); Crumbaugh (Spanish), Frau (Italian).

## Contact Persons

Carmen Sullivan, *senior administrative assistant*

Nicole Vaget, *chair*

Europe is rapidly becoming America's main competitor for world leadership as it reinvents democratic, political, and economic life. Its rich and complex cultures are rapidly evolving into a new type of international society with innovative legislative, juridical, and executive structures. Europe's new unity and distinctiveness rest upon its historic intellectual, artistic, and religious heritages and upon the dynamism of the continuing integration of those heritages with each other and with those of immigrants from around the globe.

The European studies major and minor offer students the opportunity to develop a critical, focused understanding of European topics through interdisciplinary study. The major is useful for students who wish to pursue the study of European developments in their own right, and for students wishing to integrate work in art, literature, music, theatre, or other disciplines with studies in history and the social sciences. The major requires a specialization, competence at the 300 level in a European language other than English, and interdisciplinary course work concerning Europe both East and West, modern and pre-modern. The minor is structured in a related fashion. Students should consult the list posted on the European studies Web site for a sample of courses that count toward European studies.

## Requirements for the Major

### Credits

- A minimum of 40 credits
- At least 20 credits at the 300 level in at least two disciplines

### Courses

The following courses are required:

- History 151, Modern and Contemporary European Civilization
- European Studies 316

### Other

In addition to European Studies 316 and History 151, the following requirements must be met.

- Two courses must have substantial content in European literature, film, or culture, at least one of which is taught in a European language other than English at the 300 level.
- One course must have substantial content in European thought, history, or social science.
- One course must have substantial content in Eastern Europe and/or in Europe beyond the European Union's borders (e.g., Ukraine, Russia, Moldova, Turkey).
- One course must have substantial content on Europe before 1800.

At least four courses that constitute a specialization within the major should be at the 200 level or above. A specialization can be disciplinary, regional, topical, or historical. The specialization must be approved by the student's advisor.

*European studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 8).*

## Requirements for the Minor

### Credits

- A minimum of 20 credits
- At least 8 credits at the 300 level

### Courses

The following courses are required.

- History 151, Modern and Contemporary European Civilization
- European Studies 316 (History 365)
- One course with substantial content in European culture taught in a European language
- One course with substantial content in European thought, history, or social science

### Other

- Each student is expected to exceed the minimum foreign language requirement set by the College, in a modern language of Europe.
- Students are strongly encouraged to spend one or two semesters of study abroad and to undertake a senior independent project.
- Students interested mainly in medieval Europe might want to take a major in medieval studies.

## Course Offerings

**\*315s Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text** (Speaking- and writing-intensive course; taught in English; Same as European Studies 316) The course focuses on key issues facing contemporary Europe as it attempts to integrate large im/migrant populations: such legal issues as the development of asylum, immigration, citizenship, and anti-discrimination/hate laws and such cultural issues as the meanings of integration vs. assimilation; multicultural vs. pluralistic societies; the roles of Christianity, Judaism, and Islam in the construction of European societies and cultural identities; perceptions of (Post-)Colonialism and the interceptions of gender, race,

class, and nationality; and the (dis)integrative role of language. Focus on the emergence of European Union rules vs. representative national policies in Germany, France, and Great Britain.

*Meets multicultural requirement; meets Humanities I-A requirement*  
G. Davis

*Prereq. Previous study of German; majors/minors in the department should simultaneously enroll in both German Studies 232 (taken for 300-level credit) and GRMST-315 or EURST-316 to receive major/minor credit, and read, write about, and discuss selected materials from EURST-316 or GRMST-315 in German.; 4 credits*

### 316s European Studies Seminar: Modern Europe: The Twentieth Century: The Other Europe since Stalin

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 original historical writing. (Speaking- and writing-intensive course; taught in English; Same as History 365) A charting of the paths taken by Poland, Czechoslovakia, and Hungary from the post-totalitarian regimes of the '60s through the fall of the Berlin Wall and on to membership in the European Union. Topics include strategies of political control and opposition, the uses of consumer culture, breaks and continuities between Communist and liberal capitalist orders, and national particularities to the regional project of undoing dictatorship. Sources reach from the elite to the everyday, and extend to film and fiction. Methods are comparative and interdisciplinary. Students not majoring in history are welcome.

*Meets Humanities I-B requirement*  
J. King

*Prereq. Permission of instructor, written application is required prior to academic advising period*  
(<http://www.mtholyoke.edu/acad/hist/application.shtml>); 4 credits

### 395fs Independent Study

*Does not meet a distribution requirement*  
*The department*  
1-8 credits

## Courses Offered in Other Departments

Apart from the required courses (European Studies 316 and History 151), there are many courses offered on campus that could be included in the European studies major. The courses listed below are a small sample of courses being offered during the academic year 2010–2011. Courses in a foreign language are listed in the language and area studies departments.

### Fall 2010

#### *French*

- 230 Introduction to the Civilization of France

#### *German Studies*

- 100 First-year Seminar: Face/s of Germany  
223 Topics in German Studies: German Culture from 1800-2000 *Lustmord: Crimes of Passion in German Culture*

#### *History*

- 340 Advanced Studies in Visual Cultures: Natural's Not in It

#### *Russian and Eurasian Studies*

- 210 The Literature of Nineteenth-Century Russia  
241 Russian and the West  
350 Revolutions

### Spring 2011

#### *German Studies*

- 223 The Remembrance of the Holocaust in Film  
231 Specters, Monsters, and the Mind: The Gothic and Grotesque in Anglo-German Film and Fiction  
325 Senior Seminar: States of Terror: From Kaspar Hauser to 9/11 in Film and Text

In addition, there are numerous courses offered by other departments and programs in the Five Colleges that students are encouraged to explore.

# Film Studies

The Five College Film Studies major and the minor in film studies are administered by the Film Studies Steering Committee: Professors Sinha (art), Staiti (art), Wartenberg (philosophy), Young (English); Associate Professor Blaetz (film studies, *chair*); Assistant Professors Crumbaugh (Spanish), Rundle (Theatre Arts); Visiting Artist Mellis (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 such 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), Film Studies 202 (Talking Pictures: An Introduction to Film), or Film Studies 203 (Introduction to Spanish and Latin American Film)
- Three courses (12 credits) at either the 200 or 300 level. The three courses beyond the introductory course should be core courses, but one may be a component course (a course that is at least one-third film intensive and marked as such in the course catalogue) if necessary.

## Course Offerings

### 101f First-Year Seminar

*Fall 2010*

*101f(2) Migration and Representations of Im/Migrants in Film and Text*  
(First-year seminar; writing-intensive course; taught in English; Same as German Studies

100-01) Germany today, 20 years post-unification, 21 years past the fall of the Berlin Wall: every 4th German—30 percent school-age children—of immigrant background; 5 percent Muslim residents; a mosque aside Cologne Cathedral; public schools teaching in Turkish and German; more Russian Jews emigrating to Germany than to Israel; ethnic German immigrants who do not know German; East Germans longing for the return of the Wall. Focus on close analysis of films, their sociohistorical, economic, and cultural contexts, e.g., Oscar-winning *Lives of Others*; EU Lux Prize-winning *The Edge of Heaven*; Fassbinder's *Ali-Fear Eats the Soul* vs. Noshir's 2002 remake/ sequel.

*Meets multicultural requirement; meets Humanities I-A requirement*

G. Davis

*See GRMST-100-01 (Component course); 4 credits*

### 201f 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*

### 202s 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, (1 75 minute and 1 2-hour screening); 4 credits*

### 203f Introduction to Spanish and Latin American Film

(Speaking- and writing-intensive course; Same as Spanish 240-01) 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 Humanities I-A requirement*

J. Crumbaugh

*Prereq. Spanish 212; 4 credits*

### 220fs Special Topics in Film Studies

Fall 2010

#### \*220f(1) Music and Film

(Same as Music 220) 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. See Music 220; Prereq. 100 or 103 or 105; 4 credits*

#### \*220f(3) American Gothic

(Same as English 243) (Film Studies Component Course.) An examination of the gothic—a world of fear, haunting, claustro-

phobia, paranoia, and monstrosity—in American literature and culture, with an emphasis upon issues of race and gender. Topics include: the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors and artists may include Alcott, Arbus, Browning, Crafts, Crane, Dunbar, Dunn, Faulkner, Gilman, Hawthorne, McCullers, Morrison, O'Connor, Oates, Parks, Poe, and Romero.

*Meets Humanities I-A requirement*

*E. Young*

*Prereq. so, jr, sr, English 240 or 241 recommended; 4 credits*

*Spring 2011*

*\*220s(7) Religion and Film*

*(See Religion 213)*

*Meets Humanities I-A requirement*

*H. Atchley*

*Prereq. See Religion 213; 2 meetings (75 minutes); 1 screen (1 hr. 50 min.); 4 credits*

*\*220s(8) Reel America: History and Film*

*(See History 283s(01))*

*Meets Humanities I-A requirement*

*D. Czitrom*

*component course for Film Studies Minor; 4 credits*

*220s(10) Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from Frankenstein to Twilight and True Blood*

(Speaking- and writing-intensive course; taught in English; Same as German Studies 231) Love and death, romance and assault; when the bourgeois novel began equating marriage contracts with romantic love, a “darker” narrative evolved: Romantic *Schauerliteratur*, horror fiction. We discuss social and psychological rationales as well as aesthetic representations of such phenomena as the “Gothic” and “Grotesque,” “the fantastic,” and “science fiction,” as well as cross-cultural influences. Texts/films: Shelley’s *Frankenstein*; Stoker’s *Dracula*, Murnau’s/Herzog’s *Nosferatu*, Merhige’s “shadow”; Kafka’s/Nemec’s *Metamorphosis*;

Süskind’s/Tykwet’s *Perfume*; Dürrenmatt’s/Mambety’s *Visit/Hyenas*.

*Meets Humanities I-A requirement*

*G. Davis*

*Prereq. Film Studies 201, 202; taught in English, no knowledge of German required; 4 credits*

### **230f 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*

*K. Eisenstein*

*Prereq. Film Studies 201 or 202; 2 meetings (75 minutes) plus 1 screening (2 1/2 hours); 4 credits*

### **250s History of World Cinema: The First 100 Years (1832-1932)**

In this historical survey we will study three periods from the first half of the cinema’s past (1832-1932): its invention, its silent days, and its transition to sound. From the optical effect of the phenakistoscope (1832) through the efforts of Edison and Lumière, from the classical style of Hollywood to the montage theories of Sergei Eisenstein, from the adoption of sound-on-film to the benshi strikes in Japan, this course will introduce students to the fascinating figures, structures, and technologies that built the world’s cinema.

*Meets Humanities I-A requirement*

*K. Eisenstein*

*Prereq. Film Studies 201 or 202; 2 meetings (75 minutes), 1 screening (2 1/2 hours); 4 credits*

### **\*260fs 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.

*Fall 2010*

*\*260f(1) Film Genre and Gender*

This course examines the development of Hollywood film genres largely in the post-studio era, particularly the musical, the melodrama, the horror film, and the science fiction film. We will consider the evolution of these four genres in relation to changes in the film industry and in American society, especially in relation to gender.

*Meets Humanities I-A requirement*

*R. Blaetz*

*Prereq. Film Studies 201 or 202; 2 meetings (75 minutes) and 1 screening (2 hours, 30 minutes); 4 credits*

*Spring 2011*

*\*260s(1) The Musical Film*

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 by permission of instructor; 2 meetings (75 minutes) and 1 screening (2 hours, 30 minutes); 4 credits*

*Spring 2011*

*\*270s(2) The Amazon: From Cannibals to Rainforest Crunch*

(Same as Latin American Studies 287 and History 287) From the time of the conquest, the Amazon has been imagined as an exotic and savage terrain: mysterious, dangerous, and cascading in untouched natural resources. This course examines the Amazon as a historical narrative in popular culture and political struggles. We will read explorers' narratives, examine representations of the Amazon and its people in film and literature, discuss labor and the rubber industry, and analyze the environmental movement and other recent social movements.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*S. Sarzynski*

*Prereq. Film Studies 201, 202; component course for Film Studies Minor; 4 credits*

**280s Film Authorship: Cinephilia and the Auteur—Forests and Trees**

In his review of *Bitter Victory* (1958), Jean-Luc Godard declared: "the cinema is Nicholas Ray." In his study *The American Cinema: Directors and Directions 1929-1968*, Andrew Sarris placed Ray just beneath the "Pantheon Directors" in a lovely named but secondary grouping he called "The Far Side of Paradise." This course will dive into this fascinating period of film criticism and cinephilia (the 1950s and 1960s). By examining the French response (André Bazin and Cahiers) to the American cinema (mainly of the 1940s and 1950s), and by looking at the films of directors like Ray, Howard Hawks, and Fritz Lang, we will explore the French influence on American and British critics.

*K. Eisenstein*

**290f Film Theory: Feminist and Queer Theory through Film**

(Same as Gender Studies 221) We will be reading a number of key feminist texts that theorize the construction of sexual difference, and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. We will study these shifts through the analysis of a few moving pictures, or, to put it differently: all you always wanted to know about feminism, but didn't think to ask filmmakers such as Almodóvar, Hitchcock, Jarman, Pasolini, Varda, and others.

*Meets Humanities I-A requirement*

*C. Gundermann*

*Prereq. soph, jr, sr; 4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*  
*The department*

*Prereq. soph, jr, sr, and permission of program; 1-4 credits*



### 310s Production Seminar: Documentary Workshop: Advanced Video Production

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.

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10-20 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Come with your idea; we will hit the ground running with proposal writing the first week.

*Meets Humanities I-A requirement*

*B. Mellis*

*Prereq. Beginning video production or its equivalent. Application and permission of instructor required. Application available through FS Web site.; 1 meeting (3 hours), 1 screening (2 hours); a lab fee may be charged.; 4 credits*

### 320fs Seminar in Film Studies

*Fall 2010*

#### 320f(1) *Visual Anthropology and the Material World*

(Same as Anthropology 310f) In this course we go behind the scenes and behind the screens of anthropological films, museum exhibitions, "small media" events such as television, and publications such as *National Geographic* magazine, to explore the social contexts of image production, distribution, and interpretation. Focusing on visual activism and ethics, we consider how popular portrayals of our own society and of others' both shape and are shaped by hierarchies of value in the material world. Finally, we leave the walls of the classroom to produce home movies of places which others call home—workplaces, temporary shelters, artistic environments, and so forth.

*Meets multicultural requirement*

*D. Battaglia*

*Prereq. permission of instructor; Component course for film studies minor; 4 credits*

#### 320f(2) *Notable Novels in Film*

(Same as French 311-01) Focusing on late eighteenth- and nineteenth-century French novels, we will explore the historical and cultural background of a decadent French aristocracy and witness the triumph of the bourgeoisie. As visual resources we will use paintings by Boucher, Fragonard, Ingres, Delacroix, Courbet, Manet, Degas, as well as cinematic interpretations of Laclos' *Les Liaisons dangereuses*, Diderot's *La Religieuse*, and literary works by George Sand, Stendhal, Balzac, Flaubert, Zola, and Maupassant. Literacy in technology is an integral part of this course, and students will learn to produce a digital narration in iMovie as a term project.

*Meets Humanities I-A requirement*

*N. Vaget*

*Prereq. permission of course instructor; Component Course for Film Studies; 4 credits*

#### \*320f(4) *Playing the Past: History on Stage and Film*

(Same as Theatre Arts 350f (01)) Theatre and film have a vast potential to portray, assert, question, and alienate ideas of history. Through close analyses of play texts, films and, when possible, live theatre performances, we'll examine the overt and implied views of history in dramatizations of historical events. The course will feature the work of artists ranging from Friedrich Schiller, Shakespeare, and Brecht to Martin Scorsese, Caryl Churchill, and Anna Deavere Smith, among others.

*Meets Humanities I-A requirement*

*W. Weckwerth*

*Prereq. See Theatre Arts 350f (01); 4 credits*

*Spring 2011*

#### 320s(1) *African Americans in Hollywood Film*

(Same as English 357) This course examines the construction of black male and female images beginning at the start of the twentieth century, continuing to today. Taking D. W. Griffith's *The Birth of a Nation* as a starting place, we will study how narratives stereotyped black identity, creating a series of cher-

ished and enduring types. We will also contrast the depiction of blacks with those of Asians, Europeans, and white Americans.

*Meets multicultural requirement; meets Humanities I-A requirement*

G. Pemberton

*Prereq.* Jr, sr; 1 meeting (3 hours) plus screening prior to class (TBA); 4 credits

320s(2) *Hitchcock and After*

See English 374f.

*Meets Humanities I-A requirement*

E. Young

*Prereq.* 8 credits in film studies; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

\*320s(5) *Sex, Love, and Gender in*

*Contemporary African American Film*

(Writing-intensive course; Same as African American and African Studies 340-01) This course will explore the representation in film of intimate relationships among African Americans. Confronting an ongoing history of racist, sexist, and homophobic images, films produced by and featuring blacks can offer alternate interpretations of love, romance, and sexuality. Coupled with literature and theoretical readings by feminists and black cultural critics, students will consider the function of—and challenges to—intimacy in interpersonal relationships among African Americans. Directors under consideration include Spike Lee, Kasi Lemmons, Marlon Riggs, and Sanaa Hamri.

*Meets multicultural requirement; meets Humanities I-A requirement*

Z. Elliott

*Prereq.* African American & African Studies 101 plus 8 credits in African American and African Studies; 1 meeting (2 hours) plus screening prior to class (TBA); 4 credits

### 340fs Topics in Experimental Film

This topics course provides advanced instruction in an aspect of film history, theory, or criticism. Students are expected to bring substantial background in the study of film to this course; enrollment may be limited.

Fall 2010

\*340f(3) *Home Movies*

(Writing-intensive course) This course examines that strain of the American Avant-Garde

that finds its raw material in the domestic and quotidian world of everyday life, which it shapes through various, often highly complex editing practices. The theoretical work for the course is centered on the notion of duration; some of the filmmakers to be considered include: Stan Brakhage, Marie Menken, Marjorie Keller, and Peggy Ahwesh.

*Meets Humanities I-A requirement*

R. Blaetz

*Prereq.* 8 credits in department including Film Studies 201 or 202; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

Spring 2011

340s(1) *Women Experimental Filmmakers*

(Same as Gender Studies 333s-08) This seminar examines experimental cinema made by women from the early 1950s, during the earliest years of the movement known as the American Avant-Garde, through the 1990s. While the class will read feminist film theory and see the work of such well-known filmmakers as Yvonne Rainer, Sally Potter, and Chantal Akerman, we will also examine the less familiar but highly influential films of women working in the home movie or diary mode, with particular emphasis on the work of Marie Menken.

*Meets Humanities I-A requirement*

R. Blaetz

*Prereq.* Film Studies 201; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

### 370fs Topics in National/Transnational Cinemas

Fall 2010

370f(1) *The French New Wave: Its Origins and Its Influence*

(Same as French 331f (02)) The New Wave was a series of films made in the 1960s by a group of pioneers, who had seen almost every film ever made and particularly admired American and Russian cinema. This creative explosion, a reaction to “cinéma de Papa,” won an aesthetic and political victory against an increasingly affluent, self-satisfied society, and brought about a revolution in the film industry.

*Meets Humanities I-A requirement*

C. Le Gouis

*Prereq.* Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor.; 4 credits

*\*370f(11) Seminar in American Film: Art of the Hollywood Film*

(Same as Art History 350-02) This is a course on American feature-length film from the silent era to the present. After reading theories of classical narration, Hollywood style, and cultural significance, we will develop interpretive strategies for ten films, among them *The Grapes of Wrath*, *Touch of Evil*, *Sunset Boulevard*, *Vertigo*, *Blade Runner*, and *Unforgiven*.

*Meets Humanities I-A requirement*

*P. Staiti*

*Prereq.* jr., sr., 8 credits in film studies; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

*\*370f(12) Courses in Francophone Studies: Ousmane Sembène*

(Same as French 341) Born in 1923 in Senegal, the writer/filmmaker Ousmane Sembène is one of the rare witnesses of the three key periods of contemporary African history: the colonial period; the period of struggle for political and economic independence; and the period of effort to eliminate neocolonialism through the rehabilitation of African cultures. This course is entirely devoted to the works of Ousmane Sembène and will explore the key moments of his life, his activism in European leftist organizations, his discovery of writing, and most of all the dominant features of his film work.

*Meets Humanities I-A requirement*

*S. Gadjigo*

*Prereq.* two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; Component course for Film Studies Minor; 4 credits

*Spring 2011*

*370s(1) Bollywood : A Cinema of Interruptions* (Same as Art History 360) 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; 1 meeting (3 hours), 1 screening (3 hours); 4 credits

*370s(2) States of Terror: From Kaspar Hauser to 9/11 in Film and Text*

(Speaking- and writing-intensive course; Same as German Studies 325, European Studies) Case studies in terror/ism, starting with the case of the mysterious 1828 founding Kaspar Hauser, rumored even during his lifetime to have been the prince of Baden. Surviving the terror of solitary imprisonment for 12 years, was he the victim of political terrorism at the time? The course investigates parallels and differences between Kaspar's case and the terrorism of the leftist Red Army Faction (RAF) that shook Germany as of the 1970s, as well as their relation to the trauma of 9/11 and present-day international conflict. Multidisciplinary text selection on topos. Films range from New German Cinema (Herzog, von Trotta) to Ulrike Meinhof (2006) and *Der Baader-Meinhof Komplex* (2008).

*Meets either language requirement or Humanities I-A requirement*

*G. Davis*

*Prereq.* sr; nonseniors by permission of instructor; In German, Component course for Film Studies; 4 credits

*\*370s(3) Advanced Studies in Visual Culture: Memory (of) War*

(Speaking- and writing-intensive course; Same as Spanish 340) The Spanish Civil War (1936-1939) and the repressive, right-wing military regime of Francisco Franco (1939-1975) have shaped contemporary thought and cultural production in Spain. Cinema in particular shows a persistent concern with war and memory. The films studied in this course raise a number of philosophical and

political questions to this effect. How does the devastation of war register through the medium of film? How do censorship and propaganda condition memory, and how does the past return in a postdictatorship? What and why do people choose to remember or to forget? Films to be studied include both mainstream commercial features and experimental works, and range in genre.

*Meets Humanities I-A requirement*

*J. Crumbaugh*

*Prereq. Spanish 221 or Spanish 240; taught in Spanish; 4 credits*

*\*370s(4) Global Europe?: Immigration and Representations of Im/migrants in Film and Text*

(Speaking- and writing-intensive course; taught in English; Same as German Studies 315 and European Studies 316) The course focuses on key issues facing contemporary Europe as it attempts to integrate large im/migrant populations: such legal issues as the development of asylum, immigration, citizenship, and anti-discrimination/hate laws and such cultural issues as the meanings of integration vs. assimilation; multicultural vs. pluralistic societies; the roles of Christianity, Judaism, and Islam in the construction of European societies and cultural identities; perceptions of (Post-)Colonialism and the interceptions of gender, race, class, and nationality; and the (dis)integrative role of language. Focus on the emergence of European Union rules vs. representative national policies in Germany, France, and Great Britain.

*Meets multicultural requirement; meets Humanities I-A requirement*

*G. Davis*

*Prereq. Film Studies 201, 202; component course for Film Studies Minor; 4 credits*

*\*370s(6) Breaking New Ground in French Cinema*

(Same as French 331s) From the very beginning, innovation, experimentation, and artistic ambitions have shaped the evolution of French cinema. For more than a century, filmmaking in France has been defined by these innovations: Georges Méliès and the invention of special effects, Buñuel's antics, Jean Renoir's involved narratives, the creative explosion of the New Wave, or today's adven-

turous directors. This class will focus on those movies and those directors that have transformed and expanded the art of cinema, and will include works by Cocteau, Varda, Pontecorvo, Godard, Clément, Truffaut, Carax, and many others. Taught in French.

*Meets Humanities I-A requirement*

*F. Guevremont*

*Prereq. Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits*

*\*370s(8) Queer Kinship in Asian North American Literature, and Film*

(Same as English 334s(01)) This course examines alternative kinship formations in Asian North American cultural production. It will focus on the gender and sexual management of racial bodies since the nineteenth century—from the U.S. Page Law of 1875 that restricted Chinese women on the basis of their presumed sexual immorality to various forms of “racial castration” that mediate Asian masculinities. We will consider how alternative kinship arrangements and queer cultural projects expose and/or upset the narrative assumptions embedded in heteronormative scripts of nationalism.

*Meets multicultural requirement; meets Humanities I-A requirement*

*I. Day*

*Prereq. jr, sr, 8 credits in English or film studies; 1 meeting (3 hours), 1 screening (3 hours); 4 credits*

### **380fs Topics in Film Authorship**

*Fall 2010*

*380f(1) Natural's Not in It: Pedro Almodóvar* (Speaking- and writing-intensive course; Same as Spanish 340f-01) This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates. For instance, what can a weeping transvestite teach

us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute? Taught in Spanish.

*Meets Humanities I-A requirement*

*J. Crumbaugh*

*Prereq. Film Studies 201, 202, or Spanish 221;*

*Weekly evening screenings; 4 credits*

**\*380f(10) Henry James on Film**

(Writing-intensive course; Same as English 345-01) This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James's texts translate—or do not translate—into film.

*Meets Humanities I-A requirement*

*D. Weber*

*Prereq. jr, sr, 8 credits in English beyond 101; 1 meeting (3 hours), 1 screening (2 hours); 4 credits*

*Spring 2011*

**\*380s(1) Jane Austen: Fiction and Film**

(Writing-intensive course; Same as English 320) Offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination of these personnel.

*Meets Humanities I-A 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*

**\*390s Topics in Film Theory**

*Spring 2011*

**\*390s(1) Feminist Theory and Film**

(Writing-intensive course; Same as English 385; Gender Studies 333)

*Meets Humanities I-A requirement*

*E. Young*

*Prereq. jr, sr, 8 credits in English and/or gender studies beyond 101, and permission of instructor; Film Studies 201 and/or other*

*background in film strongly recommended.*

*You must apply for admission to this course by completing You must apply for admission to this course by completing the online application.; 1 meeting (3 hours) plus evening screening; 4 credits; satisfies English department seminar requirement; satisfies Gender Studies department feminist theory requirement; 4 credits*

**\*390s(2) Philosophy of Film**

(Writing-intensive course; Same as Philosophy 375s (01))

*Meets Humanities I-A requirement*

*T. Wartenberg*

*Prereq. 8 credits in department including Film Studies 201 or 202; 1 meeting (2 hours), 1 screening (2 hours); 4 credits*

**\*390s(6) Queer Theory and Recent Queer Film in Latin America**

(Writing-intensive course; Same as Spanish 320-08) In the 1990s GLBT 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 consider some of the key U.S. texts that have consecrated queer studies as a discipline and juxtapose them with theories and cinematic texts from Argentina, Brazil, Chile, Cuba, and Mexico in order to recuperate cultural models under erasure in the wake of the U.S. model's identity-focused and consumer-driven triumphalism.

*Meets Humanities I-A requirement*

*C. Gundermann*

*Prereq. Spanish 221 and one of the following: 235,237,244,246; 4 credits*

**\*390(5) Philosophy and Film Theory**

(Writing-intensive course; Same as Philosophy 375f (01))

*Meets Humanities I-A requirement*

*T. Wartenberg*

*Prereq. 8 credits in department including Film Studies 201 or 202; 1 meeting (3 hours), 1 screening (2 hours); 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, and permission of program;*

*a lab fee may be charged; 1-8 credits*

# French

The major and minor in French are administered by the Department of French: Professors Gadjigo (*on leave 2010–2011*), Gelfand, Le Gouis (*chair, fall 2010, on leave spring 2011*), Rivers (*on leave fall 2010; chair, spring 2011*), Valet (*on leave spring 2011*); Senior Lecturer Holden-Avard; Visiting Professor Margolis; Visiting Lecturers Bloom, Matta, and Shread.

## Contact Persons

Debra Garrity, *senior administrative assistant*  
Catherine Le Gouis, *chair, fall 2010*  
Christopher Rivers, *chair, spring 2011*

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.

The department offers courses in language, culture, and literature at all levels. All courses are conducted in French with the exception of the first-year seminar (120) and the Romance Language and Literatures Seminar (321). The Romance Language seminar is taught in English but all reading and writing are done in French.

In language courses students work with native French and Francophone assistants in small supplementary conversation groups. Many culture and literature courses are either speaking-intensive or writing-intensive, and in some, writing mentors are provided. Students are encouraged to attend weekly language tables held in a private dining room of one of the dorms and have access to weekly drop-in tutoring sessions in addition to one-on-one tutoring for more in-depth remediation. Technological resources—Web-based and computer-assisted applications, video-

conferencing, iMovie, and various multimedia tools—are used in courses at all levels to foster individual learning and to promote communication with the international community. A comprehensive library of DVDs and classic French texts is maintained in the department office.

## Designing the Major

A student may design her French major around a particular topic, century, theme, or area such as French or Francophone studies; gender/women's studies; medieval studies; eighteenth-, nineteenth-, and twentieth-century studies; theatre studies; film studies; classicism; symbolism; travel literature, etc. She should work closely with a faculty advisor to select appropriate courses in other departments, which may include independent study that would complement her course work in French. Whenever graduate study in French is contemplated, the major should include courses covering several centuries of French culture and literature.

The major program should provide continuity in the study of French. To this end, at least one 4-credit course taught in French must be elected each semester of the junior and senior years. Independent study (295 and 395) will not be counted among these courses.

## Study Abroad

Mount Holyoke College has its own study abroad programs in Montpellier, France, and Dakar, Senegal (spring only), and is also affiliated with the Sweet Briar College Junior Year in France Program. A student spending her junior year in France or a Francophone country with a program approved by the department will normally meet some of the requirements of her major through study abroad. The programs are open to both majors and nonmajors.

Students must have successfully completed at least one 4-credit course each semester they are enrolled at Mount Holyoke prior to departure for study abroad (excluding inde-

pendent study). They also should have completed at least one course in culture and literature at the 200 level (215, 219, 225, or 230). By taking appropriate courses, a student who studies abroad for a year may bring back the equivalent of 4 Mount Holyoke credits in advanced language study (in phonetics, grammar, composition, or stylistics) as well as three courses at the 300 level to count toward the major. A student who studies abroad for one semester may bring back the equivalent of 4 Mount Holyoke credits in advanced language study 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.

Please consult the French department and the McCulloch Center for Global Initiatives for details about these and other programs. Eligible students who are selected to participate in the Montpellier and Dakar programs may use their Mount Holyoke financial aid to do so. Mount Holyoke financial aid for Sweet Briar, as well as for other approved study abroad programs, is awarded on a competitive basis. Scholarships, specifically for study in France or Italy, are available to qualified undergraduates from the Mary Vance Young Scholarship Fund. Information about financing study abroad may be obtained from the McCulloch Center for Global Initiatives. See [www.mtholyoke.edu/go/global](http://www.mtholyoke.edu/go/global).

## Department Web Site

<http://www.mtholyoke.edu/acad/french/>

## 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.
- 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.

Graduates of Mount Holyoke who have majored in French have used the analytical skills and means of expression acquired during their studies to pursue a wide range of career options: education, government service, law, international banking, publishing, and marketing, among others. Each spring, the department sponsors a Major Tea and Career Panel inviting to campus three or four alumnae with diverse occupations to speak about the benefits and opportunities that their French major has brought to their careers.

## 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 two courses at the 300 level. Students spending a semester abroad may bring back one course at the 300 level.

### Honors Work

The French department is pleased to support senior independent study projects during the fall semester undertaken by students with exceptional course work in French. However, continuation of these projects toward completion of a thesis to be considered for possible honors is not guaranteed and is contingent upon approval of the department.

### Teacher Licensure

Students interested in pursuing licensure in the field of French can combine their course work in French with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of French, please consult your advisor or the chair of the French department. For information about teacher licensure consult Sarah Frenette, Teacher Licensure Coordinator in the Psychology and Education Department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the French department and in the Department of Psychology and Education. Licensure application information and materials are

available in the Department of Psychology and Education.

### Course Selection

Students who have never studied French should enroll in French 101f–102s, a two-semester course for beginners. Those who have previously studied French at Mount Holyoke and who wish to continue must have the prerequisites stipulated for specific courses.

Students who have never taken French at Mount Holyoke, but have studied French at another institution, must take a placement test before registering for a French class. The test is available online at [http://www.mtholyoke.edu/acad/french/place-ment\\_exam.html](http://www.mtholyoke.edu/acad/french/place-ment_exam.html).

If you enroll in French 101 as a first-year student, and are interested in studying in a French-speaking country during your third year, you will need to accelerate your French language studies. Your advisor will assist you in working out a plan of study, which may include altering your course sequence, for example going directly to French 201 after French 101 if you have made sufficient strides in acquiring elementary French or French 203 instead of French 201 after completing French 102. See Acceleration at: [http://www.mtholyoke.edu/acad/french/study\\_abroad.html](http://www.mtholyoke.edu/acad/french/study_abroad.html).

### Course Offerings

#### 101f 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. French 101/102 is recommended for students with no previous training in French or a maximum of one year of French at the high school level.

*Does not meet a distribution requirement*  
K. Kubik, C. Bloom, N. Holden-Avard, C. Shread

*Prereq. no previous study of French or a placement score of 0 - 150; Note: students must*

*complete both French 101 and French 102 to fulfill the language requirement; 4 credits*

### 102s Elementary French

Continuation of French 101, an introduction to understanding, speaking, reading, and writing French. The videotape-based method "French in Action" provides a lively story line and cultural context for the acquisition of basic grammatical structures with a conversational focus. The course includes frequent composition writing and a weekly conversation lab with a native speaker.

*Meets language requirement; does not meet a distribution requirement*

K. Kubik, C. Bloom, N. Holden-Avard

*Prereq. French 101; Note: students must complete both French 101 and French 102 to fulfill the language requirement; 4 credits*

### 120f First-Year Seminar

Fall 2010

*120f(1) Mothers and Daughters: Fictions from France and the French-speaking World*

(First-year seminar; taught in English) The seminar will explore this crucial relationship in works by selected French and Francophone women writers. Focus will be the mother/daughter bond as literary theme, social institution, psychological dynamic, and metaphor for female creativity. Readings will include brief historical and theoretical pieces followed by novels and short stories (in translation); films and paintings will also be considered.

*Meets Humanities I-A requirement*

E. Gelfand

*Prereq. fy; 4 credits*

*120f(2) From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy*

(First-year seminar; speaking-intensive course; taught in English; Same as Romance Languages 120f) "All is fair in love and war." Is this true? Are there rules for the game of power and seduction? If so, how are they determined, and what happens if they are broken? As we move through the golden ages of absolute power, will we witness a change for women? Will the veil of oppression be lifted on this side of the Mediterranean? Students

will address such questions as they read plays by Tirso de Molina, Molière, Beaumarchais, and Goldoni, and watch Mozart's opera *Don Giovanni*, and film versions of *Dangerous liaisons* and Casanova's *Memoirs*. Students will use works of major Spanish, French, and Italian artists of the Baroque and Rococo periods in their presentations.

*Meets Humanities I-A requirement*

N. Valet

*Prereq. fy; 4 credits*

### 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 French in Action and various methods and multimedia tools, all sections will concentrate on: study of grammatical structures as means of communication; frequent compositions to develop effective writing strategies; reading short literary and non-literary texts; and, guided oral expression through structured discussions and exercises. 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*

L. Matta, C. Bloom, the department

*Prereq. French 102, or placement score of 150 - 350, or department placement; Students registering for this course must also register for a required weekly conversation lab; 4 credits*

### 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 weekly essays, class discussion, and comprehensive 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*

*The department, C. Shread, C. Le Gouis, C. Bloom*

*Prereq. French 201, or placement score of 350 - 450, or department placement; Students registering for this course must also register for a required weekly conversation lab; 4 credits*

## **215fs Intermediate Level Courses in Culture and Literature**

### *Fall 2010*

#### *215f(1) 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 either language requirement or Humanities I-A requirement  
E. Gelfand*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

#### *215f(2) 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 either language requirement or Humanities I-A requirement  
N. Margolis*

*Prereq. French 203, or placement score of 450+,*

*or department placement; 4 credits*

### *Spring 2011*

#### *215s(1) 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 either language requirement or Humanities I-A requirement  
E. Gelfand*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

#### *215s(2) 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 either language requirement or Humanities I-A requirement  
N. Margolis*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

## 219fs Intermediate Level Courses in Culture and Literature

### Fall 2010

#### 219f(1) 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 either language requirement or Humanities I-A requirement*

*C. Shread*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

### Spring 2011

#### 219s(1) 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 either language requirement or Humanities I-A requirement*

*C. Shread*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

## 225s Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World

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. (Speaking-intensive course) This course will introduce students to contemporary popular culture in France and the French-speaking

world, largely through the study of recent (post-1990) best-selling novels, popular music, and feature films. Students will be asked to give formal oral presentations based on up-to-date materials gathered from the Internet and/or French television and to participate actively in class discussion.

*Meets either language requirement or Humanities I-A requirement*

*C. Rivers*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

## 230fs 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.

### Fall 2010

#### 230f(1) 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/>.

*Meets either language requirement or Humanities I-A requirement*

*N. Vaget*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

### Spring 2011

#### 230s(1) Introduction to the Civilization of France

(Speaking-intensive course)

*Meets either language requirement or Humanities I-A requirement*

*N. Margolis*

*Prereq. French 203, or placement score of 450+, or department placement; 4 credits*

**295fs Independent Study***Does not meet a distribution requirement**The department**Prereq. soph with permission of department; 1-4 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 2010***311f(1) Notable Novels in Film (pre-1800)**

Focusing on late eighteenth- and nineteenth-century French novels, we will explore the historical and cultural background of a decadent French aristocracy and witness the triumph of the bourgeoisie. As visual resources we will use paintings by Boucher, Fragonard, Ingres, Delacroix, Courbet, Manet, Degas, as well as cinematic interpretations of Laclos' *Les Liaisons dangereuses*, Diderot's *La Religieuse*, and literary works by George Sand, Stendhal, Balzac, Flaubert, Zola, and Maupassant. Literacy in technology is an integral part of this course, and students will learn to produce a digital narration in iMovie as a term project.

*Meets either 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; 4 credits*

**311f(2) Love and Danger (pre-1800)**

An exploration of themes of love (conventional, platonic, "unnatural") as both a cause of and a remedy for real-world danger in major French literary works from the medieval and early-modern eras, while highlighting, among other tensions, that recurring among eros, honor, and death. Texts and authors to include (extracts or complete): *Chanson de Roland*, Abélard and Héloïse, Marie de France, Chrétien's *Lancelot*, troubadours and *troubairitz*, Fabliaux, Christine de Pizan, Marguerite de Navarre, Louise Labé, Jean Racine's *Phèdre*, Choderlos de Laclos' *Liaisons dangereuses*.

*Meets either language requirement or 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; 4 credits*

*Spring 2011***311s(1) From Hope to Despair: Life and Letters in Interwar France**

Study of French society, politics, literature, film, and visual arts between the two world wars as markers of France's complex relationship to the modern world: How did the optimism of *les années folles* evolve into the repression of the Vichy era? What was the role of the writer and artist in France's changing political and social climate? How did gender, race, ethnic, and class differences mark the period? What issues still resonate today? Authors may include: Cocteau, Breton, Colette, Weil, Beauvoir, Sartre, Césaire, Brasillach, Némirovsky, de Gaulle; plus films: *Un chien andalou*, *L'Atalante*, *Regain*, *Princesse Tam Tam*, *La règle du jeu*.

*Meets either language requirement or 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; 4 credits*

**311s(2) Joan of Arc: Problematic Heroine (pre-1800)**

What did people really think of Joan in her lifetime? Why did the French burn their savior, then canonize her centuries later? Why was her story told and retold, her visual likeness portrayed thousands of times and for so many different purposes, whether political or personal, both within and beyond France? This course attempts to answer these and other questions on Joan in history, literature, and the visual arts from 1429-1840s, by reading her trial transcripts, contemporaries like Christine de Pizan, then Le Franc, Villon, Montaigne, Gournay, Chapelain, Voltaire, Sade, Michelet—and numerous artists. Clips from famous films on her (1890s-1990s) will also be shown and discussed.

*Meets either language requirement or 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; 4 credits*

**321s Seminar in Romance Languages and Literatures: Topic: History of Romance Languages**

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. (Taught in English; Same as Romance Languages 375, Spanish 360, Italian 361) This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

*Meets Humanities I-A requirement*

*E. Castro-Cuenca*

*Prereq. two of the following courses: French 215, 219, 225, or 230, and permission of course instructor; To receive 300-level credit in French, students must write all papers and do appropriate course readings in French.; 4 credits*

**331f Courses on Social and Political Issues and Critical Approaches: Topic: The French New Wave: Its Origins and Its Influence**

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. (Same as Film Studies 370f-01) The New Wave was a series of films made in the 1960s by a group of pioneers, who had seen almost every film ever made and particularly admired American and Russian cinema. This creative explosion, a reaction to “cinéma de Papa,” won an aesthetic and political victory against an increasingly affluent, self-satisfied society, and brought about a revolution in the film industry.

*Meets either language requirement or Humanities I-A requirement*

*C. Le Gouis*

*Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits*

**341s Courses in Francophone Studies**

These courses study non-metropolitan 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.

*Meets multicultural requirement; meets either language requirement or Humanities I-A requirement*

*J. Teno*

*Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 4 credits*

**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 2010*

*370f(1) Topic: Corporalités: Writing the Body in French*

Study of representations of the body in French and Francophone fiction, film and art. How has embodiment been conceived across time and culture? What concepts of beauty, gender, race, class, sexuality, and age do the works communicate? How do representations of bodies convey power and desire? What forms of violence and monstrosity appear? Theoretical readings (Descartes, Freud, Beauvoir, Fanon, Foucault, Chebel) plus possible authors and films: Rabalais; Molière; Balzac; Gide; Colette; Duras; Blais; Djémaï; Warner-Vieyra; Rawiri; *Un chien andalou*; *Cléo de 5 à 7*; *Le Jardin par-fumé*.

*Meets either language requirement or Humanities I-A requirement*

*E. Gelfand*

*Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; 4 credits*

*Spring 2011*

*370s(1) Topic: "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 authors whose works include multiple autobiographical texts of various genres: fictional, nonfictional, and semifictional. We will analyze the ways in which these authors present their life stories, especially its 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. In addition to literary texts, we will analyze in detail several autobiographical films made by women.

*Meets either language requirement or Humanities I-A requirement*

*C. Rivers*

*Prereq. 12 credits including two courses at the advanced level, or permission of department chair and course instructor; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement  
The department*

*Prereq. jr, sr with permission of department; 1-8 credits*

# Gender Studies

The major and minor in gender studies are administered by the Department of Gender Studies: Professors Remmler, Townsley; Associate Professors Gundermann, Renda, Rundle; Visiting Assistant Professors Heller, Zuckerman; Senior Lecturer Ackmann.

## Contact Persons

TBA, *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 and gender, 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 post-colonial 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, 2-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

- 101, Introduction to Gender Studies
- 201, Methods and Practices in Feminist Scholarship
- 221, Feminist Theory
- 250, Gender and Power in Global Contexts
- 333, Advanced Seminar (two courses under this rubric)
- 390, Field Placement
- 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.

### Other

Topics and approaches emphasized in Gender Studies 221 (Feminist Theory) and Gender Studies 250 (Gender and Power in Global Contexts) vary from semester to semester. Also, other courses may be substituted for these two requirements, where indicated, but note that this will neither reduce the number of credits required for the major at each course level nor lead to a waiver of prerequisites for Gender Studies 333. Finally, some Five College courses may be substituted for



221 or 250, with permission of the department chair.

Each gender studies major shall also submit to her major advisor a statement that identifies the central question or questions that she anticipates will define her focus within the major. This statement is due during preregistration of the second semester of the student's junior year.

Majors are required to complete a minor in another discipline or interdisciplinary area.

## Requirements for the Minor

### Credits

- A minimum of 20 credits; 16 credits above the 100 level

### Courses

- 101, Introduction to Gender Studies
- 201, Methods and Practices in Feminist Scholarship; 221, Feminist Theory; or 250, Gender and Power in Global Contexts
- 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

*Fall 2010*

#### 101f(1)

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.

*Meets Humanities I-B requirement*

*M. Renda*

*4 credits*

#### 101f(2)

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.

*Meets Social Sciences III-A requirement*

*C. Heller*

*4 credits*

#### 101f(3)

(First-year seminar) This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

*Meets Social Sciences III-A requirement*

*L. Zuckerwise*

*Prereq. fy; 4 credits*

*Spring 2011*

#### 101s(1) Introduction to Gender Studies in the Spanish-Speaking World: Identities and Intersections

(Speaking- and writing-intensive course; Same as Spanish 230) This course, taught in Spanish, is an introduction to the interdisciplinary field of gender studies. It also focuses on the specific implications of this new, predominantly U.S.-based discipline for and in

the Spanish speaking world. 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 and queer activism, and strategies for change. We will examine the development of feminist and queer theory and its practices in various local and transnational contexts, but especially in the Spanish-speaking world.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*C. Gundermann*

*Prereq. Spanish 212 or permission by instructor; taught in Spanish; 4 credits*

### 101s(2)

This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

*Meets Social Sciences III-A requirement*

*L. Zuckerwise*

*4 credits*

**\*117f First Year Seminar: Gender and Power in the History of Mount Holyoke College** (First-year seminar; writing-intensive course; Same as History 101f) Mary Lyon, founder in 1837 of Mount Holyoke Female Seminary, held out to her students the possibility that they might transform the world—a tall order for young women who were excluded from proper citizenship and political power. To Lyon, duty, discipline, and community would make it possible. What transformations ensued? And what can we learn from them about the complexities of gender and power? This course will introduce students to the

craft of historical research through the richness of the College Archives. Special attention will be paid to the College's missionary past, its role in labor research and activism, and the place of racism and antiracism in its history.

*Meets Humanities I-B requirement*

*M. Renda*

*4 credits*

### 201s Methods and Practices in Feminist Scholarship

How do scholars produce knowledge? What can we learn from differences and similarities in the research process of a novelist, a biologist, an historian, a sociologist, and a film critic? Who decides what counts as knowledge? We will examine a range of methods from the humanities, social sciences, and natural sciences, including visual analysis, archival exploration, interviewing, and ethnography, as we consider the specific advantages (and potential limitations) of diverse disciplinary approaches for feminist inquiry. We will take up numerous practical questions as well as larger methodological and ethical debates. This course provides a foundation for advanced work in the major.

*Meets Social Sciences III-A requirement*

*M. Renda*

*Prereq. Gender Studies 101; one laboratory*

*course in a natural or physical science*

*(completed or taken concurrently); 4 credits*

### 204fs Women and Gender in the Study of Culture

A historical approach to the analysis of political discourses and economic relations in Latin America, Spain, and Latina/o cultures in the United States. Topics may include, but are not limited to, imperialism, Topics may include, but are not limited to, imperialism, (post/neo)colonialism, (trans)nationalism, migration, globalization, and neoliberalism. The specific course contents and examples examined will vary each semester.

*Fall 2010*

### 204f(1) Sexuality and Women's Writing

(Same as English 286f-01) An examination of how U.S. women writers in the twentieth and twenty-first centuries represent sexuality in prose. Topics to include: lesbian, queer, and

homoerotic possibilities; literary strategies for encoding sexuality; thematic interdependencies between sexuality and race; historical contexts such as the “inversion” model of homosexuality and the Stonewall rebellion; and theoretical issues such as the “heterosexual matrix” and the “epistemology of the closet.” Authors studied may include Allison, Bechdel, 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; 4 credits*

#### *204f(2) What Is Memory?*

(Speaking- and writing-intensive course; Same as Spanish 250f-01) This course, offered once a year at the 200-level, introduces students to multidisciplinary approaches of understanding the various social, political, cultural, and technological functions of memory in relation to concepts such as repression, trauma, the archive, speed, time, space, commemoration, preservation, corporeality, and performance. We will draw on disciplines such as psychology, computer science, gender studies, history, politics, biology, performance studies, and Latin American studies. Cotaught with additional faculty guest speakers throughout the semester.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*C. Gundermann, E. Rundle*

*Prereq. Spanish 212; Optional section taught in Spanish; 4 credits*

*Spring 2011*

#### *\*204s(1) The Gender of War in Twentieth-Century German Culture*

(Speaking- and writing-intensive course; Same as German 223) As an extreme, but common experience, war creates, shapes, and contests normative constructions of masculinity, femininity, and gender relations in general. This seminar explores the concept of war, its causes, and its representation in memoirs, fiction, art, and photography within German-speaking realms with an emphasis on World War II and its aftermath. What impact does war have on gender rela-

tions within a matrix of other categories of identity, such as race, class, and sexuality? Materials include texts by Bachmann, Brecht, Celan, and other German writers and films such as *Triumph of the Will* and *Das Boot*.

*Meets either language requirement or*

*Humanities I-A requirement*

*K. Remmler*

*Prereq. Previous study of German; Students enrolled in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224); 4 credits*

#### **206s Women and Gender in the Study of History**

*Spring 2011*

##### *206s(1) African Women: Food and Power*

(Same as History 296s-02) This course uses archival records, fiction, life histories, and outstanding recent scholarship to investigate African women's actions in a century that encompassed women's loss of agency and authority but the endurance of their responsibility for the production of food. We investigate the erosion of women's economic power and the loss of women's work of governing at conquest, in the early colonial period, and as a consequence of Africa's integration into the world economy as its least powerful player. We examine women's efforts to sustain productive activities in the face of opposition and the gendered tensions these efforts provoke. Optional fourth hour discussions.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*H. Hanson*

*4 credits*

##### *206s(2) African American Women and U.S. History*

(Same as History 280s-01) 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*

*4 credits*

**206s(3) Women in Chinese History**

(Same as History 296s-01) 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 multicultural requirement; meets Humanities I-B requirement*

*J. Lipman*

*4 credits*

**206s(4) Native American Women's History**

(Same as History 296s-03) This course explores Native American women's experiences across tribal nations from a historical perspective. We will look at Native American women's contributions to tribal communities and American history more broadly and re-examine representations of Native American women in myth, literature and popular culture. We will also look at traditional concepts of women's person-hood and roles in Native American societies, as well as the ways in which they changed over time. The colloquium will emphasize the individual stories of women's persistence and the challenges and successes of living under the conditions of American colonialism.

*Meets multicultural requirement; meets Humanities I-B requirement*

*C. Norrgard*

*4 credits*

**210f Women and Gender in Philosophy and Religion: Women and Gender in Islam**

(Same as Religion 207f-01) 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. Steinfeld*

*This course counts toward the Asian Studies major requirement.; 4 credits*

**212fs Women and Gender in the Social Sciences**

*Fall 2010*

**212f(1) Psychology of Women**

(Speaking-intensive course; Same as Psychology 211f-01) A multicultural feminist analysis of women's lives around the world. Emphasizing the diversity of women's experience across ethnicity, social class, and sexuality, this course examines existing psychological theory and research on women. In the fall, the course will have a strong international emphasis.

*Meets Social Sciences III-A requirement*

*F. Deutsch*

*Prereq. 100 level course in psychology.; 4 credits*

*Spring 2011*

**212s(1) Psychology of Women**

(Speaking-intensive course; Same as Psychology 211s) Are there psychological differences between women and men that persist despite greater equality? Which differences are these? What are their sources, and what implications do they have for how we live now? How do "femininity" and "masculinity" fit into our understanding of human psychology? This course will explore these and other questions about gender, identity, and social structure. Readings will include a range of primary and secondary sources—theoretical works, scientific articles, Web sites, archival records, and documents.

*Meets Social Sciences III-A requirement*

*G. Hornstein*

*Prereq. 100 level course in Psychology; 4 credits*

**221fs Feminist Theory**

*Fall 2010*

**221f(1) Feminist and Queer Theory through Film**

(Same as Film Studies 290f-01) We will be reading a number of key feminist texts that theorize the construction of sexual difference,

and challenge the oppression of women. We will then address queer theory, an offshoot and expansion of feminist theory, and study how it is both embedded in, and redefines, the feminist paradigms. This redefinition occurs roughly at the same time (1980s/90s) when race emerges as one of feminism's prominent blind spots. We will study these shifts through the analysis of a few moving pictures, or, to put it differently: all you always wanted to know about feminism, but didn't think to ask filmmakers such as Almodóvar, Hitchcock, Jarman, Pasolini, Varda, and others.

*Meets Humanities I-A requirement*

*C. Gundermann*

*Prereq. soph, jr, sr; 4 credits*

#### *221f(2) Invitation to Feminist Theory*

This course is designed to introduce students to the most important political questions in the field of feminist theory. We will begin the course by attending to the distinction between sex and gender and its relevance to feminism yesterday and today, exploring ways that the intersex movement, queer theory, and other gender politics complicate feminist concerns. In addition, we will explore the development of different schools of feminist thought, including arguments that feminism means equal rights for women, as well as claims that rights-based accounts of feminist freedom are limiting.

*Meets Social Sciences III-A requirement*

*L. Zuckerwise*

*4 credits*

#### *Spring 2011*

#### *221s(1) Invitation to Feminist Theory*

(Same as Politics 233s) This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of "women's emancipation." We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp

the complex ties and tensions between sex, gender, and power.

*Meets Social Sciences III-A requirement*

*E. Markovits*

*Prereq. soph, jr, sr; 4 credits*

#### **241s Women and Gender in Science: Gender in Science**

(Same as Physics 211s-01) This course examines explanations for the under-representation of women in science, technology, engineering, and math (STEM) with an eye to identifying how to increase the participation of women in science. The course will address questions about gender differences in cognition and ability, the role of stereotyping, as well as the "leaky pipeline" issue, that is, the rate and timing of the departure of women from scientific fields. Course readings will explore the psychology of gender, as it relates to STEM. In addition, we will read research from physical scientists, reports from professional organizations such as the American Physical Society, and reports from congressional committees.

*Does not meet a distribution requirement*

*K. Aidala*

*4 credits*

#### **250s Gender and Power in Global Contexts: Land, Transnational Markets, and Democracy in Women's Lives and Activism**

(Same as Anthropology 216s) This course will address the predicaments of women who must negotiate local contexts shaped by transnational markets, changing patterns of agriculture and agro-forestry, and struggles over indigenous land rights. How have arguments about democracy shaped the struggles women take up locally, nationally, and transnationally in opposition to corporate power, national policies, and supranational agencies such as the World Trade Organization?

*Meets Social Sciences III-A requirement*

*C. Heller*

*4 credits*

#### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph; 1-4 credits*

### 333fs Advanced Seminar

Advanced seminars address topics in gender studies within and across various disciplines, hence prerequisites vary. Written application is required for admission to all advanced seminars in the department. Please see below for specific requirements, the location of the application, and the deadline for submission. If not otherwise noted, applications for pre-registration are due by the end of the academic advising period. In some but not all cases, late applications may also be reviewed at the start of the new semester.

#### Fall 2010

##### 333f(1) *Sociology of Gender*

(Same as Sociology 305f-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, 8 credits in gender studies; *online application required, see* <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

##### 333f(2) *Emily Dickinson in Her Times*

(Same as English 359f-01) This course will examine the writing of Emily Dickinson, both her poetry and her letters. We will consider the cultural, historical, political, religious, and familial environment in which she lived. Special attention will be paid to Dickinson's place as a woman artist in the nineteenth century. The class will meet at the Dickinson Museum (280 Main Street in Amherst and accessible by Five College bus). Enrollment is limited to ten students.

*Meets Humanities I-A requirement*

*M. Ackmann*

*Prereq.* jr or sr; 8 credits in gender studies;

*online application required, see*

<http://www.mtholyoke.edu/acad/gender/300level.html>; 1 meeting (3 hours) in Amherst; 4 credits

##### 333f(3) *Love, Gender-Crossing, and Women's Supremacy: A Reading of The Story of the Stone*

(Speaking- and writing-intensive course; taught in English; Same as Asian Studies 340f-01) A seminar on the eighteenth-century Chinese masterpiece *The Story of the Stone* and selected literary criticism in response to this work. Discussions will focus on love, gender-crossing, and women's supremacy and the paradoxical treatments of these themes in the novel. We will explore multiple aspects of these themes, including the sociopolitical, philosophical, and literary milieus of eighteenth-century China. We will also examine this novel in its relation to Chinese literary tradition in general and the generic conventions of premodern Chinese vernacular fiction in particular.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*Y. Wang*

*Prereq.* Permission of instructor; *online application required, see*

<http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

##### 333f(4) *Women and Gender in South Asia*

(Speaking-intensive course; Same as History 301f-04) This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship — in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

*333f(5) Gender, Food and Agriculture in the Global Context*

(Same as Anthropology 316f-01) This course explores the gendered domains of food and agriculture as they unfold within household and community economies in the global south and in G-8 countries. We will examine the place of women in systems of food production, processing, marketing, and consumption. We will address locally regulated markets, cuisines, and peasant farming systems as they interface with international neoliberal systems of market and trade. We will also pay close attention to emergent women's agricultural cooperatives and unions as they shape new transnational coalitions that offer sustainable (and flourishing) solutions to problems associated with post-industrial agriculture.

*Meets Social Sciences III-A requirement*

*C. Heller*

*Prereq. jr or sr; 8 credits in gender studies or anthropology or permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits*

*333f(6) Sexual Selection and Sexual Conflict in Animals: Theory, Research, and Feminist Critique*

(Speaking- and writing-intensive course; Same as Biology 321B) Sexual selection theory explains how selection on traits that allow individuals to attract potential mates or defeat potential rivals can lead to the evolution of sexual dimorphism. Sexual conflict theory investigates how the conflicting interests of males and females in mating interactions can result in the co-evolution of traits for manipulation and resistance. Feminist critics point out how these theories reflect and in turn propagate stereotypes about human behavior. This course explores classic and current biological literature on sexual selection and sexual conflict alongside feminist critiques of the language use, the assumptions, and the interpretation of research in these fields.

*D. Pope*

*Prereq. jr, sr, and permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits*

*333f(7) Women and Gender in the Middle East*

(Writing-intensive course; Same as History 301f-05) This course is designed to provide students with a nuanced historical understanding of issues related to women and gender in the region defined as the area from Morocco to Iran. After an introduction to the main themes and approaches in the study of women and gender, we will examine the development of discourses on gender and the lived experiences of women from the rise of Islam, through the Ottoman Empire, and up to the twentieth century. Topics: the politics of marriage, divorce, and reproduction; women's political and economic participation; Islamist movements; the new field of masculinity studies; and the highly contested topics of homosexuality and transsexuality in the Middle East.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*N. Sbaiti*

*Prereq. permission of instructor; 8 credits in history or equivalent preparation; written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*333f(8) Women Writers: Early Feminisms*

(Speaking- and writing-intensive course; Same as Spanish 330f-01) This course examines a variety of literary expressions of Early Modern Spanish women (Teresa de Avila, Catalina de Erauso, and María de Zayas among others). Attention will be paid to the formal means by which women writers emulated, appropriated, or subverted male-authored models. A significant part of the class will deal with the ways in which contemporary feminist theories can be used to complement, interpret, and flesh out ideas expressed by Early Modern women. Students will collaborate with the organization of an international conference on women to be held at MHC in September. Students will work on projects based on conference presentations and interview the participants.

*Meets multicultural requirement; meets Humanities I-A requirement*

*N. Romero-Diaz*

*Prereq.* Two 200-level courses above SPAN 212 or permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

### 333f(9) *Feminist Theologies*

(Same as Religion 323f) 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 religion; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

*Spring 2011*

### 333s(1) *Beyond Logocentrism*

(Speaking- and writing-intensive course; Same as Spanish 350s-01) Logocentric thinking is characterized by the desire for a center or original guarantee of all meaning, and has dominated the Western world since Greek antiquity. It attempts to repress difference in favor of identity and presence. Feminists have extended the concept to talk about *phallogocentrism* as the logical underpinning of patriarchy, and seek to go beyond it. Thinking beyond logocentrism is also crucial for the new discipline of critical animal studies. In this course, we will study attempts at breaking with the (phal)logocentric model of subjectivity, many of which have emerged in the “mestizo/a” continent.

*Meets Humanities I-A requirement*

*C. Gundermann*

*Prereq.* Two courses in Spanish at 200-level above 212 or 8 credits in gender studies; application at <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

### 333s(2) *Gender and War*

(Same as English 372s-01) This seminar will focus on depictions of war in the context of gender. When asked how we might prevent war, Virginia Woolf suggested that we must invent new language and methods rather than follow the path of the traditional “procession of educated men.” What language emerges in works about the effects of war? Texts will include essays and films as well as selected works by writers such as Alcott, Whitman, Crane, Twain, Hemingway, Woolf, Silko, Morrison, and O’Brien.

*Meets Humanities I-A requirement*

*L. Glasser*

*Prereq.* jr or sr; 8 credits beyond the 100 level in English or gender studies; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; meets English department seminar requirement; 4 credits

### 333s(3) *Gender and Class in the Victorian Novel*

(Same as English 323s-01) 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*

*A. Martin*

*Prereq.* jr, sr, 8 credits in department including English 220, 230, or permission of instructor; online application required, see



<http://www.mtholyoke.edu/acad/gender/300lev el.html>; meets English department 1700-1900 requirement; 4 credits

**333s(4) Gender and Domestic Labor**

(Same as Psychology 319s-01) 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. Permission of instructor; students must meet with instructor during advising week for permission to enter the course; online application required,

<http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

**333s(5) Feminist Poetics: The Poetess, Prophet, and Revolutionary**

(Speaking-intensive course; Same as English 377s-01) This seminar will explore innovations in eighteenth- and nineteenth-century women's verse. By investigating experiments with narrative, genre, stanza form, meter, and figurative language, we will contemplate what political, social, and ideological problems women writers attempted to present and perhaps solve through linguistic creativity. Larger questions include how to define "feminist poetics" and what potential such a project might afford poets and thinkers today. To this end, we will read selections of poetry in conversation with contemporary feminist theory as well as representations of women's incantation, prophecy, and singing by male poets and novelists of the day.

Meets Humanities I-A requirement

K. Singer

Prereq. jr, sr, 8 credits in English and/or gender studies beyond the 100 level, or permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

**333s(6) "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 authors whose works include multiple autobiographical texts of various genres: fictional, nonfictional, and semifi ctional. We will analyze the ways in which these authors present their life stories, especially its 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. In addition to literary texts, we will analyze in detail several autobiographical films made by women.

Meets either language requirement or Humanities I-A requirement

C. Rivers

Prereq. 12 credits in French including two courses at the advanced level, or permission of department chair and course instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

**333s(7) Love, Desire, and Gender in Indian Literature**

(Taught in English; Same as Asian Studies 350s-01) Seminar on love, desire, and gender, major themes in Indian literature. We will read classic poems, plays, and narratives in translation from Sanskrit, Tamil, Hindi, and other languages, in relation to aesthetic theory, visual arts (miniature paintings), and performance genres (Indian dance, and the modern Bollywood cinema). Study of the conventions of courtly love, including aesthetic mood (*rasa*) and natural landscapes, and their transformation in Hindu bhakti and Sufi Muslim mystical texts, the Radha-Krishna myth, and film. Focus on representations of women and men, and on issues of power, voice, and agency.

Meets multicultural requirement; meets Humanities I-A requirement

I. Peterson

Prereq. so, jr, sr, and 100 or 200 level course in literature in any language (inc. English); online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

### 390fs Field Placement

(Community-Based Learning course; speaking-intensive course) This course presents an opportunity for students to apply gender theory to practice and synthesize their work in gender studies. Connections between the academy and the community, scholarship and social action will be emphasized. Students will arrange for a placement at a non-profit organization, business, or institution that incorporates a gender focus. A weekly seminar with other students provides a structured reflection forum to analyze experience and methods.

*Does not meet a distribution requirement*

*M. Ackmann*

*Prereq. Gender Studies 101, 250, either 201 or 221; 4 credits*

### 391f Senior Seminar

This year-long 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*

*C. Heller*

*Prereq. Seniors only, GNDST 101, GNDST 221, GNDST 250, GNDST 333, 20 credits in gender studies and/or related courses, written application for permission required.; 2 credits*

### 392s Senior Seminar

Continuation of Gender Studies 391.

*Does not meet a distribution requirement*

*C. Heller*

*Prereq. Gender Studies 391; 2 credits*

### 395fs Independent Study

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, and permission of program; 1-8 credits*

## Related Courses

### *Anthropology*

306f(01) Anthropology of Reproduction

### *Asian Studies*

320s(01) Women's Issues in Arab Women Writers' Novels

### *English*

374s(01) Hitchcock and After

### *French*

120f(01) Mothers and Daughters

311s(01) From Hope to Despair: Life and Letters in Interwar France

370f(01) Corporaliti  s: Writing the Body in French

### *Theatre Arts*

251f(01) Histories of Performance I

252s(91) Histories of Performance II

# Geography

Professors Dunn, Kebbede (on leave 2010–2011), McMenamin, Werner; Associate Professors Markley, Millette (*chair*); Assistant Professor Ahmed.

## Contact Persons

Thomas Millette, *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, urban and political geography, resource conflict, 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 32 credits

### Courses

- Geography 105, World Regional Geography or Geography 106, Global Societies
- Geography 107, Introduction to the Physical Environment
- Geography 205, Mapping and Spatial Analysis
- One of the following thematic courses:
  - Geography 202, Cities of the Twenty-first Century
  - Geography 204, Human Dimensions of Environmental Change
  - Geography 206, Political Geography
  - Geography 212, Global Economic Geography
  - Geography 224, Atmosphere and Weather
- One of the following regional geography courses:

- Geography 214, Geography of South Asia
- Geography 215, Geography of the Middle East and North Africa
- Geography 217, The African Environments
- Three 300-level courses, selected from the following:
  - Geography 304, Regional and Town Planning: Special Topics
  - Geography 307, Remote Sensing
  - Geography 311, Seminars: Selected Topics
  - Geography 312, Seminar: Geographies of Development
  - Geography 313, Third World Development
  - Geography 319, Africa: Problems and Prospects
  - Geography 321, Geographic Information Systems
  - Geography 395, Independent Study

Most geography courses are offered in alternate years, and majors should consult the department when planning their programs.

## Requirements for the Minor

### Credits

- A minimum of 20 credits

### Courses

- Geography 105, World Regional Geography or Geography 106, Global Societies
- Geography 205, Mapping and Spatial Analysis
- Any one of the following courses:
  - Geography 202, Cities of the Twenty-First Century
  - Geography 204, Human Dimensions of Environmental Change
  - Geography 206, Political Geography
  - Geography 212, Global Economic Geography
  - Geography 224, Atmosphere and Weather

- Any one of the following regional geography courses:
  - Geography 214, Geography of South Asia
  - Geography 215, Geography of the Middle East and North Africa
  - Geography 217, The African Environments
- Any one of the following 300-level geography courses:
  - Geography 304, Regional and Town Planning: Special Topics
  - Geography 307, Remote Sensing
  - Geography 311, Seminars: Selected Topics
  - Geography 312, Seminar: Geographies of Development
  - Geography 313, Third World Development
  - Geography 319, Africa: Problems and Prospects
  - Geography 321, Geographic Information Systems
  - Geography 395, Independent Study

## Course Offerings

### 100f Seminar on Alternative Energy Technologies

(First-year seminar) Alternative energy technologies run the gamut from sophisticated silicon-based photovoltaics, to the fermentation of sugars for ethanol, to the combustion of biomass and more. The large array of alternative energy opportunities combined with a litany of hyperbolic prognostications of each new breakthrough has created a great deal of confusion on the state of alternative energy. This class uses an interdisciplinary approach to survey the major alternative energy technologies and explores the science, economics, and politics pertinent to each paradigm.

*Meets Social Sciences III-A requirement*

*T. Millette*

*4 credits*

### 105s World Regional Geography

Surveys physical and human geographic patterns, providing a comprehensive background discussion of individual regions.

Analyzes each region in terms of its environ-

mental 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*

*W. Amhed*

*4 credits*

### 106f Global Societies

This introductory course in human geography examines social, economic, cultural and political spaces in a global context. In order to understand the making of our world, we examine processes like globalization, liberalism and neo-liberalism, conservatism and neo-conservatism, colonialism, neo-colonialism, politics, cultures, migrations, and wars.

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

*W. Ahmed*

*4 credits*

### 107f Introduction to the Physical Environment

A systematic introduction to the processes operating on the surface of the earth, their spatial variation, and their contribution to the spatial patterning of life on earth. The course stresses interactions among climate, landforms, soils, and vegetation and examines human impacts on environmental systems.

*Meets Science and Math II-C requirement*

*T. Millette*

*4 credits*

### \*202s Cities of the Twenty-first Century

This is an introductory geography course on World Cities and Urban Systems. We focus on processes that produce spatial differences and inter-relations within and between cities across the world. Cities of the Twenty-first Century, incorporating theoretical, critical and empirical approaches, covers a range of topics, including historical development of cities; colonial and post-colonial structures in Third World cities; urban governance; social patterns within cities; urban economies; urban planning; urban environment, and the linkages among all these.

*Meets multicultural requirement; meets Social*

*Sciences III-A requirement**W. Ahmed**Prereq. Any 100-level geography and or social science class; 4 credits***\*204s Human Dimensions of Environmental Change**

(Same as Environmental Studies 204) 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**4 credits***205f 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**4 credits***\*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**4 credits***212f Global Economic Geography**

Economic activities such as consumption, trade, production, investments, and economic institutions such as markets, corporations, banks alter everyday life. With globalization these processes acquire greater intensity, producing cultural, environmental, and political effects. This course examines these changes by understanding how economic processes work, change spaces, and differentially impact developed and developing economies.

*Meets multicultural requirement; meets Social Sciences III-A requirement**W. Ahmed**Prereq. one course in the social sciences; 4 credits***\*214f Geography of South Asia**

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.

*Meets multicultural requirement; meets Social Sciences III-A requirement**G. Kebbede**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***\*224f Atmosphere and Weather**

In this course we will learn weather forecasting skills. This will involve examining weather observations, satellite and radar images, surface and upper-air weather charts, and predictions made by computer models.

We will have an opportunity to learn atmospheric dynamics and gain an understanding of the Earth's radiation budget. Topics will include severe storms, hurricanes, and winter weather.

*Meets Science and Math II-C requirement*

*The department*

*Prereq. high school earth science or any 100-level natural science course; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph and permission of instructor; 1-4 credits*

### **304s Regional and Town Planning — Special Topics**

*Does not meet a distribution requirement*

*T. Millette*

*Prereq. Any 200-level geography course; 4 credits*

### **\*307s Remote Sensing**

This course presents the fundamentals of digital analysis of aerial and satellite imagery. Students are introduced to the characteristics of Earth images and learn to make qualitative and quantitative assessments of multispectral aerial and satellite data. This class includes a term-long collaborative project to measure vegetation change at the Plum Island salt marsh.

*Meets Science and Math II-C requirement*

*T. Millette*

*Prereq. Geography 205; 4 credits*

### **311f Seminars: Political Economy of Climate Change**

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.

(Speaking- and writing-intensive course) The South/North divide at the December 2009 climate change negotiations in Copenhagen were complex, and centered around issues of national sovereignty and the right to development. There is now a firm consensus that climate change could not only undermine the most basic challenges of international relations and economic development, but that it

threatens to induce even further suffering among the world's poorest people (rise of climate refugees etc) and will likely exacerbate existing international problems and disputes while giving rise to entirely new dilemmas. This course explores the history of international politics and economic development, and examines the systems of power supporting the structures and institutions that shape international policy on climate change.

*Meets Social Sciences III-A requirement*

*J. Funke*

*Prereq. jr, sr, and 4 credits in department and 4 credits in related social sciences at 200 level; 4 credits*

### **312s Seminars: Geographies of Development: Theories and Practices**

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.

Development means progress, advancement, and a better life for everyone. In this highly uneven world, where inter-regional, inter-class, inter-gender differences in development are expanding, this course will critically examine what constitutes progress, advancement, or betterment, and conceptually explore whether and how equality can become a goal for all societies. This course will delve into critical social theories and will debate global policy regimes produced by organizations like World Bank, IMF, and WTO to understand how the geography of global development, and in turn Third World development, is shaped.

*Meets Social Sciences III-A requirement*

*W. Ahmed*

*Prereq. jr, sr, 4 credits in department and 4 credits in related social sciences at 200 level; 4 credits*

### **\*313f Third World Development**

(Speaking- and writing-intensive course) 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 un-

derdevelopment. 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. Prereq. jr., sr., 4 credits in department and 4 credits in related social sciences at 200 level; 4 credits*

### **\*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 industrialization, and the problems and prospects of regional cooperation and integration.

*Meets multicultural requirement; 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; 4 credits*

### **321s Geographic Information Systems**

In this course, students will apply the skills they have learned in Geography 205 to a real-world problem. Data from various sources are combined to create a spatial database from which a spatial model is derived. Synthesis and manipulation of spatial data are used to undertake analysis of land cover change for the last 20 years in Massachusetts, with emphasis in the Pioneer Valley. The end result is a study of the factors that influence changes from undeveloped to developed land.

*Meets Science and Math II-B requirement*

*T. Millette*

*Prereq. Geography 205; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, permission of instructor; 1-8 credits*

# Geology

Professors Dunn, Kebbede (on leave 2010–2011), McMenamin, Werner; Associate Professors Markley, Millette (*chair*); Assistant Professor Ahmed.

## Contact Persons

Thomas Millette, *chair*  
Cecile Vasquez, *senior administrative assistant*

The geology major provides students with an understanding of earth processes, properties, and history, as well as the evolution of life and the interactions between humans and Earth's environments. For students considering graduate work or professional employment in the earth sciences, we recommend as many courses as possible in the cognate sciences (biology, chemistry, and physics), as well as calculus and/or statistics. We also strongly recommend a summer field course in geology. Early consultation with the department is encouraged.

## Requirements for the Major

### Credits

- A minimum of 36 credits

### Courses

Required for the major are:

- An introductory survey course: Geology 100, 101, 102, 103, or 107
- Geology 201, Rocks and Minerals
- Geology 203, Surface Processes
- Geology 224, Paleontology-Stratigraphy
- Geology 322, Petrology and Petrography
- Geology 333, Structural Geology and Orogenesis
- Geology 334, History of the Earth
- 8 additional credits in geology at the 200 level or above

No more than 4 credits of independent study (Geology 295 or 395) may be counted toward the major. A summer field course may count for 4-6 credits in geology. Other geology

courses in the Five Colleges may also apply toward the major.

## Requirements for the Minor

### Credits

The geology minor consists of any geology course at the 100 level (100, 101, 102, 103, or 107) and at least 16 credits at the 200 level or above. At least four of these credits must be at the 300 level.

## Teacher Licensure

Students interested in pursuing licensure in the field of earth science can create a special earth science major and combine this course work with a minor in education. For specific course requirements for licensure in earth science within the field of geology (and related disciplines), please consult your advisor or the chair of the geology and geography department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate programs chapter and Sarah Frenette ([sfrenett@mt holyoke.edu](mailto:sfrenett@mt holyoke.edu) or x3300) of the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Offerings

### 100s Physical Geology

From earthquakes to landscapes, deserts to glaciers, landslides to limestone, this course introduces the surficial and internal processes of the earth. Learn to interpret the geology of your surroundings when traveling to new places and understand how geologic setting



influences how people live. Lectures focus on exploring and explaining geological features and processes using concept sketches. Labs focus on mineral and rock identification, map reading, and local field trips.

*Meets Science and Math II-B requirement  
M. Markley*

*Preference given to first- and second-year students during the first week of registration. Juniors and Seniors should check ISIS after that for availability.; 4 credits*

### **101f Environmental Geology with Lab**

The only planet known to sustain life, Earth provides all the resources that sustain us, but at the same time it can be an unpredictable and sometimes dangerous home. In the long view of geologic time, Earth's environments constantly change. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. The better we understand our planet, the better able we are to survive on it. In lab, we cover methods for recognizing and interpreting environmental hazards and developing strategies to address environmental problems.

*Meets Science and Math II-B requirement  
S. Dunn*

*2 meetings (75 minutes), 1 lab (3 hours), field trips. The lecture for this course meets at the same time as the lecture for GEOL 107. 25 spaces allocated to first-year students; 4 credits*

### **102f History of Life**

Life forms have inhabited the surface of our planet for most of its history. Earth, as a result, has a unique geology that is unlike that of any other planet. In this course we will examine the interrelations between life processes and Earth's crust and atmosphere and how they work together to 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 will emphasize identification and analysis of sediments, rocks, and fossils.

*Meets Science and Math II-B requirement  
M. McMenamin*

*4 credits*

### **103s Oceanography**

Because more than seventy 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 processes in the oceans at a variety of scales in time and space. We will explore how the Earth's oceans formed, how they provided the foundations for life, and how they continue to affect weather and climate, stabilize global chemical cycles, interact with the terrestrial environment, and give us access to resources.

*Meets Science and Math II-C requirement  
A. Werner  
4 credits*

### **107f Environmental Geology**

The only planet known to sustain life, Earth provides all the resources that sustain us, but at the same time it can be an unpredictable and sometimes dangerous home. In the long view of geologic time, Earth's environments constantly change. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. The better we understand our planet, the better able we are to survive on it.

*Meets Science and Math II-C requirement  
S. Dunn*

*The lecture for this course meets at the same time as the lecture for GEOL 101, but this course does not have a lab.; 4 credits*

### **115fs First-Year Seminar**

*Fall 2010*

*115f(1) Understanding Climate Change* (First-year seminar; speaking-intensive course) The climate of planet Earth is changing and many believe that humans are the cause. But the Earth's climate has changed in the past (without human influence), so how can we be sure that present and projected future warming is not simply part of a natural cycle? To understand future climate change we will look at the record of past climate change and evaluate the impacts of a warmer world.

*Meets requirement*

A. Werner

*Prereq. fy; 4 credits*

**115f(2) Diamonds**

(First-year seminar; speaking-intensive course) Are diamonds a girl's best friend? This course explores the geology of diamond deposits, the cultural and economic complexity of diamonds and diamond mining, the physical properties of diamond, and industrial uses of artificially produced diamonds. Students will be expected to lead and participate in class discussions, complete assignments in groups, and make oral arguments about difficult and complicated topics.

*Meets requirement*

M. Markley

*Prereq. fy; 4 credits*

*Spring 2011*

**115s(1) Emergence of Animals**

(First-year seminar; writing-intensive course) The origin of animals was one of the most important events in the history of earth. In this course we will review the history of the planet, learn basic geology, and then examine the problem of the origin of animals by studying Mount Holyoke's unequalled collection of Precambrian and Cambrian fossils. The origin of animals has been called the Cambrian Explosion. We will examine what this means for our understanding of evolutionary theory.

*Meets requirement*

M. McMenamin

*Prereq. fy; 4 credits*

**201f Rocks and Minerals**

In this course you will learn to recognize the common rock-forming minerals and principal rock types, and to understand their origins, properties, associations, and geological significance. Observational skills and hand sample identification will be emphasized in lab and on field trips.

*Meets Science and Math II-B requirement*

S. Dunn

*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. With this understanding 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; 4 credits*

**210f Plate Tectonics**

(Speaking- and writing-intensive course) Plate tectonic theory explains the origins of volcanoes and earthquakes, continental drift, and the locations of mountain belts and oceans. This course focuses on the geometry of plate tectonics. Topics include mid-ocean ridge systems, transform faults, subduction zones, relative plate motion, earthquake analysis, triple point junctions, and stereographic projection. Work includes individual research projects on active plate boundaries.

*Meets Science and Math II-C requirement*

M. Markley

*Comfort with geometry and trigonometry suggested.; 4 credits*

**224s Paleontology-Stratigraphy**

This course provides an intensive study of fossils, fossil preservation, depositional environments, sediments, sedimentary rocks, and the processes of sedimentation. We will employ the principles of stratigraphic analysis and correlation to interpret ancient environments and paleoclimate, reconstruct paleogeography, and probe the characteristics of sedimentary basins. Laboratory exercises and field trips will introduce a variety of analytical techniques used to study sedimentary rocks.

*Meets Science and Math II-B requirement*

M. McMenamin

*Prereq. one course in geology at the 100 or 200 level; 4 credits*

**227s Groundwater**

The demand for and the contamination of groundwater resources are major societal concerns. To better understand the dynamics of the groundwater system, we cover topics including the hydrologic cycle, surface and subsurface hydrology, groundwater resource evaluation, and groundwater geotechnical problems. Students prepare weekly problem sets, a term paper, and an oral presentation. Many of the homework problems involve computer applications.

*Meets Science and Math II-B requirement*

*A. Werner*

*Prereq. Any 100-level geology course; 4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph and permission of instructor; 1-4 credits*

**316f Scanning Electron Microscopy**

(Same as Biological Sciences 316f)

*Does not meet a distribution requirement*

*M. Rice*

*2 credits*

**322s Igneous and Metamorphic Petrology**

Studies mineralogical and chemical compositions, classification, genesis, and mode of occurrence of igneous 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, including mineral optics, and one or more field trips.

*Does not meet a distribution requirement*

*S. Dunn*

*Prereq. Geology 201; 4 credits*

**\*326s Seminar: Global Change**

The Earth's climate system is dynamic. Relatively small changes have been associated with profound environmental change; therefore, understanding historic and geologic climate change is paramount to predicting future change. This course reviews the evidence of past climatic change and the prospects of a warmer world.

*Does not meet a distribution requirement*

*A. Werner*

*Prereq. 1 200-level geology course; 4 credits*

**\*333f Structural Geology and Orogenesis**

This course covers the basic techniques of field geology and structural analysis. Lectures concentrate on field techniques, stress, strain, faulting, folding, rock strength, deformation mechanisms, and multidisciplinary approaches to mountain building (orogenesis). Most labs are field trips that involve data collection. Weekly writing assignments focus on presenting original research and distinguishing between observations and interpretations. During the final weeks of the semester, oral presentations emphasize fluency in the published literature of structural geology.

*Meets Science and Math II-B requirement*

*M. Markley*

*Prereq. Geology 201; 4 credits*

**334s History of the Earth**

This course explores the evolution and interaction of life, rocks, oceans, and air during the past 4 billion years of earth history. Some topics covered are: ice ages and greenhouse atmospheres, continental drift, extinctions and radiations of flora and fauna, the early evolution of earth, absolute and relative dating of rocks, and the geologic time scale. Labs teach geologic map interpretation and simple computer modeling of earth systems. Oral presentations and writing assignments focus on proposal writing, the design and testing of earth science hypotheses, and critical analysis of recently published research on earth history.

*Meets Science and Math II-B requirement*

*M. Markley*

*Prereq. Geology 201, or Geology 203, or*

*Geology 224 (can be taken concurrently with the permission of Instructor), or Biology 223, or Biology 226; 4 credits*

**\*341f Seminars: Bedrock Geology Maps**

Seminars offer directed study and discussion of one or more selected topics in geology. Topics vary from year to year.

A bedrock geologic map shows the distribution of different kinds of rocks at the surface of the earth. "A geologic map is a subtle combination of observed facts and interpretations," says Lucien Platt. "Map making is a fine art. To appreciate fully and to understand a geologic map takes thoughtful and careful analysis." Through such analysis, this course focuses on: (1) using maps to infer re-

gional geological histories, (2) drawing cross sections, and (3) visualization in three dimensions. This course meets for the first six weeks of the semester, and it is recommended for students who plan to pursue graduate degrees in the geosciences.

*Does not meet a distribution requirement*

*M. Markley*

*Prereq. At least two 200- or 300-level geology courses; 2 credits*

### **\*342s Death Valley Field Course**

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.

This seminar will cover selected topics on the geology of Death Valley region, California.

We will meet for two hours per week up until spring break, then embark on a ten-day fieldtrip to Death Valley National Park, March 12-21. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.

*Does not meet a distribution requirement*

*S. Dunn*

*Prereq. two geology courses and permission of instructor; 1 meeting (2 hours) and ten-day fieldtrip (Thursday, March 12 to Saturday, March 21); enrollment limited.; 2 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, and permission of instructor; 1-8 credits*

# German Studies

The major in German studies is administered by the Department of German Studies: Professors Davis, Remmler (*chair*); Senior Lecturer Van Handle, Lecturer Lauer

## Contact Persons

Karen Remmler, *chair*  
Carmen Sullivan, *senior administrative assistant*

## German Studies Web Site

<http://www.mtholyoke.edu/acad/german>

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 and 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, supports 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 throughout its curriculum,

from elementary courses to advanced seminars.

Courses 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 German speakers in a variety of contexts, on many levels, and in diverse situations. In weekly conversation sessions, peer assistants from Germany provide opportunities for informal conversations. All courses are conducted in German, except first-year seminars and 231. However, students in these courses may receive credit toward the German studies major or minor by enrolling in a complementary two-credit speaking and writing course (German Studies 232).

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 United States. Many of these alumnae continued their studies in German and other fields at the most renowned graduate and professional schools in the United States and abroad.

The major in German studies, therefore, integrates the development of language skills with the study of the social, economic, and cultural developments in the German-speaking countries, both in the past and present.

## Requirements for the German Studies Major

### Credits

- A minimum of 32 credits beyond 201, of which at least 16 must be at the 300 level in the German Studies Department.

## Courses

- 220 and at least one topics course, 223. Normally, no more than a total of four credits of independent study (295) may be counted toward the major.
- Four courses at the 300 level, including the senior seminar, German Studies 325, to be completed during the spring semester of senior year. Normally, no more than a total of four credits of independent study (395) may be counted toward the major in addition to eight credits of 395 senior thesis work. (Students may count up to two 300-level courses taken abroad with approval of the chair.)
- Eight additional credits beyond 201
- Courses in translation (231) are not normally part of the minimum major of 32 credits. Students may earn credit in German if they read German texts in the original, write their papers in German, and enroll in 232, the 2-credit course which complements German courses taught in English (100 or 231).

As culture is constructed and expressed through language, students are expected to conduct their work in the department and as much work as possible outside the department in the German language.

In conjunction with their advisors, students plan an individualized program of study suited to their interests and backgrounds. To ensure breadth of background and context, we strongly encourage students to include at least one course each relating to the eighteenth, nineteenth, and twentieth centuries. To ensure depth, students may focus on a specific topic, period, or century. Courses about Germany or Europe taught in other departments or programs may be selected from such fields as anthropology, art, critical social thought, economics, European studies, film studies, gender studies, history, international relations, Jewish studies, music, politics, philosophy, psychology, religious studies, sociology, and theatre arts. Students should focus their work in these courses on issues relating to German-speaking countries and consult with the department to choose appropriate courses.

## Requirements for the Minor

The minor in German studies is intended to provide a focused introduction to the language and culture of German-speaking countries.

### Credits

- A minimum of 16 credits beyond German Studies 201 and at least one 4-credit course at the 300 level in the German Studies Department

### Courses

- 220 and at least one topics course, 223. Normally, no more than a total of four credits of independent study (295) may be counted toward the minor.
- One course at the 300 level in the Department of German Studies
- Four additional credits beyond 201
- Courses in translation (231) are not normally part of the minimum minor of 16 credits within the department. Students may earn credit in German if they read texts in the original, write their papers in German, and enroll in 232, the 2-credit course which complements German courses taught in English (100 or 231).

## Teacher Licensure

Students interested in pursuing licensure in the field of German studies can combine their course work with a minor in education. In some instances, coursework in the major coincides with coursework required for licensure; in other cases, it does not. For more information, please consult your advisor, the chair of the German studies department, and the "Teacher Licensure" page on the German studies Web site: <http://www.mtholyoke.edu/acad/german/programs.html>. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are avail-

able 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 McCulloch Center for Global Initiatives normally satisfy some of the minimum requirements of their major while abroad. By completing appropriate course work, including written work, students majoring in German may transfer the equivalent of one course per semester at the 300 level and additional credits at the 200 level. Minors spending the junior year in a German-speaking country with a program approved by the department and the McCulloch Center for Global Initiatives may bring back the equivalent of one course at the 300 level and one course at the 200 level. Upon their return, students are required to participate in at least one course per semester in the department so that faculty can evaluate them based on work done in the senior year when writing recommendations for graduate school or employment opportunities.

The department has exchange programs with the Universities of Bonn, 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 page for more details:  
[http://www.mtholyoke.edu/global/major\\_german.html](http://www.mtholyoke.edu/global/major_german.html).

Our students frequently spend time abroad, either in their junior year or in the summer. They also take advantage of diverse internship opportunities at: German investment banks or brokerage firms, science laboratories, hospitals, newspapers, intercultural agencies, schools, radio stations, museums, li-

braries, 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*), 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 at  
<http://www.mtholyoke.edu/acad/german/place ment.html>.

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 prior to registration, if possible. It is available at  
<http://www.mtholyoke.edu/acad/german/place ment.html>.

Students contemplating spending all or part of their junior year in Germany should elect German in the first semester of their first year, since two continuous years of German in college are normally required for junior-year programs in Germany.

Courses that satisfy the College language requirement only are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities I-A distribution requirement.

German Studies 100, the first-year seminar offered in the spring this year, and German Studies 231, Topics in German Studies, are

writing-intensive courses taught in English. Both courses are open to first-year students.

### Course Selection

Students in Groups II–IV are required to take the online placement exam. Students may choose their courses according to the following guidelines, but all students are encouraged to consult with the chair of the department during the summer or upon arrival on campus. Email: *german-d@mtholyoke.edu*

Group I: Students with no previous training in German, or with the equivalent of one year of study at the secondary school level, should elect German Studies 101 or 103 in the fall, or German Studies 103 in the spring. German Studies 101f–102s is a yearlong Elementary German course; German Studies 103 is an intensive course that covers two semesters (one year) in one semester.

Group II: Students who have studied German for more than one year but for fewer than four years, or who feel they need a comprehensive review of grammar, should elect German Studies 201. Students entering in the spring may also choose German Studies 102 in consultation with the chair.

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 German Studies 220 German Culture Today (Stories and Histories) or German Studies 223 (Topics in German Studies) based on the results of the placement exam.

Group IV: Other students with previous training in German should consult with the department chair during the summer or in September for individual placement or enroll in German Studies 223.

### Course Offerings

#### 101f Elementary German

This course introduces speaking, reading, and writing German. Cultural and literary readings together with frequent use of Internet resources dealing with everyday situations and experiences in the

German-speaking countries sensitize students to the cultural context in which the language is used. Online grammar and listening comprehension exercises, as well as weekly conversation sessions with a peer assistant from Germany supplement class work.

*Meets language requirement; does not meet a distribution requirement*

*M. Lauer, A. Holden*

*4 credits*

#### 102s Elementary German

Continuation of the elementary German course; practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of Internet resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Online grammar and listening comprehension exercises, as well as weekly conversation sessions with a peer assistant from Germany supplement class work.

*Meets language requirement; does not meet a distribution requirement*

*M. Lauer, The Department*

*Prereq. See department for placement if you have not taken German 101 at Mount Holyoke College; 4 meetings (50 minutes), plus required conversation session (50 minutes). 101 and 102 meet language requirement; 4 credits*

#### 103fs Intensive Elementary German

Two semesters in one. Practice in speaking, reading, and writing German. Cultural and literary readings together with frequent use of Internet resources dealing with everyday situations and experiences in the German-speaking countries sensitize students to the cultural context in which the language is used. Online grammar and listening comprehension exercises, as well as weekly conversation sessions with peer assistant from Germany supplement class work.

*Meets language requirement; does not meet a distribution requirement*

*D. Van Handle*

*4 meetings (75 minutes) plus required conversation session (50 minutes); 8 credits*



**201fs Intermediate German: Experiencing the German-Speaking World**

The course emphasizes the development of German reading, writing, and speaking skills by focusing on contextualized grammatical features. Combining content and language knowledge, we look at a variety of texts and genres. The completion of various task-sheets and specific instructions on speaking and writing assignments will complement the work with the texts.

*Meets language requirement; does not meet a distribution requirement*

*M. Lauer*

*Prereq. Previous study of German; 3 meetings (75 minutes), conversation session (50 minutes); 4 credits*

**\*210s German Conversation and Composition II**

(Speaking- and writing-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 220 and 223 or for those who desire additional preparation before entering upper-level courses in the department.

*Does not meet a distribution requirement*

*M. Lauer*

*Prereq. Previous study of German; 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, and Doris Dörrie, as well as theoretical writings on the theater; 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*

*M. Lauer*

*Prereq. Open to students who have completed an intermediate-level German course, or per permission of department chair.; 4 credits*

**\*214s Crosscultural Learning: Studying in a German-speaking Country**

This course will focus on cross-cultural communication and understanding, as well as issues of identity as they relate to study abroad in a German-speaking country. Readings will address the challenges of moving across cultural boundaries. Use of media resources and the Web will also highlight everyday situations and practical concerns related to living and studying in a German-speaking context.

*Does not meet a distribution requirement*

*D. Van Handle*

*Prereq. Sophomores and juniors preparing for a year or semester of study abroad; Only for, and required of, students who will study in a German-speaking country at any time during the 2010-2011 academic year.; Course will begin after Spring Break; 1 credit*

**220fs German Culture Today: Stories and Histories**

(Speaking- and writing-intensive course)  
This course examines historical, cultural, and political developments that continue to frame debates surrounding the twentieth century, WWII, the former GDR, and German unification. Thematic focus helps students develop accuracy, fluency, and complexity of expression. Reading, writing, and speaking are consistently integrated. Special emphasis placed on text organization toward expanding students' language abilities, with a gradual movement from personal forms of expression to written and public discourses.

*Meets either language requirement or*

*Humanities I-A requirement*

*K. Remmler, G. Davis*

*Prereq. Previous study of German; Students in 220 are expected to enroll in the complementary two-credit tutorial (German Studies 221).; 4 credits*

**221fs Tutorial for German Studies 220**

(Speaking-intensive course) Students in 220 are expected to enroll in the complementary two-credit tutorial (German Studies 221).

Tutorial enhances students' speaking abilities through analysis and discussion of DVD-based interactive cultural historical materials. Students will practice the performance of specifically designed speaking tasks. By doing so, students will increase their ability to express ideas in a number of discourses related to topics covered in 220 and in preparation for study abroad.

*Does not meet a distribution requirement*

K. Remmler, G. Davis

*Prereq.* Previous study of German; 2 credits

#### \*222f German Culture Today

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*

M. Lauer

*Prereq.* Previous study of German; 4 credits

#### 223fs Topics in German Studies

This course examines the cultural, political, and social, developments from 1800 to the present by investigating a significant topic. The selection of materials is exemplary rather than comprehensive and is based on thematic, historical, generic, and other units.

Fall 2010

223f(1) *Lustmord: Crimes of Passion in German Culture since the Late Eighteenth Century*

(Speaking- and writing-intensive course; Same as Film Studies) "Some day people will say that I gave birth to the 20th century," Jack the Ripper claimed in 1888, intimating a close link between the rise of modernity and "sexual crime": "Lustmord." Depictions of "crimes of passion" reached zeniths in Weimar cinema and art, and again in recent

film and literature, e.g., *Pandora's Box*; *M*, the chilling depiction of a serial murderer; and, lately, *The Promise* and *The Perfume*. Our discussions focus on cultural constructions of sexuality and gender, on victims and perpetrators. How have depictions of "Lustmord" exposed power structures and violence among genders and problematized relationships with the Other, the Body, the Strange? *Meets either language requirement or Humanities I-A requirement*

G. Davis

*Prereq.* Previous study of German; Students in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224). Students who demonstrate the appropriate background in German studies may receive 300-level credit, provided they complete required additional work.; 4 credits

Spring 2011

223s(1) *The Remembrance of the Holocaust in Film*

(Speaking- and writing-intensive course)

This seminar explores the remembrance of the Holocaust as represented primarily, but not solely, in German and European films from the immediate postwar era to the present, including documentary and feature film, as well as in other forms of visual media, such as television, photographs, and art.

Themes include the working through of the past, expressions of guilt, remorse and sorrow, and the relationship between art and politics as exemplified in attempts to understand the causes, motives, and consequences of the Holocaust. Films include *Night and Fog*, *Shoah*, *Schindler's List*, *Gebürtig*, *The Night Porter*, *Life is Beautiful*, *The Nasty Girl*, *Wannsee Conference* and others.

*Meets either language requirement or*

*Humanities I-A requirement*

K. Remmler

*Prereq.* Previous study of German; Students enrolled in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224).; 4 credits

**224fs Tutorial for German Studies 223***Fall 2010*

*224f(1) Lustmord: Crimes of Passion in German Culture since the late 18th Century* (Speaking- and writing-intensive course)  
Focus on the spoken and written analysis of contemporary DVD-based interactive cultural historical materials, and on specific topics of interest to students. Emphasis on revising and editing papers and on developing oral presentations for both German and U.S. academic audiences.

*G. Davis*

*Prereq.* Previous study of German; Students in 223 are expected to enroll in the complementary two-credit tutorial (*German Studies 224*).; 2 credits

*Spring 2011*

*224s(1)*  
(Speaking- and writing-intensive course)  
Students in 223 are expected to enroll in the complementary two-credit tutorial, *German Studies 224*. Focus on the spoken and written analysis of DVD-based interactive cultural historical materials and on topics of interest to students. Emphasis on revising and editing papers and on developing oral presentations for both German and U.S. academic audiences.

*K. Remmler*

*Prereq.* Previous study of German; 2 credits

**232fs German Tutorial: New Face/s of Germany**

Focus on developing discussion and reading skills in German, and revising and editing papers written in German for German studies courses taught in English.

*Fall 2010*

*232f(1) "Multikulti"-Chaos?*  
(Speaking-intensive course) Films, readings, and discussion in German using materials related to those in *German Studies 100*. This course focuses specifically on the public debate of diverse visions and representations of what constitutes "German culture." For many residents of Germany, with or without migrant background, "multikulturell" has be-

come a "Reizwort" laden with negative connotations and almost unrelated to its cognate "multicultural." Still, a consensus proposes "integration" as the key to a successful future of European societies. But how does this concept relate to other explosive terms of the dialogue: e.g., "Leitkultur"; "parallel societies"/"ethnic neighborhoods"; "cultural traditions"/"human rights"?

*G. Davis*

*Prereq.* Previous study of German; To receive credit for GRMST 100 (taught in English) toward a minimum major or minor in *German Studies*, students also have to complete GRMST 232-01 (taught in German).; 2 credits

*Spring 2011*

*232s(1) Specters, Monsters, and the Mind: The Gothic and Grotesque in Anglo-German Film and Fiction*

(Speaking-intensive course) Films, readings, and discussion in German using materials related to those in GRMST-231.

*G. Davis*

*Prereq.* Previous study of German; 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**

*Does not meet a distribution requirement*  
*The department*

*Prereq.* soph, jr, sr, or permission of department; 1-4 credits

**301s Advanced Studies in German Language and Culture**

(Speaking- and writing-intensive course) Familiarizes students with oral and written discourses in all modalities, especially reading, writing, and speaking. Students focus on in-depth analyses of writing and speaking patterns in current newspaper and magazine articles. Thematic foci include the role of Germany's past in contemporary German society, Germany's responsibilities and political agenda within the European Union, and Germany's political and economic ties to Asia. Material based on most recent articles and news reports. Frequent text-oriented exercises emphasize students' individual progress

in light of different language and learner profiles and therefore different student needs.

*Meets either language requirement or Humanities I-A requirement*  
M. Lauer

*Prereq.* Open to students who have completed at least 8 credits beyond German Studies 201 or permission of department; 4 credits

### 325s Senior Seminar: States of Terror: From Kaspar Hauser to 9/11 in Film and Text

This seminar is designed to explore the nature of our field of inquiry in theory and practice. 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 write term papers on topics related to their major field(s) of interest.

(Speaking- and writing-intensive course; Same as Film Studies 370-02) Case studies in terror/ism, starting with the case of the mysterious 1828 foundling Kaspar Hauser, rumored even during his lifetime to have been the prince of Baden. Surviving the terror of solitary imprisonment for 12 years, was he the victim of political terrorism at the time? The course investigates parallels and differences between Kaspar's case and the terrorism of the leftist Red Army Faction (RAF) that shook Germany as of the 1970s, as well as their relation to the trauma of 9/11 and present-day international conflict. Multidisciplinary text selection on topos. Films range from New German Cinema (Herzog, von Trotta) to Ulrike Meinhof (2006) and Der Baader-Meinhof Komplex (2008).

*Meets either language requirement or Humanities I-A requirement*  
G. Davis

*Prereq.* sr or by permission of department; 4 credits

### 395fs Independent Study

*Does not meet a distribution requirement*  
The department

*Prereq.* soph, jr, sr, or permission of department; 1-8 credits

## Courses Offered in Translation

German Studies 100 and 231 satisfy the Humanities 1-A distribution requirement. It may also be possible to count these courses toward the German major or minor if students simultaneously enroll in German Studies 232, a 2-credit course which complements German Studies 100 and German Studies 231.

### 100fs First-Year Seminar

*Fall 2010*

*100f(1) New Face/s of Germany: Migration and Representations of Im/Migrants in Film and Text*

(First-year seminar; writing-intensive course; taught in English; Same as Film Studies 101-02) Germany today, 20 years post-unification, 21 years past the fall of the Berlin Wall: every 4th German—30 percent school-age children—of immigrant background; 5 percent Muslim residents; a mosque aside Cologne Cathedral; public schools teaching in Turkish and German; more Russian Jews emigrating to Germany than to Israel; ethnic German immigrants who do not know German; East Germans longing for the return of the Wall. Focus on close analysis of films, their sociohistorical, economic, and cultural contexts, e.g., Oscar-winning *Lives of Others*; EU Lux Prize-winning *The Edge of Heaven*; Fassbinder's *Ali-Fear Eats the Soul* vs. Noshir's 2002 remake/ sequel.

*Meets multicultural requirement; meets Humanities I-A requirement*  
G. Davis

*No knowledge of German necessary; Students with previous study of German are encouraged to take German 232 with this course. To receive credit for GRMST 100 (taught in English) toward a minimum major or minor in German Studies, students also have to complete GRMST 232-01 (taught in German).; 4 credits*

*Spring 2011*

*\*100s(1) The Politics of Memory in Postwar German and Japanese Cultures*

(First-year seminar; speaking- and writing-intensive course; taught in English) Cultural exchanges between German and Japanese peoples have taken place for over 400 years.

What has triggered and sustained exchanges of cultural, social, artistic, and military traditions? How have these historical exchanges affected the remembrance of World War II, the Holocaust, the Rape of Nanjing, and Hiroshima/Nagasaki in postwar narratives of both national cultures? We focus on the process of remembering war and atrocity in memoirs, fiction, and films in order to explore the politics of memory within transnational perspectives of gender, race, and class.

*Meets Humanities I-A requirement*

*K. Remmler*

*Prereq. fy or permission of instructor; Students with previous study of German are encouraged to take German 232 with this course.; 4 credits*

### 231s Topics in German Studies in

**Translation: Specters, Monsters, and the Mind: Gothic and Grotesque in Anglo-German Film and Fiction from *Frankenstein* to *Twilight* and *True Blood***

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) An introduction to critical reading, writing, and arguing skills, emphasizing the practice of oral and written strategies for discussing and analyzing printed and film texts and the reader's responses to them. (Speaking- and writing-intensive course; taught in English; Same as Film Studies 270-01) Love and death, romance and assault; when the bourgeois novel began equating marriage contracts with romantic love, a "darker" narrative evolved: Romantic *Schauerliteratur*, horror fiction. We discuss social and psychological rationales as well as aesthetic representations of such phenomena as the "Gothic" and "Grotesque," "the fantastic," and "science fiction," as well as cross-cultural influences. Texts/films: Shelley's *Frankenstein*; Stoker's *Dracula*, Murnau's/Herzog's *Nosferatu*, Merhige's "shadow"; Kafka's/Nemec's *Metamorphosis*; Süskind's/Tykwier's *Perfume*; Dürrenmatt's/Mambety's *Visit/Hyenas*.

*Meets Humanities I-A requirement*

*G. Davis*

*Prereq. Majors/minors in the department should simultaneously enroll in both German studies 231 and 232 to receive major/minor credit.; taught in English, no knowledge of German required; 4 credits*

### 315fs Topics in German Studies

*Fall 2010*

*315f(1) Images of Asia in German Cultures (Speaking- and writing-intensive course)*

This seminar explores the portrayal of Asian cultures in German-speaking literature, film, and media from the late nineteenth century to the present. Drawing from historical ties between Germany and, for example, Japan, the seminar examines the evidence of Orientalism, transnational exchange, and cultural affinities that reflect ongoing relationships between cultural production and experience in German and Asian cultures. Includes work by Doris Dörrie, Wim Wenders, Werner Herzog, Mori Ogai, Yoko Tawada, Franz Kafka, Bertolt Brecht and Hermann Hesse.

*Meets Humanities I-A requirement*

*K. Remmler*

*Prereq. Previous study of German; 4 credits*

*Spring 2011*

*\*315s(1) Global Europe?: Immigration and Representations of Im/migrants in Film and Text*

(Speaking- and writing-intensive course; taught in English; Same as European Studies 316) The course focuses on key issues facing contemporary Europe as it attempts to integrate large im/migrant populations: such legal issues as the development of asylum, immigration, citizenship, and anti-discrimination/hate laws and such cultural issues as the meanings of integration vs. assimilation; multicultural vs. pluralistic societies; the roles of Christianity, Judaism, and Islam in the construction of European societies and cultural identities; perceptions of (Post-)Colonialism and the interceptions of gender, race, class, and nationality; and the (dis)integrative role of language. Focus on the emergence of European Union rules vs. representative national policies in Germany, France, and Great Britain.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*G. Davis*

*Prereq. Previous study of German; majors/minors in the department should simultaneously enroll in both German Studies 232 (taken for 300-level credit) and GRMST-315 or EURST-316 to receive major/minor credit, and read, write about, and discuss selected materials from EURST-316 or GRMST-315 in German.; 4 credits*

# History

The major and minor in history are administered by the Department of History: Professors Czitrom, Ellis, Garrett-Goodyear, Gudmundson, Lipman, McGinness, Schwartz, Straw; Associate Professors Hanson, King (*chair*), Morgan, Renda; Assistant Professors Datla, Payne, Sbaiti, Shawcross; Visiting Assistant Professor Gerhard.

## Contact Persons

Holly Sharac, *senior administrative assistant*  
Jeremy King, *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 302–394); and (2) two additional 300-level courses, of which only one may be History 395.
- One course with substantial content in a period prior to 1750, 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 advisor must approve a statement of this concentration during the second semester of the student's junior year.

The department encourages students to pursue independent work at the 300 level during the senior year. Students who intend to pur-

sue 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 advisor or the chair of the history department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the history department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course 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.

#### 101fs Foundation

*Fall 2010*

*101f(1) Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700*

(First-year seminar; speaking- and writing-intensive course; Same as Medieval Studies 101f-01) This seminar focuses on medieval boundaries: those separating Christians, Jews, and Muslims in Europe, as well as those between men and women from the thirteenth through sixteenth centuries. The course also examines new boundaries separating—and constructing—Europeans, Americans, and Africans in the transition from “medieval” to “modern.” Engaging closely and critically with sources from Atlantic societies of these centuries, students will investigate and debate the making and remaking of “Western culture” in an era of state formation, imperial expansion, agrarian capitalism, and chattel slavery. Readings range from Christian-Jewish disputations to indigenous writings from the Americas.

*Meets multicultural requirement; meets Humanities I-B requirement*

*H. Garrett-Goodyear*

*4 credits*

*101f(2) On Fraud, Forgery, Bunk, and Bad History*

(First-year seminar) This course examines why we are susceptible to bad history, how history is used and abused, how forgeries and imaginative recreations of the past like *The*

*Da Vinci Code* become accepted as truthful even after they have been debunked, why forgery is so pervasive, and how to discern between “the good, the bad, and the ugly” in the writing of history. The course examines a variety of media (historical works, novels, newspapers, videos, artworks, movies, etc.).

*Meets Humanities I-B requirement*

*F. McGinness*

*4 credits*

*101f(3) Talking about a Revolution: Intellectuals in Modern China*

(First-year seminar; writing-intensive course)

A study of the visions, plans, and frustrations of intellectuals taking part in the revolutionary changes of twentieth-century China. Beginning with the radical youth of the May Fourth Movement, the course will also include Confucian reactions to modernism, moderate constitutionalist solutions, and the anarchist and Communist movements. Topics for discussion will include the ideology and cultural biases of the historian/observer, the role of intellectuals in society, and the impact of European ideas—Marxism, Ibsenism, Darwinism, among others—on traditional Chinese culture.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*J. Lipman*

*4 credits*

*Spring 2011*

*101s(1) History, Culture, Nature*

This course examines changing ideas of nature expressed in historical sources and art and literature in historical perspective. Materials for study and discussion include excerpts from philosophers—Francis Bacon, Jean-Jacque Rousseau—landscape paintings, and two novels: Mary Shelley’s *Frankenstein* and Thomas Hardy’s *Tess of the d’Urbervilles*.

*Meets Humanities I-B requirement*

*R. Schwartz*

*4 credits*

*\*101(6) The Letters and Literature of the American Revolution*

(First-year seminar; writing-intensive course)

This seminar will focus on the public documents and private correspondence generated



by the political crisis that became the American Revolution. In addition to the pamphlets of the 1760s and 1770s, the Declaration of Independence and the Federalist Papers, we will read in the personal correspondence of John and Abigail Adams, Thomas Jefferson, and Benjamin Franklin, all superb prose stylists as well as prominent revolutionaries. Four short essays, one book review, and a final paper will be required.

*Meets Humanities I-B requirement*

*The department*

*Prereq. fy or permission of instructor; 4 credits*

### 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.

#### \*108 Middle East History from the Rise of Islam to the Ottomans

Survey of principal economic, social, cultural, and political features of the Middle East and North Africa from the late sixth through seventeenth centuries. Topics include: the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*N. Sbaiti*

*4 credits*

#### 111s The Making of the Modern Middle East

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth

through the twentieth centuries. Examines multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist wars and the geopolitics of oil. Throughout, special attention will be devoted to the changes affecting the lives of individuals and social groups like women, workers, and peasants.

*Meets Humanities I-B requirement*

*N. Sbaiti*

*4 credits*

#### 115s The Medieval World

The course will provide an introduction to the history of the Middle East and Europe from the decline of the Roman empire through the aftermath of the Black Death. The period is best known for dividing the Mediterranean into Christian and Islamic worlds, but Europe and the Middle East were united by geography, intellectual traditions, economic trends, and, above all, the shared challenges of maintaining monotheisms in a world reluctant to conform with the standards of sacred texts. In addition to the diffusion of Christianity, Rabbinic Judaism, and Islam, we will explore parallels and divergences in the political, economic, social, and cultural histories of Europe and the Middle East.

*Meets Humanities I-B requirement*

*R. Payne*

*4 credits*

#### \*116 Muslim Politics in Modern South Asia

Taken together, Muslims in South Asia constitute the largest population of Muslims worldwide. This course will serve as an introduction to the political history of this diverse group of people. We will begin by considering religious conversion and the rule of Muslim kings in the premodern period. The bulk of the course will, however, concentrate on the modern history of the subcontinent, and especially on events and themes that continue to influence the countries and peoples of South Asia in the present, like Muslim social reform, the rise of communalism, the partition of the subcontinent, and the influence of religion on contemporary politics.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*K. S. Datla*

4 credits

**124s 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 multicultural requirement; meets*

*Humanities I-B requirement*

*K. S. Datla*

4 credits

**127f Ancient Greece**

(Same as Classics 127f) This course will trace the emergence and expansion of Greek civilization in the Mediterranean. From the philosophical parlors of Athens to the martial gymnasias of Sparta, the Greek city-states developed diverse political systems, social structures, and cultures. Alexander the Great then exported this legacy across the Near East. Among the themes of the course will be Greek thought, social relations, encounters with Near Eastern peoples, especially Persians and Jews, and the incorporation of the Greek world into the Roman empire. Sources will include works of classical Greek literature, as well as the more mundane insights of inscriptions, papyri, and archaeology.

*Meets Humanities I-B requirement*

*R. Payne*

4 credits

**\*128 Ancient Rome**

(Same as Classics 128) A survey of the political, social, and cultural history of Rome from the Republic to the Empire, down to the early fourth century with the rise of Constantine. We shall strive to recreate the entire experience of the peoples of the Rome and those that came in contact with it as it rose to be-

come the dominant power in the Mediterranean: their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics and the Roman family. Special emphasis will be given to the growth of Rome and its empire. Sources include Polybius, Sallust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.

*Meets Humanities I-B requirement*

*G. Sumi*

*Meets history department pre-1750 requirement; 4 credits*

**\*129 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.

*Meets Humanities I-B requirement*

*F. McGinness*

*meets history department pre-1750 requirement; 4 credits*

**\*130 Introduction to Chinese Civilization: Traditional China**

(Same as Asian Studies 101s) A survey of the social, political, and cultural world of pre-modern 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.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*J. Lipman*

4 credits

**\*131 East Asian Civilization: Modern China**

(Same as Asian Studies 102) 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*  
*J. Lipman*  
*4 credits*

**\*133 Japan since 1600**

(Same as Asian Studies 133-01s) 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*  
*4 credits*

**137f Modern East Asia, 1600-2000**

A comparative history of China, Japan, and Korea from the early seventeenth century to the present, with strong focus on regional interaction. After an introduction to early modern histories and cultures, we will examine the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly changing, often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent shape. We will also look at how individuals respond to and are shaped by larger historical movements.

*Meets multicultural requirement; meets Humanities I-B requirement*  
*J. Lipman*  
*4 credits*

**141f Violence and Social Change in Modern Africa**

(Community-Based Learning course) This course examines processes of change that have shaped modern Africa. It seeks to pro-

vide 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. Through reciprocal visits, we will also share what we are learning about Africa with the 9th grade at the Renaissance School in Springfield.

*Meets multicultural requirement; meets Humanities I-B requirement*  
*H. Hanson*  
*4 credits*

**150s Europe and the Atlantic World, 1300-1700**

This lecture course examines 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 will be the comparison of Europe (broadly conceived) with other Atlantic societies of these centuries and an examination of consequences for Europeans, Africans, and Americans (north and south) of the engagements among them. Using both voices from the period and recent scholarship about Early Modern 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 Humanities I-B requirement*  
*F. McGinness*  
*4 credits*

**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, J. King*

*4 credits*

### **161f British Empire and Commonwealth**

This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire in the nineteenth and twentieth centuries. We will examine this history with an eye to understanding the causes of empire, and its effects. Themes include formal and informal imperialism, the emergence of anti-colonial nationalism, the roles of gender and culture, and the legacies of British colonialism. We will discuss British attitudes and policies toward empire, and toward particular colonies, what role empire played in the growth of the British economy, in short, how colonial ideologies and practices were shaped and in turn affected vast regions of the globe.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*K. S. Datla*

*4 credits*

### **170f American History, Precolonial through the Civil War**

This course examines the diverse cultures and peoples—Indian, African, and European—that from the sixteenth to the nineteenth century, through combat and cooperation, forged North American societies. Topics include the indigenous societies of the Americas; the age of colonialism; slavery; the American Revolution; the creation of the American political system; expansion and industrialization; and the coming of the Civil War.

*Meets Humanities I-B requirement*

*L. Morgan*

*meets history department pre-1750*

*requirement; 4 credits*

### **171s The American Peoples since the Civil War**

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*

*4 credits*

### **\*175 Asian/Pacific/American History, 1850 to the Present**

This course situates Asian/Pacific/American experiences within the context of American history, as well as that of their countries of origin. First we will look at the pre-World War II era, exploring relationships between the U.S. quest for empire in the Pacific, political-economic dislocations in Asian countries, and anti-Asian prejudice against migrants in the U.S. Next we will examine the period after World War II, especially Japanese American internment; post-1965 immigration; war in Southeast Asia; the rise of post-colonial and new nations in Asia; and contemporary issues facing the A/P/A community in the U.S. Major themes include migration, racism, gender, and colonialism.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*R. Chu*

*4 credits*

### **180f Introduction to Latin American Cultures**

(See Latin American Studies 180f)

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. Gudmundson*

*4 credits*

### **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.

**205f The Romanovs: Triumph and Tragedy**  
(Same as Russian and Eurasian Studies 205f-01)

*Meets Social Sciences III-A requirement*  
*C. Pleshakov*  
*4 credits*

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

African cities demonstrate the failure of models of development with the aim and ideal of industrialization. This course examines the empty promises of modernity through the lens of African urban history using fiction, film, and city archives. Beginning with Timbuctu and Cairo, the course explores the emergence and decline of trade entrepôts, the rise of colonial cities, and the dilemmas of postcolonial economies and politics. Dar es Salaam, Nairobi, Kampala, Kinshasa, Harare, Johannesburg, Lagos, Accra, and Dakar are among the cities studied. Designed for those seeking only an introduction to development as well as those with further ambitions, it assumes no previous knowledge of Africa.

*Meets multicultural requirement; meets Humanities I-B requirement*  
*H. Hanson*  
*4 credits*

**209s United States Economic History**  
(See Economics 209s)

*Meets Social Sciences III-A requirement*  
*The department*  
*4 credits*

**\*212 Russia**

(See Russian Studies 212)  
*Meets Humanities I-B requirement*  
*C. Pleshakov*  
*4 credits*

**213f Indigenous People: Global and Comparative Perspectives**

This course explores the diverse geographic, economic, legal, political, social and historical consequences of European expansion, colonialism, and nation-building for indigenous peoples globally. It examines these themes through theoretical frameworks, while also investigating the historical, political and social dynamics of colonialism. Looking at case studies from around the world, we

will concentrate on the ways in which colonialism has affected indigenous peoples comparatively and the varied ways in which they have responded to and contested colonial encroachment on their political and cultural rights as indigenous nations existing within nation-states.

*Meets multicultural requirement; meets Humanities I-B requirement*  
*c. norrgard*  
*4 credits*

**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*  
*4 credits*

**219s The Byzantine Empire**

Based in Constantinople—ancient Byzantium and present-day Istanbul—the Eastern Roman or Byzantine Empire, survived the collapse of the Western Roman Empire by over a millennium. This long-lived state on the crossroads of Europe and Asia was Roman in law, civil administration, and military tradition, but predominantly Greek in education and language, and Christian in religion. The course explores the changing face of medieval Byzantium as it turned itself into one of the greatest civilizations the world has known. We trace the empire's survival through the dramatic centuries of the Islamic conquests, Iconoclasm, and the Crusades, until its final fall to the Ottoman Turks.

*Meets Humanities I-B requirement*  
*T. Shawcross*

## 4 credits

**223s 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. S. Datla  
4 credits

**\*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  
4 credits

**\*232 Special Topics in Medieval History**

*\*232(1) Exploring Medieval Texts and Contexts*  
(See Medieval Studies 200s; see English 214s)  
C. Collette, H. Garrett-Goodyear  
2 credits

*\*232(6) Early Ireland*

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 the 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 Tain* and *The Voyage of Brendan*; various annals recording historical events; law codes, letters, saints' lives, and penitentials.

*Meets Humanities I-B requirement*  
*The department*  
*meets history department pre-1750 requirement; 4 credits*

**235f Native American History: Pre-contact to 1830**

This course surveys Native American history beginning with the period preceding American Indian contact with non-Indians and ending with the Removal era. The course emphasizes the diversity and complexity of early indigenous societies. Concentrating on the persistence and autonomy of Native American communities, it highlights the many ways Native peoples shaped American history, as well as how they responded to, and contested European exploration, expansion, and colonialism. We will devote special attention to Native American sources that have been largely neglected to illuminate Native interpretations of this history and its continued impact on tribal nations.

*Meets multicultural requirement; meets Humanities I-B requirement*  
C. Norrgard  
4 credits

**236s Native American History: 1830 to the Present**

This course explores how Native American navigated the dramatic changes of the nineteenth and twentieth centuries to become the vibrant communities that they are today. It traces the challenges and struggles Native peoples have faced from the Removal era in the 1830s to the present. We will look at the connections between the development of federal Indian policy and Native American resistance to U.S. objectives, as well as critical changes in Native American sovereignty over the course of this period. As part of this study, the course emphasizes the persistence and integrity of Native American communities past and present.

*Meets multicultural requirement; meets  
Humanities I-B requirement  
C. Norrgard  
4 credits*

#### **240f 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  
4 credits*

#### **\*241 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  
4 credits*

#### **\*256 Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 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).

*Meets Humanities I-B requirement  
R. Schwartz  
4 credits*

#### **260fs Topics in the Recent History of Europe**

*Fall 2010*

*260f(1) 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  
4 credits*

*Spring 2011*

*\*260s(2) World War I and the Making of the Twentieth Century*

World War I (1914-1918) was arguable 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  
4 credits*

**\*260(2) Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953**  
(Same as Russian and Eurasian Studies 244(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 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*  
*4 credits*

**\*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*  
*4 credits*

**272s European Dynasties and Empires in the Age of the Sun King**  
This lecture/discussion course examines family, gender, wealth, territorial control, and empire in the age of the Sun King, Louis XIV of France, when political power concentrated in the web of influential families throughout Europe and the New World connected by blood, land, wealth and influence. This course studies the strategies, maneuverings, and consequences of Europe's major dynasties (Habsburgs, Stuarts, Bourbons, Romanovs and others) in their quest for hegemony and empire in early modern Europe and the wider world.  
*Meets Humanities I-B requirement*  
*F. McGinness*  
*4 credits*

**273s The Inheritance of Iran: The Iranian World from Antiquity to the Middle Ages**  
This course examines the equally profound continuities and discontinuities in the history of Iran from the Achaemenids to the Mongols. We will trace the rise of the ancient Iranian empires and their promotion of Zoroastrianism before turning to the Arab, Turkish, and Mongol conquests and the Islamization of Iranian society. In addition to exploring patterns of religious, cultural and social change in Iranian history, we will discuss the extent to which the inheritance of antiquity in Iran, Central Asia, and beyond constituted a discrete unity—an Iranian world—within the medieval Middle East. Sources will include classics of Persian and Arabic literature, not least the *Book of Kings*.  
*Meets Humanities I-B requirement*  
*R. Payne*  
*4 credits*

**\*275 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*  
*4 credits*

**280s Race and Gender in North American History: African American Women and U.S. 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. (Same as Gender Studies 206) 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*  
*4 credits*

#### **281f African American History, Precolonial 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.

*Meets multicultural requirement; meets Humanities I-B requirement*  
*L. J. Morgan*  
*4 credits*

#### **\*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*  
*L. J. Morgan*  
*4 credits*

#### **283fs 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 2010*

##### *283f(1) 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*  
*4 credits*

*Spring 2011*

##### *\*283s(9) Reel America: History and Film*

This course is an introduction to the social and cultural history of the American film industry since the 1890s. The course surveys the evolution of Hollywood cinema from the silent era through the so-called classical period and through the post-World War II breakup of the studio system.

*Meets Humanities I-B requirement*  
*D. Czitrom*  
*2 meetings (75 minutes) and a weekly screening lab; 4 credits*

##### *\*283(2) Sexual Revolutions in U.S. History*

This class will evaluate the notion of "sexual revolutions" by examining three moments in U.S. history; the late eighteenth century, the turn of the twentieth century, and the 1960s and 1970s. In each, we will look at shifts in the relationships between race, class, gender, and sexuality. Our history will include the role of experts in the fields of religion, medicine, sexology, and psychology and their efforts to define sexual deviance and promote sexual "normality." At the same time, we will study popular and subcultural sexual cultures

found in brothels, bars, same sex institutions, sports, bohemian circles, and political groups and look for strategies of resistance to normative regimes.

*Meets Humanities I-B requirement*

*J. Gerhard*

*4 credits*

**\*283(3) 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*

*4 credits*

**\*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*

*4 credits*

**\*287fs Topics in Latin American Studies**

*Fall 2010*

**\*287f(1) US-Latin American Relations**

(Same as Latin American Studies 287f)

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*S. Sarzynski*

*4 credits*

**\*287f(2) Voices of the Excluded: Latin American History Through Testimonial Literature**

(Same as Latin American Studies 287fs) Latin America's inequalities have led to the exclusion of millions of voices from official historical documents. These voices emerge in testimonial literature, a literary genre where scholars create a written account of the "testimonies" of marginalized individuals. The factors that influence the production of testimonial literature will be explored through memory, authorship, and first world/third world relations, using *I, Rigoberta Menchu: An Indian Woman in Guatemala*, and the debates that arose after she won the Nobel Peace Prize. The class focuses on issues of subjectivity, identity, and discourse analysis as tools for using testimonial literature as a historical source.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*S. Sarzynski*

*4 credits*

*Spring 2011*

**\*287s(1) The Amazon: From Cannibals to Rainforest Crunch**

(See Latin American Studies 287, Film Studies 270)

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*S. Sarzynski*

*4 credits*

**\*287s(2) Afro-Latin America: From Slavery to Invisibility**

(See Latin American Studies 260s)

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*L. Gudmundson*

*4 credits*

**\*288f Modern Mexico**

(See Latin American Studies 288f)

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. Gudmundson*

*4 credits*

**289s Slavery in the Americas**

(See Latin American Studies 289s)

*Meets multicultural requirement; meets**Humanities I-B requirement**The department**4 credits***294s Comparative Culinary History: China and Italy**

This course examines the culinary histories of two food-oriented cultures, China and Italy, from their origins to the present day. Focused on secondary readings, with some primary documents and extensive visual material, we will examine themes including: ecologies and climate, theories of nutrition and their relationship to food supplies, the evolution of culinary practice, unity and diversity among geographical regions, culinary aesthetics and food in art, and the development of modern “national” cuisines. Student essays will include restaurant reviews, book reviews, and a final essay. The course will require field trips to local restaurants and markets.

*Meets Humanities I-B requirement**J. Lipman**4 credits***295fs Independent Study***Does not meet a distribution requirement**The department**Prereq. soph, jr, sr, with permission of instructor; 1-4 credits***296s Women in History***Spring 2011***296s(1) Women in Chinese History**

(Same as Gender Studies 206s-03) 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 multicultural requirement; meets**Humanities I-B requirement**J. Lipman**4 credits***296s(2) African Women: Food and Power**

(Same as Gender Studies 206s-01)

This course uses archival records, fiction, life histories and outstanding recent scholarship to investigate African women's actions in a century that encompassed women's loss of agency and authority but the endurance of their responsibility for the production of food. We investigate the erosion of women's economic power and the loss of women's work of governing at conquest, in the early colonial period, and as a consequence of Africa's integration into the world economy as its least powerful player. We examine women's efforts to sustain productive activities in the face of opposition and the gendered tensions these efforts provoke.

*Optional 4th hour discussions.**Meets multicultural requirement; meets**Humanities I-B requirement**H. Hanson**4 credits***296s(3) Native American Women's History**

(Same as Gender Studies 206s-04)

This course explores Native American women's experiences across tribal nations from a historical perspective. We will look at Native American women's contributions to tribal communities and American history more broadly and re-examine representations of Native American women in myth, literature and popular culture. We will also look at traditional concepts of women's person-hood and roles in Native American societies, as well as the ways in which they changed over time. The colloquium will emphasize the individual stories of women's persistence and the challenges and successes of living under the conditions of American colonialism.

*Meets multicultural requirement; meets**Humanities I-B requirement**C. Norrgard**4 credits***\*296(3) African Women's Work, 1880-1980**

(Same as Gender Studies 206)

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 friend-

ship, 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  
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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

### 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.

#### 301fs Colloquium

*Fall 2010*

*301f(1) Reading the New York Times: Journalism, Power, History*

(Same as American Studies 301) 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits

*301f(2) History, Globalization, and Environmental Change*

A study of environmental change in relation to the history of globalization from 1500 to the present. Topics include the effects on societies and civilizations of climate change, the expansion of agriculture, state and empire building, international competition and war. An introduction to Geographical Information Systems (GIS) will permit students to examine global competition, land-use change, and an agrarian crisis in the United States and Europe during the late 19th century. May be taken for research seminar credit in history.

*Meets Humanities I-B requirement*  
R. Schwartz

*Prereq. permission of instructor; 8 credits in history or environmental studies; written application prior to academic advising period*  
[http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

*301f(3) Martyrdom as Social Protest: Honor and Resistance from Antiquity to Early Modern Europe*

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 Europe from Antiquity to Early Modern Europe. Subjects: The varieties of suicides, child sacrifice, political and religious martyrs, gladiators, crusaders, assassins, bishops, women martyrs, soldiers, and virgins.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

**301f(4) Women and Gender in South Asia** (Speaking-intensive course; Same as Gender Studies 333f-04) This colloquium will explore the history of South Asia as seen from women's perspectives. We will read writings by women from the ancient period to the present. We will focus on the diversity of women's experiences in a range of social, cultural, and religious contexts. Themes include sexuality, religiosity, rights to education and employment, violence against women, modernity and citizenship—in short, those issues central to women's movements in modern South Asia. In addition to the textual sources, the course will analyze Indian popular film and the representation of women in this modern visual genre.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

**301f(5) Women and Gender in the Middle East** (Writing-intensive course; Same as Gender Studies 333f-07) This course is designed to provide students with a nuanced historical understanding of issues related to women and gender in the region defined as the area from Morocco to Iran. After an introduction to the main themes and approaches in the study of women and gender, we will examine the development of discourses on gender and the lived experiences of women from the rise of Islam, through the Ottoman Empire, and up to the twentieth century. Topics: the politics of marriage, divorce, and reproduction; women's political and economic participation; Islamist movements; the new field of masculinity studies; and the highly contested topics of homosexuality and transsexuality in the Middle East.

*Meets multicultural requirement; meets Humanities I-B requirement*  
N. Sbaiti

*Prereq. permission of instructor; 8 credits in history or equivalent preparation; written*

*application prior to academic advising period*  
([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

**301f(6) Pivotal Moments in the Development of Capitalism**  
(See Critical Social Thought 255f; see Economics 204f)

J. Christiansen

*Prereq. jr, sr only, 8 credits in history and the permission of instructor; 4 credits*

*Spring 2011*

**301s(1) World War I and the Making of the Twentieth Century**

World War I (1914-1918) was arguably the transformative event of the twentieth century. It destroyed four empires, enabled the Russian Revolution, reconstructed the political geography of Central Europe, strengthened independence movements in European possessions overseas, and facilitated the rise of fascism and a second world war (1939-1945). This course explores this history by examining the war's origins, nature, and manifold consequences from 1880s to 1939 in Europe and in global perspective. Materials for historical study and discussion include memoirs by women and men, civilians, nurses, and soldiers; newspapers and magazines, images, films, poetry.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits

**301s(2) Gift and Graft: The Long History of Political Corruption**

This colloquium focuses on the extreme failure of accountability commonly called political corruption. How do economic conditions shape political realities, and how do political conditions shape economies? Focusing primarily on Africa but with some readings from other parts of the world, we will consider forms of political authority premised on reciprocity, the bureaucratization of power, and ask how the modernizing projects that were supposed to lead to efficient,

representative governance and dynamic economic growth have instead yielded forms of rule that consume their populations. Evaluation will be based on participation, and papers reflecting on each week's readings.

*Meets multicultural requirement; meets Humanities I-B requirement*

H. Hanson

*Prereq.* African studies; written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)); 4 credits

*\*301(4) Bodily Desires: Sexuality in the U.S. from 1900 to the Present*

(Same as Gender Studies 333) 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)); 4 credits

*\*301(9) Women and American Popular Culture since 1945*

(Same as Gender Studies 333s(06)) This reading seminar looks at the representation of women in popular culture and the place of women in the creation of popular culture. We will look at romance novels and their readers, talk shows and their hosts, television, pornography, Hollywood movies, women's magazines, and music. Special attention will be paid to the role of popular culture in the rise and dissemination of feminism and an-

tifeminism and in the creation of multiculturalism.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

*\*301(10) Madrasas, Missionaries, and Modernity: Education in Middle Eastern History*

Colloquium on history of education in Middle East with emphasis on eighteenth century to the present. Islamic, missionary, colonial educational institutions and rise of nationalist systems of pedagogy. Main topics include: shift from oral to written tradition; relationship between education and social roles; impact of religious, economic, political forces on production of knowledge; locating and defining “modern,” “secular,” and “religious” education; role of intellectual and teacher; significance of language. Also examines impact of current discourse of reform in the region.

*Meets Humanities I-B requirement*

N. Sbaiti

*Prereq.* permission of instructor, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

*\*301(11) 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

\*301(12) *Race, Gender, and Empire: Cultural Histories of the United States and the World*  
Recent cultural histories of imperialism—European as well as U.S.—have illuminated the workings of race and gender at the heart of imperial encounters. This course will examine the United States' relationship to imperialism through the lens of such cultural histories. How has the encounter between Europe and America been remembered in the United States? How has the cultural construction of "America" and its "others" called into play racial and gender identities? How have the legacies of slavery been entwined with U.S. imperial ambitions at different times? And what can we learn from transnational approaches to "the intimacies of empire?"

*Meets Humanities I-B requirement*

*M. Renda*

*Prereq.* 8 credits in history or gender studies; online application prior to the advising period is required; see

<http://www.mtholyoke.edu/acad/womst/application.html>; 4 credits

\*301(13) *Renaissance Cosmos*

What did Renaissance Europeans see when they looked up at the stars? How did they understand the meaning of blood or how babies were made? Our goal is to see both the outer world—the cosmos and the earth—and the inner world of human bodies and ideas as sixteenth- and seventeenth-century Europeans themselves understood them. We will view topics such as astronomy, religion, witchcraft, medicine, anatomy, and birth largely through the eyes of early modern peoples, using a wide variety of sources from Vesalius and da Vinci's drawings of the human body to Galileo's telescopic view of the heavens to van Leeuwenhoek's microscopic "little seed animals."

*Meets Humanities I-B requirement*

*D. Myers*

*Prereq.* permission of instructor; 8 credits in history or equivalent preparation; written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)); 4 credits

\*301(14) *Pivotal Moments in the Development of Capitalism*

(See Critical Social Thought 255f; see Economics 204f)

*J. Christiansen*

*Prereq.* jr, sr only, 8 credits in history and the permission of instructor; 4 credits

\*301(15) *Four Moments in American Feminism*

(Same as Gender Studies 333) In this reading seminar we will look at four moments in the history of American feminism: the 1848 Seneca Falls meeting, the passage of the 19th amendment giving women the vote in 1920, the surge of legislative and radical activism in the 1970s, and the debates over third wave v. post feminism in the 1990s. Each case study will include examination of feminist theory, styles of activism, goals and agendas, and the kinds of antifeminist backlash they inspired..

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)); 4 credits

\*301(16) *Readings in Civil War and Emancipation*

This colloquium will examine the causes, course, and consequences of the Civil War and emancipation, and the early roots of segregation and the civil rights movement. The heritage of slavery, the role of African Americans in the Civil War and Reconstruction, and the political and economic policies contested by freedpeople, ex-masters, northern policymakers, wage laborers, and African American women, to name a few of the groups involved in this revolution, will receive 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

*\*301(17) 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

*\*301(25) The Indian Ocean World*

(Speaking-intensive course) In recent years, the Indian Ocean has become an exciting field of historical scholarship, contributing to new understandings of Indian and world history. This colloquium explores trade and travel, conquest, religious conversion, and migration across a large area, from East Africa to the islands of Southeast Asia. Its purpose will be to understand a complex and integrated commercial system, pivoted on the Indian subcontinent, by considering movements of goods and people across the Indian Ocean.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; meets history department pre-1750 requirement; 4 credits*

*\*301(26) The Medieval Church*

This course will examine the Western Church from Late Antiquity to the High Middle Ages. Underlying themes will be the enduring problem of attaining salvation, and the authority structure of the Church which emerged to repress dissent and heresy. Topics

include persecution and martyrdom, monasticism and withdrawal from the world, the charismatic "holy man" and the medieval cult of sainthood, the rise of the papacy, heresy and its repression, demonology, witchcraft and medieval sexual neurosis.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

*\*301(27) Martyrdom as Social Protest: Honor and Resistance from Antiquity to Early Modern Europe*

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 to help understand how martyrdom shaped the history and culture of the ancient world of the Mediterranean and of Europe in the Middle Ages and early modern period.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*\*301(29) Feminist Theory and the Practice of History*

(See Gender Studies 333s-01)

*Meets Humanities I-B requirement*

M. Renda

*Prereq. Gender Studies 201 or 221 and 8 credits of history; or permission of the instructor; 4 credits*

*\*301(31) Gender and the State in Latin American History*

(See Gender Studies 333s-11)

*Meets Humanities I-B requirement*

*The department*

*4 credits*



## 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.

### \*323s Germans, Slavs, and Jews, 1900-1950

Research Seminar: A 300-level class requiring students to engage in primary and secondary research in the history of particular times and places, resulting in a substantial piece of historical writing.

This course explores relations among Germans, Slavs, and Jews in Central and Eastern Europe before, during, and after the First and Second World Wars. Emphasis lies on tracing continuities and ruptures in nationalist and racist ideologies and policies, from late imperial Germany and Austria through the inter-war 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

### \*324s Late Antiquity: The Decline and Fall of the Roman Empire

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.

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.”

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

### 331fs Asian History

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.

*Fall 2010*

#### \*331f(1) Tokugawa Japan

(Same as Asian Studies 331f-01) A research seminar on Japan's transformation from a chaotic set of warring states (mid-sixteenth century) into a highly urbanized, literate, cultured but nonetheless feudal state capable of leaping into the modern world (late nineteenth century). Topics will include economic evolution; the development of tea ceremony, fiction, poetry, and theatre; political and social change, including class/status relations; evolution of gender roles; and the rise of the three great cities (Edo, Kyoto, Osaka). After a core of common readings and research exercises, students will design and undertake individual projects, using primary and secondary sources, and complete a substantial 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*Spring 2011*

#### 331s(1) 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, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

**\*331s(2) Imperial Japan, 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

**\*331s(3) China's Tumultuous Twentieth Century**

(Same as Asian Studies 331s-01) 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*

*The department*

*Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period*

*([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

**341f Topics in African History**

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. 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

*Fall 2010*

**341f(1) East African History**

Exemplary recent scholarship on the history of Kenya, Tanzania, Uganda, Rwanda, and Burundi from 1500 to the present will form the foundation of this research seminar. We will especially seek to take apart the pre-colonial, colonial, post-colonial periodization that characterizes African history by seeking to discover enduring patterns of social, economic and political logic that cross those divisions. Some previous coursework in African studies is required. Evaluation will be based on participation, short written reflections on each reading, and a substantial research paper based on original sources.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits*

**\*341(2) Power and Exchange in the African Past**

This seminar focuses on the extreme failure of accountability commonly called political

corruption. How do economic conditions shape political realities, and how do political conditions shape economies? We consider precolonial forms of exchange, the social and political conflicts engendered by nineteenth-century integration into a global economy, and ask how the modernizing projects that were supposed to lead to efficient, representative governance and dynamic economic growth have instead yielded forms of rule that consume their populations. Evaluation will be based on participation, short written reflections on each 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) required; 4 credits

### **351fs The Middle Ages**

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.

*Fall 2010*

#### *351f(1) Monasticism and the Making of the Middle Ages*

During late antiquity, individuals separated themselves from families, cities, and relations of power to practice asceticism in monasteries. They thus contributed to the transformation of the very societies they had abandoned. The seminar will debate the ways in which monastic practices, institutions, and literatures were involved in the social, cultural, and economic changes that distinguished “medieval” from “ancient” societies. The rich documentation for monasticism—saints’ lives, letters, papyri, ostraca, and charters—will enable us to investigate the shifting roles of holy women and men, anchorites, holy fools, and coenobites in early medieval societies, from Egypt to Ireland.

*Meets Humanities I-B requirement*

*R. Payne*

*Prereq. permission of instructor; 8 credits in*

*history; written application prior to academic advising period*  
([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits

*Spring 2011*

#### *\*351s(1) Texts and Contexts: Reading the Medieval World 1350-1530*

(Speaking- and writing-intensive course; Same as Medieval Studies 300, English 316) This course explores cultural and social transformations (especially in England) on the eve of “modernity.” Class discussions will ordinarily focus on selections from major English writers of the period (Chaucer, Gower, and Malory, for example), and on the relationship between their writings and other kinds of evidence about the world in which they wrote. In consultation with instructors and colleagues, students will also be expected individually to locate, analyze, and interpret a collection of primary sources such as court records, chronicles and correspondence from a culture of their choosing in order to write a final essay on one dimension of the late medieval world.

*Meets Humanities I-B requirement*

*C. Collette, H. Garrett-Goodyear*

*Prereq. permission of instructor; 8 credits in history; written application prior to academic advising period*  
(<http://www.mtholyoke.edu/acad/medst/form.html>) is required; 4 credits

### **355f Early Modern Europe: Elite and Popular Culture in Early Modern Europe, 1450-1650**

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. 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

This comparative seminar will examine the social, economic, and religious world of Early Modern Europe “from the inside out” with a particular focus on social protest, modes of conformity, and the outward manifestations

of social repression and class distinction. Topics covered include the development of law and legal thinking, marriage, the family, property, the Inquisition, social protest, the new martyrdom of the post-Reformation era, the making of saints, spiritualities of conformity and rebellion, popular rituals, wealth and religion, and the grim necessities of the poor.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

### **361s Modern Europe: The Nineteenth Century: Darwin**

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. 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

(See Biological Sciences 308s)

*Meets Humanities I-B requirement*

*S. Rachootin*

*4 credits*

### **365s Modern Europe: The Twentieth Century**

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. 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

*Spring 2011*

*365s(1) The Other Europe since Stalin*

A charting of the paths taken by Poland, Czechoslovakia, and Hungary from the post-totalitarian regimes of the '60s through the fall of the Berlin Wall and on to membership

in the European Union. Topics include strategies of political control and opposition, the uses of consumer culture, breaks and continuities between Communist and liberal capitalist orders, and national particularities to the regional project of undoing dictatorship. Sources reach from the elite to the everyday, and extend to film and fiction. Methods are comparative and interdisciplinary. Students not majoring in history are welcome.

*Meets Humanities I-B requirement*

*J. King*

*Prereq. permission of instructor, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*\*365(2) Minority Rights in Modern Europe*

This course will compare the rights regimes of various national, racial, and religious minorities in twentieth-century Central Europe, including Czechs, Germans, and Jews in late imperial Austria, Germans in interwar Czechoslovakia and Poland, Jews and Roma ("Gypsies") in Nazi Germany, Germans in Nazi client states, Serbs, Croats, and others in Communist Yugoslavia, and "guest workers" in the Federal Republic of Germany since the 1960s. Readings, discussion, and research will center on political struggles in daily life as well as over the longer haul, constitutional law, and different approaches to the dilemmas of reconciling difference with equality.

*Meets Humanities I-B requirement*

*J. King*

*Prereq. permission of instructor, written application prior to academic advising period (<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 4 credits*

### **\*371s Early American History**

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.

*Spring 2011*

*\*371s(1) Jefferson and America*

A critical 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, indi-

vidual 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/history/300\\_application.html](http://www.mtholyoke.edu/acad/history/300_application.html)) is required; 4 credits*

**\*371s(4) First Family: Abigail and John Adams**

The Adams family can lay claim to being the greatest dynasty in American history, producing several generations of presidents, statesmen, and intellectuals. This seminar will focus on the two founders of that dynasty, their role in shaping the course of the American Revolution, and the impact those dramatic events had on their lifelong partnership. A research paper based on *The Adams Family Correspondence* will be required.

*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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

**\*371(2) Jefferson and America**

A critical 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; 4 credits*

**\*371(3) 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*

*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; 4 credits*

**\*375s American History: The Middle Period: Age of Emancipation**

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.

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>) is required; 4 credits*

### **381fs Recent American History**

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. 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html).

*Fall 2010*

#### *381f(1) Race, Nation, War*

This course will examine the evolving relationships among racism, nationalism, and militarism in the United States, with a focus on the wars and peace movements of the twentieth century. How was racism reinforced or transformed during wartime? How did ideologies of national belonging shift? We will consider the imperialist wars of the early twentieth century, the two world wars, and Cold War conflicts, including the war in Vietnam, among others. Topics to include wartime and homecoming experiences of soldiers; Japanese internment; Civil Rights; refugees and asylum. Each student will carry out an original research project resulting in an essay of approximately 25 pages.

*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/history/300\\_application.html](http://www.mtholyoke.edu/acad/history/300_application.html)) is required; 4 credits*

#### *\*381f(2) New York City: Capital of the Twentieth Century*

A research seminar focusing on the cultural, social, and political life of New York City, with special reference to its uneasy relationship to American society as a whole. Examination of New York politics, writers and artists, architecture, immigrant communities, economic role, and shifting power relations. Accompanying film series and possible field trip to New York City, with historical walking tours.

*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; 4 credits*

#### *\*381f(3) U.S. Gender History*

Gender history focuses on the relationship between women and men, masculinity and femininity, and the evolution and transformation of that sprawling and multidimensional system of meanings we call "gender." This seminar will allow students interested in gender and women's history to do research on a topic of their choice. Readings will establish key themes and central methods in the study of gender. Reading topics include politics and activism, race and imperialism, popular culture and consumption, reproduction and sexuality, family and marriage. By mid semester, students will be working with primary and secondary sources with the goal of producing a substantial and original paper.

*Meets Humanities I-B requirement*

*J. Gerhard*

*Prereq. permission of instructor, written application prior to academic advising period*  
*(<http://www.mtholyoke.edu/acad/hist/application.shtml>) is required; 4 credits*

*Spring 2011*

#### *381s(1) 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

#### *\*381s(2) American Women's History*

(Same as Gender Studies 333s) In this research seminar we will be looking at American women's history through a range of women's writings, including memoirs, letters, and diaries as well as oral histories, first-per-

son accounts, and literature from the 1890s to the present. Attention will be paid to the role of personal narrative in the writing of history and the place of history in personal writing. Students will do an oral history of a friend or family member, a biographical essay on a woman in the past, and produce a 25-page research paper on a topic of their choice. Trips to local archives will help students who are unfamiliar with historical research gain confidence.

*Meets Humanities I-B requirement*

*J. Gerhard*

*Prereq. permission of instructor, written application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html)) is required; 4 credits*

*\*381(1) Bootleggers, Glamour Girls, and*

*Hobos: American Culture between the Wars*

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 application prior to academic advising period ([http://www.mtholyoke.edu/acad/history/300\\_application.html](http://www.mtholyoke.edu/acad/history/300_application.html)) is required; 4 credits*

### **382s Native Americans in the Twentieth Century**

(Writing-intensive course) This course will explore the experiences and stories of Native Americans in the twentieth century that have been largely overlooked in American history. The aim of this course is twofold: We will examine popular assumptions and constructions about Native Americans and modernity that have rendered them invisible in the twentieth century and have been utilized to

deny their political rights. And, we will explore the ways in which Native American nations, communities, and individuals created alternative pathways of modernity while retaining their distinct indigenous identities. Students will write an original research paper drawing from primary and secondary sources.

*Meets multicultural requirement; meets Humanities I-B requirement*

*C. Norrgard*

*Prereq. 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/history/300-level\\_application.html](http://www.mtholyoke.edu/acad/history/300-level_application.html); 4 credits*

### **386f Central America: Reform, Reaction, Revolution**

(See Latin American Studies 386f)

*Meets multicultural requirement; meets Humanities I-B requirement*

*L. Gudmundson*

*4 credits*

### **\*387fs Special Topics in Latin American Studies**

This course offers advanced students an opportunity for intensive study of a problem with careful attention to research methods and to presenting their work in oral and written form.

*Fall 2010*

*\*387f(1) Era of Cuban Revolution*

(Same as Latin American Studies 387f)

*Meets multicultural requirement; meets Humanities I-A requirement*

*The department*

*4 credits*

*\*387f(2) Brazilian Cinema in Comparative Perspective*

(Same as Latin American Studies 387fs) Can you imagine a movie audience breaking into song and dance in the middle of a film screening? Has the Hollywood depiction of the Brazilian as either a "Bombshell" or a flirtatious male parrot changed over time? How does a Brazilian Western differ from a Spaghetti Western? What were the accomplishments and limitations of the "aesthetic

of hunger”? The course examines Brazilian cinema and popular culture in light of theoretical issues of reception and production, Third Cinema, and the shaping of identities and politics. Two films per week. (English subtitles).

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*S. Sarzynski*

*4 credits*

*Spring 2011*

*\*387s(1) Memory, Politics and Identity in Latin America*

*(Same as Latin American Studies 387s)*

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*S. Sarzynski*

*Prereq. jr, sr, 8 credits in Latin American or History; 4 credits*

**\*388s Postmodernism and Latin America**

*(See Latin American Studies 388s)*

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. Gudmundson*

*4 credits*

**389s Agrarian America: Sugar, Cotton, Coffee, Wheat**

*(See Latin American Studies 389s)*

*Meets Humanities I-B requirement*

*The department*

*4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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



# Interdisciplinary Minors

## Conceptual Foundations of Science

The minor in conceptual foundations of science is administered by the Conceptual Foundations of Science Committee: Professors Lass (anthropology), Peterson (physics and mathematics), Rachootin (biological sciences, *chair*); Associate Professors Cotter (chemistry), Mitchell (philosophy); Assistant Professor Singer (English).

## Contact Person

Stan Rachootin, *chair*

## Requirements for the Minor

### Credits

- A minimum of 16 credits

### Courses

- At least four courses are required (200 or 300 level).
- Independent study (295 or 395) with any of the faculty of the committee may also be included.

### 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.
- 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 that draws on courses listed in several departments. For course descriptions, see the departmental listings.

	<i>Anthropology</i>
320s	Manufacturing Knowledge
334s	Memory, History, and Forgetting
	<i>Biological Sciences</i>
308s	Darwin (same as History 361)
	<i>English</i>
326s	Romantic Epistemologies
	<i>Critical Social Thought</i>
248s	Science, Revolution, and Modernity
	<i>Philosophy</i>
206f	Introduction to the Philosophy
or 220s	of Science
261f	Philosophy of Physics
263f	Philosophy of Biology
312f	Topics in Metaphysics (when appropriate)

# International Relations

The major in international relations is administered by the International Relations Committee: Professors Ellis (history), Ferraro (politics), Hashmi (international relations, *chair*), Jones (Russian and Eurasian studies), Kebbede (geography), Khory (politics), Lipman (history), Marquez (Latin American studies), Paus (economics); Associate Professors King (history), Western (international relations); Assistant Professors Adelman, Schmeiser; Visiting Assistant Professor Ahmed (geography).

## Contact Persons

Linda Chesky-Fernandes, *senior administrative assistant*  
Sohail Hashmi, *chair*

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. No more than 8 credits (two courses) can be applied toward this requirement from course work completed during one semester abroad, and no more than 12 credits (three courses) for two semesters abroad. 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
- One of the following: Economics 213, Economic Development; Economics 218, International Economics

### 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 advisor.

*International relations is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 8).*

## 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 advisor. Any questions concerning the appropriateness of a particular course can be answered by the student's advisor or the program chair.

## Course Offerings

### 125s First-Year Seminar: Israel/Palestine: Fact/Fiction

(First-year seminar; writing-intensive course)  
This first-year seminar traces the evolution of the Israeli-Palestinian conflict through autobiography, novels, and film. It focuses on the birth of Israel and the creation of a Palestinian diaspora, Israel's war in Lebanon, and the mental and physical barriers that separate Israelis and Palestinians today.

*Meets multicultural requirement; meets Social Sciences III-A requirement*  
*S. Hashmi*  
*4 credits*

### \*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; 4 credits*

### \*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*  
*J. Western, K. Khory*  
*Prereq. Politics or International Relations 116;*

*2 meetings (75 minutes) (occasional evening meetings for screenings); 4 credits*

**\*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; 4 credits*

**224f 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; 4 credits*

**\*237f International Human Rights**

This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.

*Meets Social Sciences III-A requirement*

*J. Western*

*Prereq. Politics 116; 4 credits*

**241s Global Resource Politics**

An intensive examination of the international politics surrounding disputes over the

ownership, extraction, and vital natural resources including fresh water, petroleum, arable land, timber, minerals, and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world's resource base, including population growth, globalization, unsustainable consumption, and climate change. It will also examine the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups, and so on) are responding to contemporary resource disputes.

*Meets Social Sciences III-A requirement*

*M. Klare*

*Prereq. Politics 116; 4 credits*

**270f American Foreign Policy**

(Same as Politics 270) In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy.

*Meets Social Sciences III-A requirement*

*J. Western*

*Prereq. Politics 116; 4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, and permission of instructor; 1-4 credits*

**\*305s International Society**

An intensive reading course in theories of international society: the idea that states and peoples are or should be linked to each other through a web of shared values and institutions. It focuses on the work of Hedley Bull, Immanuel Kant, and John Rawls. How did these three men understand international society? What are or should be the values and institutions that give rise to it and support it? What implications do their visions of international society have for war and peace, state

sovereignty, religion, democracy, capitalism, distributive justice, human rights, and international law? What responses and criticisms have their arguments engendered?

*Meets Social Sciences III-A requirement*

*S. Hashmi*

*Prereq. Politics 116; 4 credits*

### **319s 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.

*Does not meet a distribution requirement*

*J. Western*

*Prereq. Politics 116; 4 credits*

### **\*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; 4 credits*

### **\*324s Islamic Political Thought**

This course examines Islamic political thought from the origins of Islam to the present. It considers how Muslim thinkers over the past 14 centuries have understood such fundamental political concepts as the state, leadership, and law. The seminar also includes modern Muslim reflections on political concepts of Western origin, such as democracy, nationalism, and civil society.

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

*The department*

*Prereq. Politics 116, 8 credits in international relations or politics; 4 credits*

### **\*333f 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 116; 4 credits*

### **\*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; 4 credits*

### **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 including Politics 106; 4 credits*

### **365f 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; 4 credits*

### **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; 1-8 credits*

# Italian

The major and minor in Italian are administered by the Department of Classics and Italian. Advisors in Italian: Associate Professor Frau (on leave spring 2011), Visiting Assistant Professor Naitana; Visiting Lecturers Garbin, Svaldi.

## Contact Person

Kay Klippel, *senior administrative assistant*  
Ombretta Frau, *chair, fall 2010*  
Geoffrey Sumi, *chair, spring 2011*

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 cinema, literature, music, art, the Web. Besides selecting courses offered at Mount Holyoke and in the more extended Five College community, students are encouraged to investigate the many study abroad options available to them in such culturally diverse cities as Bologna, Florence, and Padova. A major in Italian language and culture can lead to a variety of national and international careers, from foreign service to fashion marketing, from international banking and trade to film, from a career in non-profit 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 Italian table provides a comfortable environment for spontaneous expression and cultural exchange, and the ongoing extracurricular activities of the Italian club, lectures, and films round out the multifaceted learning experience at MHC.

## 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, A Journey through Italy: Literature and Culture
- Four 300-level courses in Italian literature and culture. At least two modern and two pre-nineteenth century 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.
- One 200-300 level course may be in English translation.

Students thinking about a major in Italian or studying abroad should contact Associate Professor Frau.

See the chapter on Romance Languages and Cultures for information on majoring in those subjects.

## Requirements for the Minor

### Credits

- A minimum of 16 credits at the 200 and 300 levels

### Courses

- Italian 209, Conversation and Composition
- Italian 221, A Journey through Italy: Literature and Culture
- At least one course at the 300 level

### Other

- Courses lower than 209, Conversation and Composition, cannot be counted toward the minor.

- Independent Study (Italian 395) may not be used as part of the minimum minor requirements.
- One 200-300 level course may be in English translation.

## Teacher Licensure

Students interested in pursuing licensure in the field of Italian can combine their course work in Italian with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Italian, please consult your advisor or the chair of the Department of Classics and Italian. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Professor Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Classics and Italian and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## 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, A Journey

through Italy, in the fall semester. Students who are unsure about their level should contact Professor Frau for a proficiency test.

Students contemplating a junior year in Italy should elect an Italian course in the first semester of their first year, because all junior-year programs in Italy require two years of Italian.

## Course Offerings

### 101f 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 conversation sessions with language assistants who are native speakers.

*Meets language requirement; does not meet a distribution requirement*

*B. Garbin, M. Svaldi, F. Naitana, O. Frau  
Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement; 4 credits*

### 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 conversation sessions with language assistants who are native speakers.

*Does not meet a distribution requirement*

*M. Svaldi, B. Garbin, F. Naitana, the department  
Successful completion of both Italian 101f and 102s are necessary to fulfill the College language requirement; 4 credits*

### 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. It is ideal for students who already know another Romance language. Short readings, films, and Web activities are an important part of the course, and creative group projects and informal conversation sessions with language assistants who are native speakers supplement class work.

*Meets language requirement; does not meet a*



*distribution requirement*

*M. Svaldi*

*8 credits*

### **201f InterMedia: Intermediate Italian through Film**

A review of Italian through film. Cultural and linguistic aspects of five to six films and related readings will be the focus of this course and the starting point for class activities, conversation, written exercises, and grammar review. This interdisciplinary approach offers students an opportunity to explore Italian culture deeply, while at the same time improving their reading, writing, and speaking skills. The course also features regular conversation sessions with language assistants who are native speakers.

*Meets language requirement; does not meet a distribution requirement*

*B. Garbin, M. Svaldi*

*Prereq. Italian 102 or 103 or permission of instructor; 4 credits*

### **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*

*F. Naitana*

*Prereq. Italian 201; 2 meetings (75 minutes) and 1 hour unarranged; 4 credits*

### **221f Introduction to Italian Culture and Literature: A Journey through Italy**

This course is a transition from language courses to more advanced ones. It surveys the evolution of Italian culture and literature from its origins to modern times. Class discussions, written work, and movie screenings are aimed at developing skills in oral expression and expository writing in Italian.

*Meets Humanities I-A requirement*

*B. Garbin*

*4 credits*

### **223f Dante's Journey**

*(Taught in English; Same as English 222)*

How does one think about the world, or—better still—the universe, through a work of art? Can poetry really act as compass in the journey of life, and bring into focus questions that truly matter to us? Readers across centuries and cultures have found in Dante's *Divine Comedy* such a work. This masterpiece not only explores the theater of human passions with extraordinary insight and depth, but also meditates on questions of personal and civic responsibility, faith and justice, as much as authorship and poetics. This course frames discussion of the poem within the literary, political and intellectual history of its time, as well as the stunning trajectory of its reception.

*Meets Humanities I-A requirement*

*F. Naitana*

*Taught in English. Students who wish to take this course as a 300 level Italian, please contact Professor Naitana; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-4 credits*

### **\*301 Eros, Beauty, and the Pursuit of Happiness**

This course will focus on a characteristic element of the Western literary tradition: its inexhaustible fascination with Eros. Students will examine the most complex and enduring ideas about love and sexuality, as well as how they interweave with various conceptions of beauty and theories of happiness. Readings include works of poetry and fiction from Classical antiquity to the Italian Renaissance.

*Meets Humanities I-A requirement*

*F. Naitana*

*Prereq. Italian 221; Conducted in Italian; 4 credits*

### **\*311 Sorelle di penna/Sisters in Writing**

*(Same as Gender Studies 333)* During the course of the nineteenth century women were finally able to conquer a place in the realm of letters and culture. Their Renaissance sisters having been almost completely forgotten, women writers in the new kingdom of Italy had no models to follow and had to start anew. This course will explore

the birth and development of women writing in nineteenth and twentieth century Italy with an eye to the Renaissance. We will read and discuss works by, among others, Aleramo, Serao, Benedetta, Rosselli, Ginzburg, Morante, Banti. Special attention will be paid to the early twentieth century, to Futurist women, and to the condition of women in Fascist Italy.

*Meets Humanities I-A requirement*

*The department*

*4 credits*

**\*312 Eia Eia Alalà: Italian Authors and Fascism**

This course explores some aspects of twentieth-century Italian culture in relation to Mussolini's dictatorship. From futurism to the end of World War II, we will follow the development of fascism with some of the authors who lived through it and who narrated their experience. From Pavese to Ginzburg, from Morante to Primo Levi, from Bassani to Carlo Levi, we will discuss literary trends, architecture, and visual arts of the "Ventennio."

*Meets Humanities I-A requirement*

*O. Frau*

*4 credits*

**340s True Blood: Fantasma, Mostri E Vampiri Della Letteratura Italiana**

(Speaking- and writing-intensive course)

What is fantastic literature? Is there an Italian tradition of fantastic writing? Do Italian authors share the fascination with the supernatural (ghosts, mysterious creatures, the world of the dead) of their Northern counterparts? This course will explore the fantastic theme from the earliest narratives in the late nineteenth century—based on the examples of the masters of the genre such as E.A. Poe and E.T.A. Hoffmann—to contemporary times. Students will analyze the works by, among others, Tarchetti, Boito, Pirandello, Buzzati, Landolfi, and Calvino. Special attention will be paid to modern and contemporary women writers of the fantastic, Ortese, Capriolo, Duranti, and more.

*Meets Humanities I-A requirement*

*B. Garbin*

*Prereq. Italian 221; taught in Italian; 4 credits*

**361s Seminar in Romance Languages and Literatures: History of Romance Language**

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.

(Taught in English; Same as Romance Languages 375, Spanish 360, French 321) Much of twentieth-century gay writing in Latin America is characterized by an estheticist celebration of anti-humanism, which has often clashed with left-wing progressive politics in these countries. But how does a "gay style" come about? What is its genealogy? How does it identify itself, and what does such an identity mean politically and historically? In this seminar, we will study a number of writers from Argentina, Chile, Cuba, Perú, and Uruguay, and examine their roots in French and Italian anti-humanist authors from Baudelaire, Lautréamont, and Rimbaud to Genet and Pasolini. We will also read a few key texts in queer theory.

*Meets Humanities I-A requirement*

*E. Castro-Cuenca*

*Papers will be written in English or the*

*Romance language of the student's choice.*

*Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive advanced credit.; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-8 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) Penn (religion); Assistant Professor Ben Moshe (Jewish studies).

## Contact Persons

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

### Courses

- Jewish Studies 212, Introduction to Judaism
- At least 4 credits must be at the 300 level.

Students are encouraged to consider Jewish studies offerings at the other Five Colleges.

## First-Year Students

First-year students are encouraged to take either 212 or 208 as a gateway to Jewish studies.

## Course Offerings

### 150f Introduction to Modern Hebrew

This year-long 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.

*Meets either language requirement or Humanities I-B requirement*

*I. ben Moshe*

*Students must complete both Jewish Studies 150 and 151 to satisfy the College language requirement; 4 credits*

### 151s Introduction to Modern Hebrew

This year-long 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.

*Meets either language requirement or Humanities I-B requirement*

*I. ben Moshe*

*Students must complete both Jewish Studies 150 and 151 to satisfy the College language requirement; 4 credits*

### \*203f Introduction to the Hebrew Bible

(Same as Religion 203-01) This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.

*Meets Humanities I-B requirement*

*L. Lyke*

*4 credits*

**\*204s Introduction to the New Testament**

(Same as Religion 204) 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*

*L. Lyke*

*4 credits*

**\*212fs Introduction to Judaism**

(Same as Religion 212) 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*

**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*

*4 credits*

**\*222s Engendering Judaism: Women and Jewish Tradition**

(Speaking-intensive course; Same as Religion 222-01, Gender Studies 210-02) 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*

*L. Fine*

*4 credits*

**\*232f Contemporary Jewish Ethics**

(Same as Religion 232-01) 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*

*L. Fine*

*Prereq. 4 credits in religion or Jewish studies; 4 credits*

**\*235fs 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; 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*

*4 credits*

#### **250f Intermediate Hebrew**

This course emphasizes skills necessary for proficiency in reading, writing, and conversational Hebrew. It presents new grammatical concepts and vocabulary through texts about Jewish and Israeli culture and tradition, as well as popular culture and day-to-day life in modern Israel. Course material includes newspapers, films, music, and readings from Hebrew short stories and poetry. Starts a transition from simple/simplified Hebrew to a more literate one, and sharpens the distinction between different registers of the language.

*Meets Humanities I-B requirement*

*I. ben Moshe*

*Prereq. At least one year of college Hebrew or equivalent; 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*

*4 credits*

#### **\*265fs Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**

(Same as Religion 265) 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*

*4 credits*

#### **275s The Ethics of Interpersonal Relations in Judaism**

(Same as Religion 275-01) As in other religious traditions, interpersonal relations are central to Judaism. Drawing upon both classical and modern textual sources, this course explores such themes as forgiveness, compassion, humility, and honesty in interpersonal affairs. It also considers notions of love, friendship, and teacher-disciple relations, both between individuals and in the context of religious community.

*Meets Humanities I-B requirement*

*L. Fine*

*4 credits*

#### **285f The Jewish Poetic Tradition**

(Same as Religion 285) Beginning with the psalms of the Hebrew Bible, Jewish religious tradition has produced beautiful poetry over the course of three millennia. This course explores this rich and varied tradition, including biblical poetry, the extraordinary Arabic influenced poetics of medieval Spanish Jewry, the poetry of Jewish mystical tradition, Holocaust poetry, and contemporary poems. The course will also include a comparative dimension, with examples from other religious traditions, focusing on contemplative poetry.

*Meets Humanities I-B requirement*

*L. Fine*

*4 credits*

#### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-4 credits*

**\*350s Special Topics in Judaism: Jewish Women's Literature: A Feminist Tradition?**

A study of a particular problem of inquiry, topic, or theme, with a comparative focus. (Same as English 393, Gender Studies 333(11)) This course will explore the rich literature written by religious and secular Jewish women, including memoirs, fiction, poetry, and criticism. While most of this writing comes from the modern and contemporary periods—the primary focus of this course—we will also study examples of early modern women's authorship. Our writers are drawn from diverse geographies, and articulate a wide range of creative responses to modernity, secularization, nationalism, political radicalization, violence, exile and migration, and literary experimentation.

*Meets Humanities I-B requirement*

*R. Rubenstein*

*Prereq. 4 credits in religion or Jewish studies; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-8 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 Department of Spanish, Latina/o, and Latin American Studies: Professors Gudmundson, Márquez; Associate Professors Crumbaugh (on leave spring 2011), Gundermann, Miñana, Mosby, Romero-Díaz (on leave spring 2011); Lecturer, Castro.

## Contact Person

Sue LaBarre, *senior administrative assistant*  
Nieves Romero-Díaz, *chair (fall)*  
Rogelio Miñana, *chair (spring)*

The Department of Spanish, Latina/o, and Latin American Studies engages in the multi-disciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latino/a heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with film studies, gender studies, history, and Romance languages and cultures. Regular cocurricular activities organized by the department (film series, lectures, the *mesa de español*, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

The interdisciplinary major and minor in Latin American studies emphasizes critical approaches to the culture, history, society, and political economy of the region. As societies long defined by and in opposition to ex-

ternal powers, Latin America and the Caribbean have in modern times developed distinctive national and cultural identities celebrated on a world stage in art, music, and literature. The major and minor study the region in its enormous geographic diversity—from plantation to highland Americas, from Mexico to Argentina; and linguistic variety—four European, several Creole, and numerous indigenous languages. Students pursue course work in several thematic and geographic areas.

## 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.

## 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  
4 credits

### \*175fs Historical Emergence of the Caribbean

The historical development of the Caribbean from the Conquest to the mid-twentieth cen-

tury. 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  
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 analysis of the emergence of a New World mentality.

*Meets multicultural requirement; meets Humanities I-B requirement*  
L. Gudmundson  
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 re-create "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



**\*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 NAFTA most recently; the succession of reformist and revolutionary upheavals in 1810-1821, 1856-1867, 1910-1917, the 1930s, and again today, seeking to resolve both problems of the colonial past and new conflicts traceable to the very reforms generated by earlier political and social struggles; and the meaning of Mexican nationality from different ethnic, gender, and class perspectives. Readings include autobiographical and literary works, historical studies, and films.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*L. Gudmundson*

*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*

*4 credits*

**295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-4 credits*

**\*373s Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers**

A sustained comparative study of the developing canon of three major contemporary writers—Alejo Carpentier (Cuba), V.S. Naipaul (Trinidad), and Maryse Conde (Guadeloupe)—from the Caribbean, repre-

senting the region's Spanish-, English-, and French-speaking cultural zones. Examines the evolving content, contours and scope of each writer's work and unique perception of the New World, as well as its distinctively Antillean "structure of feeling," participation in modern debates about Caribbean culture, and distinctive contributions to the development of the novel in the contemporary Caribbean.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*R. Márquez*

*Prereq. jr, sr, 8 credits in Latin American studies or related field; 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; 4 credits*

**\*388s Postmodernism and Latin America**

(Same as History 388) 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 dis-

courses 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; 4 credits*

### **389s Agrarian America: Sugar, Cotton, Coffee, Wheat**

Explores societies generated in the Americas by several widely distributed export crops. Multinational and cross-cultural comparisons holding constant the crop itself allows a focus on the possible variations by time and place in each commodity's technologies, labor systems, farm sizes, and social structure; their political and social dynamics; the problematic features of capitalism in agriculture, or if, how, and when do peasants become farmers and farming agribusiness? Particular focus on family and household relations under so-called "peasant to farmer" agricultural transitions and environmental implications of single-crop and export agriculture.

*Meets Humanities I-B requirement*

*L. Gudmundson*

*Prereq. jr, sr, 8 credits in Latin American studies or related field; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-8 credits*

## **Related Courses in Other Departments**

The following Spanish courses count toward the Latin American studies major and minor.

- 230f(01) Studies in Identities and Intersections: Constructing (Our) America
- 240f(01) Visual Cultures: An Introduction: Introduction to Spanish and Latin American Cinema
- 240s(01) Visual Cultures: An Introduction: The Other (in the) Media: New Media and Otherness in the Americas
- 250f(01) Concepts and Practices of Power: An Introduction: What Is Memory?

330s(01) Advanced Studies in Identities and Intersections: Black Is Black: Afro-Central American Literatures and Cultures

350f(01) Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts

350s(01) Advanced Studies in Concepts and Practices of Power: Beyond Logocentrism

For related courses in other departments, please check the major Web page or consult with your major advisor.

# Mathematics

The mathematics major and minor are administered by the Department of Mathematics and Statistics: Professors Davidoff, Durfee (on leave spring 2011), Gifford (*chair*), O'Shea, Peterson, Pollatsek (on leave spring 2011), Robinson; Associate Professor Sidman; Assistant Professors Kim, Shepardson (on leave 2010–2011); Visiting Assistant Professors Lee, Noonan, Torrey; Lecturer Morrow.

## Contact Persons

Laurie Kamins, *senior administrative assistant*  
Janice Gifford, *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
  - 232, Discrete Mathematics, or 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 or statistics at the 200 level or higher

### Courses

- At least one of the following:
  - 203, Calculus III
  - 211, Linear Algebra
  - 232, Discrete Mathematics, or 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 pre-calculus, 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 are planning to take Pre-calculus or Calculus I are required to complete a brief self-assessment on pre-calculus skills. 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.

*Toward the Study of Calculus.* If your interests lie in science, economics, or social sciences, calculus is important because it is the language these disciplines use. If the assessment test or your own mathematics background

suggests, you should consider a year-long sequence of Math 100, Pre-calculus, followed by Math 101, Calculus I. The Pre-calculus course carries 4 credits but does not meet any distribution requirement. Distribution credit will be granted upon successful completion of Math 101, Calculus I. Pre-calculus courses taken outside the Mount Holyoke College Math 100/Math 101 sequence will not be granted credit nor be approved to satisfy any distribution requirement.

*Beginning with Calculus.* If you wish to begin with a calculus course, you can take one of the following: Mathematics 101, Calculus I; Mathematics 202, Calculus II; or Mathematics 203, Calculus III.

Students who have not studied calculus and who have the necessary pre-calculus background belong in Calculus I. Some sections of Calculus I differ significantly from traditional high school calculus. Unlike many high school 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. 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.

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; 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), Discrete Mathematics (232), or the Laboratory in Mathematical Experimentation (251). Linear Algebra is a good choice for students who have a very solid background in high school mathematics and who enjoy abstraction. If you have taken some calculus, and if you enjoy new topics in mathematics, then you might consider either the Discrete Mathematics or the Laboratory in Mathematical Experimentation (251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics and computer science in this catalogue.

## Advice to Students with Special Interests

*Actuarial science:* Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 202), Calculus III (Mathematics 203), Probability (Statistics 342), and Mathematical Statistics (Statistics 343), along with Microeconomic 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 advisor or the chair of the mathematics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application, as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the mathematics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Offerings

### 100f Precalculus

This course is intended for students who, based on the results of their precalculus assessment and the agreement of the instructor, need to strengthen their quantitative and algebraic precalculus skills in order to be ready to progress to calculus. Features the study of functions, including trigonometric functions, the exponential function, and logarithms, and the phenomena they model.

*Does not meet a distribution requirement*  
R. Torrey

*Permission of instructor. Send score from math online self-assessment and background information to [hpollats@mtholyoke.edu](mailto:hpollats@mtholyoke.edu).; 4 credits*

### 101fs Calculus I

This course is for students who have not studied calculus and who have the necessary precalculus background. It presents rates of change and their applications, integrals, the fundamental theorem, and modeling of phenomena in the natural and social sciences. All students are required to complete the online self assessment of precalculus skills before the course begins.

*Meets Science and Math II-A requirement*  
M. Noonan, H. Pollatsek, the department  
4 credits

### 110s 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*

*C. Morrow, J. Morrow*

*Enrollment limited; 4 credits*

### \*114fs 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*

*Enrollment limited; 4 credits*

### 120f 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*

*J. Morrow*

*4 credits*

### 156f Making Meaning for Operations/Reasoning Algebraically about Operations

(Same as Education 256) 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-8 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*

### 160f Introductory Seminar: Discrete Math: Connectivity and Cryptography

(First-year seminar) What do social networking, scheduling classes, and the secure transmission of private data have in common? All of these activities involve discrete mathematics. We will study graphs composed of nodes joined by edges, which are mathematical structures that describe how objects are connected to one another. We will also study modular arithmetic and its application to public-key cryptography, which is widely used to protect the privacy of electronic communications.

*Meets Science and Math II-A requirement*

*J. Sidman*

*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. Sidman, R. Torrey, the department*

*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*

*M. Peterson, the department*

*4 credits*

### **211fs Linear Algebra**

Topics include elements of the theory of matrices and vector spaces.

*Meets Science and Math II-A requirement*

*M. Noonan, the department*

*Prereq. any 100-level mathematics course; 4 credits*

### **232s Discrete Mathematics**

Studies some aspects of discrete mathematics. Topics include sets, functions, elementary probability, induction proofs, and recurrence relations.

*Meets Science and Math II-A requirement*

*The department*

*Prereq. any 100-level mathematics or computer science course; 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 mathematical ideas. Directs laboratory projects toward discovery of properties and patterns in mathematical structures. The choice of projects varies from year to year and is drawn from algebra, analysis, discrete mathematics, geometry, and statistics.

*Meets Science and Math II-A requirement*

*M. Robinson, the department*

*Prereq. 4 credits from the department; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph. permission of department; 1-4 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*

*J. Morrow*

*Prereq. Mathematics 202 and two chosen from Mathematics 211, 232 and 251; 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; offered alternate years at Mount Holyoke and Smith Colleges; 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*

*H. Pollatsek*

*Prereq. Mathematics 211, and one chosen from Mathematics 232 or 251; 4 credits*

### **319f Topics in Algebra: P-adic Numbers, P-adic Analysis, and Zeta Functions**

In this class we will study the p-adic numbers where p stands for a prime. So that means that we will study the 2-adics, the 3-adics, the 5-adics, and etc. These numbers were introduced by Kurt Hensel (1861-1941) and shown to arise from the rational numbers just as the real numbers arise if one changes the way distance is measured between two rational numbers. P-adic numbers are now an essential part of modern number theory and they allow one to take a problem stated for the rational numbers and, in some sense, factor the problem into infinitely many problems, one for each prime. We will study p-adic functions, p-adic calculus, and some of the famous results in number theory that use this theory.

*Meets Science/Math II-A requirement*

*M. Robinson*

*Prereq. Mathematics 301 or 311; 4 credits*

### **324s Methods of Applied Mathematics** (See Physics 324s)

*Does not meet a distribution requirement*

*The department*

*4 credits*

**\*329s Topics in Geometry and Topology**

This is an introduction to point-set topology (also referred to as general topology). Point-set topology is one branch of the much broader area, topology. It is concerned with the study of properties of abstract topological spaces and structures related to such spaces. The material covered in this course will provide the common foundation for courses in algebraic topology, geometric topology, and differential topology. The core topics to be studied include: basic set theory, various interesting topologies, continuous functions, connectedness and compactness, separation axioms, countability axioms, nets and filters.

*Meets Science and Math II-A requirement*

*The department*

*Prereq. Mathematics 203, one of Mathematics 211 or 251, or permission of the instructor; this course may be repeated for credit; 4 credits*

**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; 4 credits*

**339f Topics in Applied Mathematics:  
Mathematical Finance**

Topics include interest rates, forwards and futures, options, payoff diagrams, geometric Brownian motion, binomial trees, risk-neutral valuation, stochastic calculus, Ito's lemma, Black-Scholes, volatility smiles, exotic options, the Greeks, Monte Carlo methods, and statistical data analysis.

*Meets Science and Math II-A requirement*

*A. Durfee*

*Prereq. Mathematics 203 and 211; 4 credits*

**\*342f Probability**

(See Statistics 342f)

*Meets Science and Math II-A requirement*

*The department*

*Prereq. Mathematics 203; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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



# Medieval Studies

The major and minor in medieval studies are administered by the Medieval Studies Committee: Professor Emeritus Garrett-Goodyear (history); Professors Davis (art history), McGinness (history), Straw (history); Assistant Professors Payne (history), Yu (English); Visiting Assistant Professors Andrews (art history), Naitana (Italian); Five College Assistant Professor Shawcross (history); Five College Early Music Program Director Eisenstein.

## Contact Persons

Cynthia Meehan, *senior administrative assistant*

Frederick McGinness, *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.
- 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 dis-

cipline. Majors are encouraged strongly to take Medieval Studies 300 as one of the courses at the 300 level.

### Other

- Majors should study medieval language or literature in English, French, Italian, Latin, or Spanish in a program worked out with the program chair or academic advisor. Students are advised to acquire proficiency in a modern foreign language sufficient to use foreign language sources in advanced courses.

*Medieval studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 8).*

## Requirements for the Minor

### Credits

- A minimum of 16 credits (four courses)

### Courses

- Medieval Studies 101 is strongly recommended as a foundation for study.
- Courses must be selected from at least two disciplines beyond the 100 level.
- At least one course must be at the 300 level.

### 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

### 101fs Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning

Fall 2010

*101f(1) Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700*

(First-year seminar; speaking- and writing-intensive course; Same as History 101f) This seminar focuses on medieval boundaries: those separating Christians, Jews, and Muslims in Europe, as well as those between men and women from the thirteenth through sixteenth centuries. The course also examines new boundaries separating—and constructing—Europeans, Americans, and Africans in the transition from “medieval” to “modern.” Engaging closely and critically with sources from Atlantic societies of these centuries, students will investigate and debate the making and remaking of “Western culture” in an era of state formation, imperial expansion, agrarian capitalism, and chattel slavery. Readings range from Christian-Jewish disputations to indigenous writings from the Americas.

*Meets multicultural requirement; meets Humanities I-B requirement*  
H. Garrett-Goodyear  
4 credits

*101f(2) Visions of Hell and Paradise*

(First-year seminar; Same as Art History 110f-01) The Heavenly Court; Adam and Eve's Garden of Eden; The Apocalypse. Visions of sacred realms and the beginning and end of humankind captured the imagination of people in the Middle Ages and the Renaissance in Europe. The focus of this course will be the close examination of a range of artworks that portray sacred and apocalyptic imagery, including manuscript illumination, sculpture, panel painting, and fresco from the ninth to the sixteenth centuries by artists including Giotto, Michelangelo, Bosch, and Dürer. Readings of primary sources (such as St. John's Book of Revelations) and the consideration of social and political conditions will support our interpretations.

*Meets Humanities I-A requirement*  
C. Andrews  
Prereq. fy; 4 credits

Spring 2011

*101s(1) Visions of Hell and Paradise*

(First-year seminar; Same as Art History 110s-01) The Heavenly Court; Adam and Eve's Garden of Eden; The Apocalypse. Visions of sacred realms and the beginning and end of humankind captured the imagination of people in the Middle Ages and the Renaissance in Europe. The focus of this course will be the close examination of a range of artworks that portray sacred and apocalyptic imagery, including manuscript illumination, sculpture, panel painting, and fresco from the ninth to the sixteenth centuries by artists including Giotto, Michelangelo, Bosch, and Dürer. Readings of primary sources (such as St. John's Book of Revelations) and the consideration of social and political conditions will support our interpretations.

*Meets Humanities I-A requirement*  
C. Andrews  
Prereq. fy; 4 credits

### 295fs Independent Study

*Does not meet a distribution requirement*  
The department  
1-4 credits

### \*300s Seminar in Medieval Studies

Spring 2011

*\*300s(1) Texts and Contexts: Reading the Medieval World, 1350-1530*

(Speaking- and writing-intensive course; Same as English 316 and History 351) This course explores cultural and social transformations (especially in England) on the eve of “modernity.” Class discussions will ordinarily focus on selections from major English writers of the period (Chaucer, Gower, and Malory, for example), and on the relationship between their writings and other kinds of evidence about the world in which they wrote. In consultation with instructors and colleagues, students will also be expected individually to locate, analyze, and interpret a collection of primary sources such as court records, chronicles, and correspondence from a culture of their choosing in order to write a final essay on one dimension of the late medieval world.

*Meets Humanities I-A requirement*

*C. Collette, H. Garrett-Goodyear*  
*Prereq. jr, sr., background in medieval history*  
*or literature, written application prior to*  
*academic advising period*  
*(<http://www.mtholyoke.edu/acad/medst/form.html>)*  
*is required; 4 credits*

*\*300s(2) The Curious Middle Ages*  
 (Writing-intensive course; Same as English  
 336) Medieval curiosity, both a spiritual danger  
 and a vehicle of knowledge, expresses a  
 conflict that helps us mark change in the pe-  
 riod's intellectual traditions. We'll consider  
 curiosity's enabling of developments in histo-  
 riography, cosmology, cartography, optics,  
 and architecture to help us explore various  
 literary genres. Through allegory, travel and  
 religious narrative, romance, fabliau, and  
 dream vision, we'll inquire into the intellec-  
 tual functions that literature performs, asking  
 how literary curiosity may have been both an  
 approach toward and opponent of scientific  
 truth. Middle English works will be read in  
 Middle English; however, no prior knowledge  
 of Middle English is necessary.

*Meets Humanities I-A requirement*

*W. Yu*

*Prereq. jr, sr, or permission of instructor; meets*  
*English department seminar requirement; 4*  
*credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-8 credits*

## **Related Courses in Other Departments**

### *Art History*

222s(01) Age of Cathedrals

290f(01) Renaissance North and South:  
 Court, Monastery, City

301s(91) Illuminated Manuscripts Art  
 History

320f(01) Chartres Cathedral

### *English*

101s(04) Underworlds (and Otherworlds)

210f(01) The Development of Literature in  
 English: Medieval through  
 Commonwealth

211fs(01) Shakespeare

213s(01) The Literature of the Later Middle  
 Ages

310f(01) Old English

316f(01) Alliteration and the Medieval Poem

### *French*

311f(02) Love and Danger

311s(02) Joan of Arc

### *History*

115s(01) The Medieval World

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

217f(01) The Crusades

219s(01) The Byzantine Empire

273s(01) The Iranian World from Antiquity  
 to the Middle Ages

301f(03) Martyrdom as Social Protest:  
 Honor and Resistance from  
 Antiquity to Early Modern Europe

351f(01) The Middle Ages: Monasticism and  
 the Making of the Middle Ages

### *Italian*

222f(01) Dante's Journey

### *Music*

281f(01) History of Western Music I

### *Politics*

221f(01) Ancient and Medieval Political  
 Thought

### *Religion*

236f(01) Early Christianity in Iraq and Iran

### *Spanish*

330f(01) Women Writers: Early Feminisms

# Music

The major and minor in music are administered by the Department of Music: Professors Greenbaum, Laderach (*chair*), Litterick, Schipull, Spratlan, Steigerwalt; Associate Professor Sanford; Assistant Professor Omojola (Five College Ethnomusicologist); Lecturers Adams (Director of Choral Ensembles), Cahn-Lipman; Visiting Lecturers Cobb, Eisenstein (Five College Early Music Director); Performance Instructors de Fremery, Gionfriddo (Director of Jazz Ensembles), Hale, Malek.

## 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, ethnomusicology, performance, or composition
- Performance requirements:
  - Two semesters of individual performance study, one of which must be at the 200 level
  - One additional semester at the 200 or 300 level in individual performance study, conducting, ethnomusicology, or composition
  - 2 credits in ensemble performance

## Other

- If a 4-credit course in ethnomusicology is not selected to fulfill the 300-level classroom elective or the third semester of individual performance study, then an additional ethnomusicology classroom course at the 200 level is required.
- Demonstration of a level of keyboard proficiency that permits the reading of elementary keyboard repertory
- 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.

*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, ethnomusicology, composition, and/or performance
- Approval of the department chair is required for initial declaration of the special major with a music component. Students are required to have a music department faculty member among their advisors.

## Requirements for the Minor

In order to declare a minor, students must have already completed one course that leads to the minor, 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, ethnomusicology, performance, or composition.
- Approval of the department chair is required for initial declaration of the minor.

*If 200-level individual performance study is to be counted toward the minor, two semesters*

*must be taken consecutively in the same instrument or in voice.*

## 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 experience may be able to exempt prerequisites and enter directly into the music theory or music history course sequence.

A first-year student interested in a music major or minor should take or exempt Music 100, Basic Musicianship, so that she may enroll in Music 231 in the spring semester of her first year. First-year students may also take 102, Music and Technology; 110, Transgressive Music (first-year seminar); 115, Introduction to Composition; 225, Music As Culture; 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*  
*L. Schipull, M. Lach, R. Markarian*  
 4 credits

### 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*  
 4 credits

### \*103fs 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*  
 4 credits

### 110f First Year Seminar: Transgressive Music

(First-year seminar) The seminar will introduce and discuss various musical works and genres that fall under rock critic Ann Powers' definitions of "Violator Art," exploring them within the context of their wanton and disturbing appeal, as well as their often scandalous social impact. Topics will include the Second Viennese School, free jazz, protest music, punk rock, hip-hop, works such as J. S. Bach's "Cantata No. 179," Strauss's "Salome," Stravinsky's "Le Sacre du printemps," Billie Holiday's "Strange Fruit," George Crumb's "Black Angels," and artists such as Frank Zappa, Donna Summer, Prince, and Nirvana. (Students should be prepared for mature themes and some coarse language.)

*Meets Humanities I-A requirement*  
*D. Sanford*  
 4 credits

### 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."

*Meets Humanities I-A requirement*  
*J. Noble*  
*Prereq. Music 100; 4 credits*

### \*166f Introduction to the Music of Africa

This course concentrates on indigenous musical traditions from different parts of sub-Saharan Africa. 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 practices derive their meaning and significance. The course discusses conceptual, behavioral and stylistic features of the music; the contexts and functions of performances; the interrelations of music and dance; the use of music in healing; musical instruments and singing styles; and the social status of musicians.

*Meets multicultural requirement; meets*

*Humanities I-A requirement**O. Omojola**4 credits***200 Level****\*205fs Music of the 1970s**

Remembered primarily as 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 the social, political, and economic conditions that bred these styles.

*Meets Humanities I-A requirement**D. Sanford**Prereq. Music 100 or 103; 4 credits***215s Intermediate Composition**

Students will explore a number of musical styles and approaches in the process of creating their own extended works, with the possibility of performances a the end of the semester.

*Meets Humanities I-A requirement**D. Sanford**Prereq. Music 231; 4 credits***\*220f Music and Film**

(Same as Film Studies 220) This course is for all who stay to the end of the credits, purchase soundtracks, and argue over who should have won the Oscar for Best Score, along with anyone else interested in the undervalued importance of music to the general effect of a motion picture. We will explore and discuss the myriad ways in which these two media interact. The course will focus on classic scores by Herrmann, Morricone, and Williams, as well as the uses of existing music in films of Bergman and Kubrick.

*Meets Humanities I-A requirement**D. Sanford**Prereq. Music 100 or 103 or 105; 4 credits***225f Music, Theater, and Chinese Culture**

This course explores a variety of musical and theatrical genres in Chinese culture, including solo repertoire, ensemble music, Peking opera, as well as music in /wuxia//kungfu/ films. The course is designed to lead students to comprehend the fundamental concepts of

Chinese music and theater through both in-depth reading and hands-on musical practice. The goal of this course is not to master Chinese music and theater, but to cultivate a broad view to appreciate the musical and theatrical diversity in Chinese culture.

*Meets multicultural requirement; meets**Humanities I-A requirement**P. Weng**4 credits***\*226s World Music**

(Writing-intensive course) This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, Indian, the Caribbean, and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions. Students are expected to undertake a final project in music ethnography.

*Meets multicultural requirement; meets**Humanities I-A requirement**O. Omojola**4 credits***231s Theory I**

Studies two part counterpoint, four part harmony (part-writing, inversions, harmonization, figured bass and non-harmonic tones) and composition of simple period forms. Includes analysis, ear training, solfege, use of notation software and keyboard harmony.

*Meets Humanities I-A requirement**L. Schipull**Prereq. Music 100; 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; 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*

*D. Sanford*

*Prereq. Music 232; 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*

*K. Dunn Adams*

*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; 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 decades 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 231; 4 credits*

## 300 Level

### 315s Advanced Composition

The student will compose extended works involving larger media and/or performing forces. The course meets with Music 215 for classroom discussion.

*Meets Humanities I-A requirement*

*D. Sanford*

*Prereq. Music 215 and 231; may be repeated for credit; 4 credits*

### 334s Music Analysis

The course begins with a study of musical forms frequently encountered in Western art music and some analytic techniques appropriate to them. The course concludes with topics of selected interest, including the application of various analytic approaches to a single piece of music.

*Meets Humanities I-A requirement*

*L. Litterick*

*Prereq. Music 232; 4 credits*

### 341f Conducting II

This course is a continuation of Conducting I, with opportunities to lead instrumental as well as vocal ensembles in class. Includes baton technique, preparation of longer works, and class recital and/or independent projects.

*Does not meet a distribution requirement*

*E. Benjamin*

*Prereq. Music 242; 2 credits*

### 371f Topics in Music: Music in Manuscript

This seminar is designed to increase familiarity with and facility in the use of primary materials for musicological/ethnomusicological and/or theoretical research, as well as in the critical evaluation of published scholarship. Engagement with a shared topic at the outset of the semester provides the context from which each student fashions an independent project. Oral presentations are integral to the course, with a major paper as the final requirement.

(Writing-intensive course) This seminar will study selected autograph manuscripts (and in some cases sketches) of composers dating from the fifteenth to twentieth centuries. The works studied in class will represent a variety of composers, genres, periods, styles, and contexts: composers such as Josquin, Haydn, Beethoven, Brahms, Debussy, Gershwin, and Ravel, and genres such as song, string quartet, symphony, piano music, tone poem, and choral music. The autograph scores will be examined for what they can tell us about compositional procedure, stylistic and notational conventions, and performance practices. Each student will select an independent



project on which to focus increasingly during the course of the semester.

*Meets Humanities I-A requirement*

*L. Litterick*

*Prereq. Music 282 and 232; 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 offers performance instruction only to students at the intermediate level or higher. Exceptions are (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 chapter.

## 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, regardless of whether a student is enrolled at Mount Holyoke or another Five College institution.*

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 Individual Performance Study

Performance study - individual instruction.

(A) Piano—G. Steigerwalt, M. Gionfriddo, E. Malek, S. Dennis

(B) Voice—M. Spratlan, C. Cobb

(C) Flute—A. Greenbaum

(D) Oboe—K. Lipkens

(E) Clarinet

(F) Saxophone—T. Levine

(G) Bassoon

(H) French Horn—J. Jeffries

(I) Trumpet

(J) Trombone—S. Pemrick

(K) Tuba

(M) Percussion—G. Caputo

(N) Harpsichord—L. Schipull

(O) Organ—L. Schipull

(P) Harp—T. Alterman

(Q) Guitar—P. de Fremery

(R) Violin—L. Laderach

(S) Viola—L. Laderach

(T) Cello—K. Cahn-Lipman

(U) String Bass—L. Lovell

(V) Recorders/Early Winds—E. Samuels

(W) Loud Winds—D. Stillman

(X) Lute—R. Castellano

**(Y) Early Strings—A. Robbins**

*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; enrollment is limited according to teacher availability. Lesson fee—see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.; 1-2 credits*

**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 Individual Performance Instruction**

Performance study - individual instruction. Same section numbers as above.

*Does not meet a distribution requirement*

*Prereq. 8 credits of 100-level performance or per I; enrollment is limited according to teacher availability. Must participate in one public performance. Lesson fee — see Tuition and Fees in catalog. No refund of fee after 10th academic day of class.; 1-2 credits*

**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 Individual Performance Study**

Performance study - individual instruction. Same section numbers as above.

*Does not meet a distribution requirement*

*Prereq. permission of instructor and department chair, Music 232, one 200-level history course, demonstration of prior public performance; Note: continuation of studies at the 300 level depends on evaluation by the instructor and is not automatic. Lesson fee—see Tuition and Fees in catalog. No refunds after 10th academic day of class.; 4 credits*

**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**

*Fall 2010*

**143f(A) Wind Ensembles**

*J. Jeffries*

*Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit*

**143f(B) String Ensembles**

*K. Cahn-Lipman, L. Laderach*

*Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit*

**143f(C) Piano Ensembles**

*E. Malek, G. Steigerwalt*

*Prereq. enrollment is by audition only; 1 credit*

**143f(D) Mixed Ensembles**

*The department*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*143f(E) Brass Ensembles*

Chamber Music for brass instruments

*J. Jeffries*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*143f(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*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*143f(G) Flute Choir*

Study and perform music for flute ensembles.

*A. Hale*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*143f(H) Euridice Ensembles*

Euridice Ensembles are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice. Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interest of students participating each semester. Singers, modern and early string, wind and keyboard players from the Five Colleges are invited to participate.

*A. Robbins, L. Laderach, L. Schipull, R. Eisenstein*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*Spring 2011*

*143s(A) Wind Ensembles*

*J. Jeffries*

*Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit*

*143s(B) String Ensembles*

*K. Cahn-Lipman, L. Laderach*

*Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit*

*\*143s(C) Piano Ensembles*

*E. Malek, G. Steigerwalt*

*Prereq. enrollment is by audition only; 1 credit*

*143s(D) Mixed Ensembles*

*The department*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*143s(E) Brass Ensembles*

Chamber music for brass instruments

*J. Jeffries*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*143s(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*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*143s(G) Flute Choir*

*A. Hale*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 rehearsal (2 hours); 1 credit*

*143s(H) Euridice Ensembles*

Euridice Ensembles are groups of students and faculty who perform baroque and classical chamber music with attention to historical performance practice. Individual ensembles may include baroque trios, classical quartets, cantata groupings, etc., and are formed according to the needs and interest of students participating each semester. Singers, modern and early string, wind and keyboard players from the Five Colleges are invited to participate.

*A. Robbins, L. Laderach, L. Schipull, R. Eisenstein*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

### **155fs Jazz Ensemble**

*Fall 2010*

#### *155f(A) Big Band*

The Big Band is a mixed instrumental group open to beginning, intermediate, and advanced musicians. Students learn a variety of classic and contemporary swing, Latin, jazz, and pop standards. The group performs in concert twice a semester and occasionally off campus as well.

*M. Gionfriddo*

*Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit*

#### *155f(B) Vocal Jazz*

The Vocal Jazz Ensemble is a select group of singers which performs classic and contemporary jazz vocal music. The group performs in concert twice a semester and occasionally off campus as well. Solo opportunities also exist with the Big Band and Chamber Jazz Ensembles for students enrolled in Vocal Jazz.

*M. Gionfriddo*

*Prereq. enrollment is by audition only; 1 rehearsal; limited enrollment; 1 credit*

*Spring 2011*

#### *155s(A) Big Band*

The Big Band is a mixed instrumental group open to beginning, intermediate, and advanced musicians. Students learn a variety of classic and contemporary swing, Latin, jazz, and pop standards. The group performs in concert twice a semester and occasionally off campus as well.

*M. Gionfriddo*

*Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit*

#### *155s(B) Vocal Jazz*

The Vocal Jazz Ensemble is a select group of singers which performs classic and contemporary jazz vocal music. The group performs in concert twice a semester and occasionally off campus as well. Solo opportunities also exist with the Big Band and Chamber Jazz Ensemble for students enrolled in Vocal Jazz.

*M. Gionfriddo*

*Prereq. enrollment is by audition only; 1 rehearsal; limited enrollment; 1 credit*

### **161fs West African Drumming 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. Non musicians 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 credit*

### **191fs Mount Holyoke Orchestra**

Registration for Mount Holyoke Orchestra will occur in September following auditions. Please contact the music department for more information.

Studies and presents a variety of orchestra repertoire on and off campus. Multiple opportunities to perform each semester.

*Does not meet a distribution requirement*

*The department*

*Prereq. permission of instructor; enrollment is by audition only; 1 credit*

### **255fs Chamber Jazz Ensemble**

*Fall 2010*

#### *255f(A) Chamber Jazz*

A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and techniques that will aid them in solo improvisation.

*M. Gionfriddo*

*Prereq. enrollment in Big Band or previous participation in the ensemble; 1 credit*

*Spring 2011*

#### *255s(A) Chamber Jazz*

A select instrumental combo open to more advanced jazz musicians with emphasis on complex forms such as Dixieland, bop, and fusion. Students also learn exercises and tech-

niques that will aid them in solo improvisation.

*M. Gionfriddo*

*Prereq. enrollment in Music 155 (Big Band) or previous participation in the ensemble; 1 credit*

### **261f Intermediate West African Drumming 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. Non-musicians are welcome; practice 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*

*Prereq. Music-161; 1 credit*

## **Choral Ensembles**

### **193fs Chorale**

Registration for Chorale will occur in September following auditions. Please contact the music department for more information. With varied repertoire, an intermediate-level women's choir providing excellent vocal training, occasional solo opportunities, and a structured sight-singing curriculum. Performs on and off campus, sometimes with men's choruses and orchestra. Previous ensemble experience is helpful, though not a prerequisite.

*Does not meet a distribution requirement*

*K. Dunn Adams*

*Prereq. enrollment is by audition only, permission of instructor required; 1 credit*

### **293fs Glee Club**

Registration for Glee Club will occur in September following auditions. Please contact the Music department for more information. A relatively advanced women's choir with a varied classical, contemporary, and folk-derived repertoire. Occasional collaborations with men's choruses and orchestra, sometimes involving long-distance travel. Previous ensemble experience (vocal or instrumental) and strong musicianship—including sight singing—are prerequisites.

*Does not meet a distribution requirement*

*K. Dunn Adams, K. Dunn Adams*

*Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit*

### **297fs 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 Adams*

*Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit*

## **Independent Study**

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph; 1-4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, permission of department; 1-8 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**

*Fall 2010*

#### **147f(A) Collegium**

Renaissance and baroque music for mixed voices

*R. Eisenstein*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*147f(B) Voces Feminae*

Renaissance and baroque music for women's voices.

*C. Bell*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*147f(C) Instrumental Ensemble*

Study and perform music for early strings, recorder, shawm, and other early music instruments from the medieval, renaissance and Baroque periods.

*A. Robbins, D. Stillman, E. Samuels*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*147f(D) Renaissance Dance*

(Same as Dance 127) 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.

*M. Pash, N. Monahin*

*1 credit*

*147f(E) Seminar in Seventeenth-Century Song*

This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.

*R. Eisenstein*

*Prereq. enrollment is by audition only; limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba); 1 credit*

*Spring 2011*

*147s(A) Collegium*

Renaissance and baroque music for mixed voices

*R. Eisenstein*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*147s(B) Voces Feminae*

Renaissance and baroque music for women's voices.

*C. Bell*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*147s(C) Instrumental Ensemble*

Study and perform music for early strings, recorder, shawm, and other early music instruments from the medieval, renaissance and Baroque periods.

*A. Robbins, D. Stillman, E. Samuels*

*Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit*

*147s(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, 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.

*M. Pash, N. Monahin*

*1 credit*

*147s(E) Seminar in Seventeenth-Century Song*

This course is a repertory survey conducted in masterclass format. Each participant will learn and sing in class a song every week or two. English lute ayres, French airs de cour, Italian monodies, and later music up to and including Henry Purcell are included. There is a very limited but interesting selection of reading as well.

*R. Eisenstein*

*Prereq. enrollment is by audition only; limited to six singers and three continuo players (keyboard, lute/guitar, and/or cello/gamba); 1 credit*

# Neuroscience and Behavior

The major in neuroscience and behavior is administered by the Neuroscience and Behavior Committee: Professors Barry (biological sciences), Cohen (psychology and education), Hollis (psychology and education); Associate Professors Bacon (biological sciences), Brodie (biological sciences), Gillis (biological sciences, *chair*).

## Contact Persons

Gary Gillis, *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 145, Introductory Biology, or Biological Sciences 160, Integrated Introduction to Biology and Chemistry
  - Psychology 101 or 100, Introduction to Psychology
  - Chemistry 101, General Chemistry, or Chemistry 160, Integrated Introduction to Biology and Chemistry
  - Chemistry 201, General Chemistry II
  - Chemistry 202, Organic Chemistry
  - Mathematics, one of the following:
    - 101, Calculus
    - 103, Accelerated Calculus
  - Psychology 200, Research 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 laboratory-based 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 335, Mammalian Anatomy
  - Biological Sciences 328, Regulatory and Integrative Human Physiology
  - Psychology 350, Laboratory in Behavioral Neuroscience
  - Psychology 351, Laboratory in 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 334, Chemical Communication in Vertebrates
  - 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. 8).*

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*

*W. Millard*

*Prereq. A 100-level course in psychology and 4 credits in biological sciences; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. invitation of the committee; 1-8 credits*



# Nexus Minors

Each Nexus minor is administered by its own faculty advisory group, led by a track chair. The members of each are listed on the Nexus Web site (see below). The track chairs for 2010–2011 are: Associate Professor Robin Blaetz for Art and Society; Assistant Professor Lenore Carlisle for Education and Society; Professor Mike Robinson for Global Business; Professor Penny Gill for Law and Public Policy; Professor Mike Robinson for Non-profit Organizations; and Associate Professor Holly Hanson for Sustainable Development. Associate Professor Eleanor Townsley and Visiting Senior Lecturers Alison Bass and Catherine Manegold lead the Journalism, Media, and Public Discourse track.

## Contact Persons

Marie Troppe, *director of Nexus*

Mount Holyoke's Nexus: Curriculum to Career program enables students to meaningfully link their liberal arts education with their career goals. Nexus gives students a focused, intentional way to connect their academic work with valuable professional experience beyond the College gates, through internships, research projects, and summer employment.

Seven Nexus minors are offered. Their requirements are similar in structure, with differences noted under each of the minors.

## Nexus Web Site

<http://www.mtholyoke.edu/acad/nexus/>

## Requirements for the Nexus Minors

### Credits

- A minimum of 16 academic credits

### Courses

- Two 200-level, 4-credit courses, chosen from the faculty-approved list for the minor

- College 210 (the 2-credit “pre-experience” course) or a suitable social science methods course, such as Anthropology 275, Sociology 225, or Psychology 200
- College 211 (the 2-credit “post-experience” course), culminating in a public presentation at the annual LEAP (Learning from Application) Symposium
- One 300-level, 4-credit course in a relevant topic, chosen from the faculty-approved list for the minor

The list of approved courses for each minor is available at

<http://www.mtholyoke.edu/acad/nexus/approved.html>. Students may also request permission to apply other relevant Mount Holyoke and Five College courses toward their minor.

### Other

- An approved internship, research project, or summer job, completed as the “experience” between College 210 and 211
- The sequence of a Nexus minor is part of what makes it unique. It is essential that College 210 (or an appropriate substitute) be taken *before* the internship or research project and that College 211 be taken *after* the internship or research project.

## Art and Society

The Nexus minor in Art and Society is founded on the idea that art, conceived experientially, is not necessarily an object or a finite performance but a process that can enable transformative social action. Art and politics are closely related and it is through art that a society's values often are revealed most succinctly. Students in the Art and Society Nexus will take three approved courses that focus to some extent on the relationship between art and society from disciplines in the social sciences, the humanities, and the arts. The experiential component will include engagement in art production, arts criticism, or arts administration.

## Education and Society

The Nexus minor in Education and Society is intended to provide students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the Nexus offers varied perspectives on contemporary contexts and historical moments that shape and define knowledge, behavior, structures, organizations, and policies both in and out of educational settings. Examples of these varied perspectives include Education: Policy and Politics; Philosophy and the Child; International Education; Women, Leadership and Higher Education; Education, Health, and Sports Pedagogy; Education and the Arts; Environmental Education.

Students in this minor must seek approval from the track chair after developing a brief proposal outlining their specific area of focus and the specific courses they plan to take to complete the Nexus. Their plan of study must include two approved courses appropriate to their focus at the 200-level or above, College 210 and 211, their Nexus experience, and one of the following courses.

- Education 205, Whiteness, Racism and Inequality in Schools and Society
- Education 220, Multicultural Education
- Educational Studies 215, Ideas and Ideals in U.S. Public Education

Educational Studies 260, Mission and Market in Higher Education

## Global Business

All economic life is increasingly impacted by the forces of globalization. This Nexus minor introduces students to the contemporary corporate world, the role of global markets, and debates about appropriate regulation and long-term implications. Students will explore in depth the tools of corporate leadership, the sociology of organizations, and models of regulation. Students may pursue internships with national or international for-profit corporations to complete the experiential requirement for this Nexus track.

In selecting courses from the approved list for the minor, students will complete at least

one course particular to global business and will generally also select one of the approved Complex Organizations courses. Students are also encouraged to take Introductory Microeconomics (Economics 103), Introductory Macroeconomics (Economics 104) and a statistics course (Statistics 140, Sociology 225, or Economics 220).

## Journalism, Media, and Public Discourse

Many departments, including English, history, sociology, and politics, offer hands-on and theory-based courses in journalism and public media. Students learn to examine the world with an educated, critical eye; to collect material from a wide range of sources; and to analyze and communicate information clearly and concisely. MHC's approach reflects the reality of the job market: employers in journalism and media want students who are knowledgeable and articulate across a wide array of subjects in the liberal arts, who are creative, flexible thinkers with superior writing and analytical capabilities. The Nexus minor in Journalism, Media, and Public Discourse encourages students to explore journalism and media through many venues. In the classroom, students can master the nuts and bolts of reporting and fact-checking a news story, examine the history of the *New York Times*, or analyze the role of media in contemporary society.

## Law and Public Policy

The goal of the Nexus minor in Law and Public Policy is to provide students with the tools necessary to form a deep understanding of how complex relationships between local and national political processes both create public policies and shape legislation and its interpretation. This Nexus provides students with both an academic and experiential lens. Students will choose courses from several departments including politics, economics, history, and sociology in order to examine how both law and public policies are imbedded in much larger social, historical, and economic realities.

Students electing this minor are also strongly encouraged to take a course in statistics and/or quantitative analysis, such as Economics 220, Psychology 201, Sociology 225, or Statistics 140.

## Nonprofit Organizations

The Nonprofit Organizations Nexus focuses on the study of organizational settings in the nonprofit sector. The word “nonprofit” refers to a type of business—one which is organized under rules that forbid the distribution of profits to owners. The Internal Revenue Service describes nonprofit organizations as serving charitable, religious, scientific, or educational purposes. Nonprofit organizations include global nongovernmental organizations (NGOs) such as Oxfam and Greenpeace as well as local community organizations such as the Food Bank of Western Massachusetts and Historic Northampton Museum. Students may pursue internships with nonprofit organizations to complete the experiential requirement for this minor.

In selecting courses from the approved list for the minor, students will complete at least one course particular to nonprofit organizations and will generally also select one of the approved Complex Organizations courses. Students are also encouraged to take Introductory Microeconomics (Economics 103), Introductory Macroeconomics (Economics 104) and a statistics course (Statistics 140, Sociology 225, or Economics 220).

## Sustainable Development

The Sustainable Development Nexus minor does not provide a suggested course list. Instead, students devise their own plan in consultation with the track chair and must seek advance approval from the chair. Sustainable development implies use of natural resources and organization of economic activity in ways that can be maintained indefinitely. In order for development to be sustainable, all regions of the world and all social classes must have political and economic agency. This recognizes that as people meet the needs (including social, political, cultural, economic, and health) of current generations without compromising the ability of future

generations to also meet their needs, they do so through fair and equitable processes of production, distribution, and consumption.

## Course Offerings

The approved courses for each Nexus minor are drawn from across the College curriculum. However, two 2-credit courses particular to the Nexus program, College 210 and 211, are common across the Nexus minors. College 210, *Ready for the World: Preparing for Your Internship and Research Project*, is offered as a half-semester course in the spring. College 211, *Tying It All Together: Curriculum to Career*, is a half-semester course offered in the fall. Together, they bracket the student’s applicable internship, research experience, or employment. Full descriptions of these courses are available in the College Courses chapter.

# Philosophy

The major and minor in philosophy are administered by the Department of Philosophy: Professors Bowie (*chair*), Wartenberg; Associate Professors Mitchell, Harold.

## Contact Persons

G. Lee Bowie, *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 philosophical inquiry, with a good understanding of some important philosophical themes, and with the enthusiasm for inquiry necessary for the productive pursuit of your own philosophical speculations. The critical

approach you will learn will be valuable for whatever you choose to do after graduation.

## 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 16 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

### 101fs Introduction to Philosophy

This course will explore topics that philosophers have grappled with for thousands of years, and that still undergird (or sometimes threaten to undermine) our understanding of the world, our knowledge, ourselves, and each other. In historical and modern texts of the Western intellectual tradition, we will discuss questions such as: What exists? What knowledge can we claim? What are people like? What is, or should be, our role in the world? In considering these answers, we will learn to do philosophy ourselves, developing our own careful reflections on these issues.

*Meets Humanities I-B requirement*

*S. Hawthorne, S. Mitchell*

*4 credits*

**102fs First-Year Seminar on Topics in Philosophy**

*Fall 2010*

*102f(1) Discovering Philosophy through Children's Literature*

(Speaking- and writing-intensive course) Remember reading *Morris the Moose* or *The Giving Tree*? You probably didn't think they were about the fallibility of human knowledge and the right way to comport yourself with the natural world, two important philosophical issues. In this seminar, we will explore the world of philosophy by means of children's books like these. In addition, we will investigate how professional philosophers address these issues in order to see how their analyses supplements those developed from the children's books.

*Meets Humanities I-B requirement*

*T. Wartenberg*

*Prereq. fy; 4 credits*

*Spring 2011*

*102s(1) Personal Identity*

(Speaking-intensive course) Who or what am I, and what makes me what I am? How am I different from a very sensitive robot, or a very clever dog? Am I a single changing person throughout my life, or a series of unchanging ones? What will connect my past to my future? This cluster of philosophical worries will occupy the center of this course. In the process of addressing them, we will work to develop methods for resolving problems that appear beyond solution.

*Meets Humanities I-B requirement*

*L. Bowie*

*4 credits*

**\*103s Comparative Introduction to Philosophy**

In this course, questions concerning views of the self, humans in relation to one another, and humans in relation to the non-human world will be explored by bringing together conventional philosophy texts with culturally diverse philosophical writings. Through these questions and the materials which address them, issues of ethnicity, race, class, and gender will impact our discussion of various perspectives on fundamental problems.

*Meets multicultural requirement; meets Humanities I-B requirement*

*M. Brown*

*4 credits*

**201f Philosophical Foundations of Western Thought: The Greek Period**

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 their historical and cultural context.

*Meets Humanities I-B requirement*

*K. Thomason*

*4 credits*

**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, Locke, Leibniz, Hume, and Kant. Focus on the apparent conflict between modern natural science and traditional religion as sources of knowledge and belief. Topics include the nature and extent of human knowledge, the nature of the mind, the existence of God, and the possibility of human freedom.

*Meets Humanities I-B requirement*

*T. Wartenberg*

*4 credits*

**205f Ethics**

This course serves as an introduction to some of the main philosophical theories of ethics and ideas about human nature through a study of fundamental approaches including utilitarian, deontological, and virtue ethics. Among the issues covered will be the clarification of basic assumptions about morality, such as whether morality has any basis beyond differing teachings of various cultures (relativism), or whether all actions are fundamentally selfish (egoism). Attention will be

given to the application of ethical theory and principles to contemporary issues.

*Meets Humanities I-B requirement*

*K. Thomason*

*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). It will look at questions such as: How is knowledge possible? What is knowledge? Do we know anything? Is time real? What makes you the same person now and in ten years? Could things be otherwise than they are?

*Meets Humanities I-B requirement*

*S. Mitchell*

*4 credits*

### **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*

*L. Bowie*

*4 credits*

### **220f Introduction to the Philosophy of Science**

Scientific theories come and go—what was once believed true is often later thought false. What then is the status of current scientific theories? What makes a theory “good”? How do we know whether accepting a theory is based on scientific reasoning—rather than scientific or nonscientific rationales? In what ways does science in practice depart from scientific ideals? This course will explore answers to these questions proposed by scientists and philosophers of science. We will study some historical views, but will focus on scholars writing in the 1960s through the present.

*Meets Humanities I-B requirement*

*S. Hawthorne*

*4 credits*

### **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*

*L. Bowie*

*4 credits*

### **226f Introduction to the Philosophy of Religion**

(Same as Religion 226-01) This course begins its survey of the discipline of the philosophy of religion with the work of Augustine. 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 Schleiermacher's Speeches. Finally, we focus on the idealistic and pragmatic tradition in American philosophy of religion.

*Meets Humanities I-B requirement*

*J. Grayson*

*4 credits*

### **\*227f Feminism and Knowledge**

(Same as Gender Studies 212) Is knowledge gendered? Is science objective? What does it mean to make such claims, and how does one justify them? In this course, we will investigate how gender roles, gender identity, and ideas about gender influence the construction of knowledge. We will look at three competing views about these influences - in particular, empiricism, standpoint theory, and postmodernism - in the context of empirical research in the social sciences and biology. We will consider what it means to do research as a feminist and what kind of cognitive authority women hold in the creation of knowledge.

*Meets Humanities I-B requirement*

*C. Lee*

*Prereq. 4 credits in gender studies or philosophy; 4 credits*

**\*232f Ethical Issues in Complex Organizations**

(Same as Complex Organizations 232) 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 Humanities I-B requirement*

*The department*

*Prereq. soph, jr, sr; 4 credits*

**235f 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*

*S. Hawthorne*

*4 credits*

**240s 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? Should we control nature by applying scientific and technological expertise? Or should we strive for noninterference and preservation of the wild? How do we balance the pressing needs of people for food, energy, and other resources with the needs of other species or whole ecosystems? Students will explore these questions and issues in the classroom and in community-based learning or other experiential projects that put ideas into action.

*Meets Humanities I-B requirement*

*S. Hawthorne*

*4 credits*

**\*241s 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 read a mix of contemporary and historical texts examining some of these questions in detail.

*Meets Humanities I-B requirement*

*J. Harold*

*Prereq. Philosophy 205; 4 credits*

**242s Social and Political Philosophy**

An examination of a variety of topics in social and political philosophy, drawing from historical as well as contemporary sources. We will examine questions such as the following: 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 be given to the application of these questions to particular contemporary social and political issues.

*Meets Humanities I-B requirement*

*K. Thomason*

*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? Readings from philosophy and a variety of interdisciplinary texts, including film and literature.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*The department*

*4 credits*



**\*249s Women and Philosophy**

(Same as Gender Studies 210) Women have to a great extent been denied a place in the canon of western philosophy. But voices of historical women philosophers are being recovered, and increasingly women contribute to current literature and teaching. In the first half of the course, we'll read selections from historical literature—the ancient Greeks through the American pragmatists. In the second half, we'll examine recent feminist literature, tracing themes that have been important over the centuries. We'll also ask questions about the role of women in philosophy, such as: Is their contribution distinctive? Is reason gendered? When is philosophy feminist?

*Meets Humanities I-B requirement*

*S. Hawthorne*

*4 credits*

**255s 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 philosophic and literary texts by such important existentialists as Søren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre, Albert Camus, Simone de Beauvoir, and Franz Fanon.

*Meets Humanities I-B requirement*

*K. Thomason*

*4 credits*

**\*264s Philosophy of Mind**

This course explores long-standing questions about the nature of consciousness; the relationship between mind and body; the relationship between mind and language; and the role that science has (if any) in negotiating these questions. The course will emphasize the philosophical understanding and implications of current work in neuroscience.

*Meets Humanities I-B requirement*

*L. Bowie*

*Prereq. 4 credits in department; 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, Quine, Chomsky, Frye, and others.

*Meets Humanities I-B requirement*

*S. Mitchell*

*Prereq. 4 credits in department; 4 credits*

**273f Philosophy of the Arts**

The purpose of this course is to explore philosophical problems concerning the arts and aesthetic experience. Some questions to be explored include: What is the difference between beauty and moral goodness? Can taste be objective? What does it mean for a work of music to be "sad"? Are the intentions of artists relevant to appreciation? What is the purpose of art criticism? How do pictures represent objects? Readings will be drawn from both historical and contemporary philosophical writings.

*Meets Humanities I-B requirement*

*J. Harold*

*4 credits*

**275s Philosophy and Film Theory**

(Same as Film Studies) 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; 2 meetings (75 minutes), 1 screening (3 hours); 4 credits*

**280f Philosophy for Children**

(Community-Based Learning course; speaking-intensive course) When you act bravely, can you be scared? How do you know that you are not dreaming now? If everyone told

you you weren't a person, would you believe them? These questions are raised by children's books, such as *Frog and Toad Together* and *The Bear That Wasn't*. In this course, you will learn how to conduct discussions of philosophical questions like these among elementary school children using picture books. The first half of the course will concentrate on developing the necessary skills; the second on teaching philosophy to the children. Along the way, we'll delve into a range of philosophical issues, as we prepare to teach an introductory philosophy course for second graders.

*Meets Humanities I-B requirement*

*T. Wartenberg*

*4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, permission of department; 1-4 credits*

### **\*321s Seminar in Philosophy of Language**

According to the "Whorf Hypothesis" language constrains what we can think - our very concepts are shaped by our language. Much contemporary work in cognitive science argues the reverse - that concepts wired into our mind constrain what possible human languages there are, and that consequently all human languages share structure that reflects these constraints. On this view there are languages so alien that humans couldn't possibly learn them. This seminar will explore the relationship between language and thought, reading work by Wittgenstein, Whorf, Orwell, Putnam, Pinker, Fodor, Prinz, and others.

*Meets Humanities I-B requirement*

*L. Bowie*

*Prereq. 8 credits in department; 4 credits*

### **\*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; 4 credits*

### **328s Non-Classical Logic**

This course looks at the recent flowering of non-classical logics. The most prominent are modal logics concerning necessity and possibility, which have come to dominate work in metaphysics and epistemology. Conditional logics, intuitionist logics, and relevance logics have also become important. These logics are particularly useful in graduate-level classes in philosophy but also are interesting in their own right.

*Meets Humanities I-B requirement*

*S. Mitchell*

*Prereq. Philosophy 225 and 4 credits in philosophy or in mathematics; 4 credits*

### **334s Topics in Ethics**

The study of a topic to be announced in advanced ethics or ethical theory.

*Meets Humanities I-B requirement*

*K. Thomason*

*Prereq. 8 credits in department including Philosophy 205 or permission of instructor; 4 credits*

### **350fs Topics in Philosophy**

*Fall 2010*

#### **350f(1) Cognitive Science**

David Chalmers has dubbed the problem of consciousness "The Hard Problem." How can a lump of physical matter (for example your brain) have an experience? How can it be like something, feel like something, to be in one physical state rather than another? There has been a tremendous surge of divergent thinking on these questions in the intersections between neuroscience and philosophy - stories about how matter can be conscious, and stories of why our minds are too limited ever to answer such questions. Readings and discussion from Dennett, Churchland, Chalmers, Crick, Gazzaniga, Lloyd, and others.

*Meets Humanities I-B requirement*

*L. Bowie*

*Prereq. One course in philosophy and either a second course in philosophy or a course in*

neuroscience; or permission of the instructor.; 4 credits

Spring 2011

*350s(1) Philosophy of Medicine*

Modern medical practice uses science and technology in ways barely conceivable a generation ago. But puzzles about medical science and practice remain. What's the right way to apply statistical knowledge to a patient? Or, to put the question another way, when does "clinical judgment" become stereotyping? When is a patient's distress a "real" disease—for example, why is diabetes uncontroversially real, but multiple chemical sensitivity is not? In a complex condition like depression, how do we gauge whether the cause(s) is/are genes, brain chemistry, history, or acute stress? This course explores these and other questions, drawing on literature in philosophy of science and medical ethics.

*Meets Humanities I-B requirement*

*S. Hawthorne*

*Prereq. jr, sr; 4 credits*

*\*350s(2) Causation*

Recently a new theory of causation - which might broadly be called the theory of Bayesian networks - has received a lot of attention. This topic concerns the justification of scientific hypotheses, and represents patterns of causation mathematically. So this course is really an introduction to one approach to the logic of inferences in the sciences (both social sciences and natural sciences). We'll look at some of the problems with causation first. Then we'll cover introductory probability theory and graphs, and then look at how the theory addresses the puzzles. Students will need to be somewhat comfortable with mathematics, and interested in philosophy.

*Meets Humanities I-B requirement*

*The department*

*Prereq. one course in philosophy and one course in mathematics; 4 credits*

**351fs Systematic Study of One Philosopher**

Fall 2010

*351f(1) Kant*

Immanuel Kant's *Critique of Pure Reason* is one of the few works in the Western philosophical tradition that fundamentally transformed our understanding of the place of human beings in the world. This seminar involves a careful, critical reading of the text in order to assess the nature and significance of the epistemological and metaphysical views it expounds.

*Meets Humanities I-B requirement*

*T. Wartenberg*

*Prereq. 8 credits in department including Philosophy 202 or equivalent; 4 credits*

Spring 2011

*\*351s(1) Aristotle*

This course will look closely at Aristotle's moral and aesthetic thought through a careful examination of his *Nicomachean Ethics* and his *Poetics*. In these works Aristotle gives us his conception of a well-lived life, as well as his view about the relationship between emotions and reason. In addition to the primary texts, we'll read some contemporary commentary on Aristotle, and we'll look at the influence of Aristotle's ideas on contemporary philosophical debates about art and life. This course presupposes prior study of ancient Greek philosophy. Prior coursework in ethics or aesthetics is also recommended.

*Meets Humanities I-B requirement*

*J. Harold*

*Prereq. Philosophy 201 and 4 additional credits in department; 4 credits*

**\*373fs Philosophy of Art**

This class examines philosophical issues concerning the interpretation, creation, and experience of art. Topics vary from year to year.

Fall 2010

*\*373f(1) Arthur Danto*

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*

*Spring 2011*

**\*373s(1) *The Shock of the New***

(Same as Art Studio 280s-01) Innovative works of art shock the world and are difficult for viewers to interpret in light of previous artistic practice. How, then, can viewers and critics understand new and challenging works of art? This is the topic that we will investigate in this course by looking at art, reading about art, making art, and writing about art.

*Meets Humanities I-B requirement*

*R. Hachiyonagi, T. Wartenberg*

*Prereq. 8 credits in department; students enrolled in this course will be responsible for some of the cost of materials in addition to the standard studio fee of \$60.; 4 credits*

**\*375s Philosophy of Film**

An examination of different theoretical issues concerning the nature of film and film viewing. Topics vary yearly.

(Same as Film Studies 390-02) Recently, philosophers have argued that films resemble philosophy in their use of thought experiments. But the role of thought experiments in philosophy is itself contested. The seminar will investigate how thought experiments are used in science and philosophy in order to determine whether films and, more generally, art can legitimately claim that their presentation of thought experiments connects them to philosophy. Some previous acquaintance with philosophy highly recommended.

*Meets Humanities I-B requirement*

*T. Wartenberg*

*Prereq. 8 credits in department or in film studies; There will be film screenings in addition to the regular class meeting times; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

# Physical Education and Athletics

Lecturers Allen, Esber, Fitzsimmons, Friedman, Haneishi, Lee, Perrella, Priest (*chair*), Santiago, Seccina, Terrell, Whitcomb; Instructor Durocher. Riding Instructor, Law, Morris, 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 a student may propose an 18-credit educational studies minor with a concentration in sport pedagogy and coaching. (See the Educational Studies chapter for further information.) We also offer two classes for academic credit: Sport Pedagogy (2 academic credits) and Women in Sport (4 academic credits). Also offered is an academic independent credit option. See the end of the physical education listings for these courses.

Courses numbered 100 are at the beginning level; those numbered 200 are intermediate; those numbered 300 are advanced; and those

numbered 400 indicate 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.

## Course Offerings

### Aquatics

#### 101fs Beginning Swimming

For the student who has little to no experience in the water. Introduces breath control, bobbing and floating. Stresses safety and comfort in the water and covers basic strokes and water entries.

*Does not meet a distribution requirement*  
*C. Lee, D. Allen*  
*2 units*

#### 102f Springboard Diving

An introduction to the techniques of springboard diving. Includes forward, backward, inward, reverse and twisting dives.

*Does not meet a distribution requirement*  
*M. Clark*  
*2 units*

#### 103fs Advanced Beginning Swimming

For students who are comfortable in the water with a few basic swimming skills. Reviews the basic front and back strokes, floating and treading water. Introduces additional strokes and techniques.

*Does not meet a distribution requirement*  
*The department*  
*2 units*

#### 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*

*Fee course; 2 units*

### **201f Intermediate Swimming**

For the student who is experienced with two to three strokes and can swim a minimum of 25 yards and is comfortable in deep water. Covers the four competitive strokes and recreational strokes and diving.

*Does not meet a distribution requirement*

*D. Allen*

*2 units*

### **303f 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; no repeats; 2 units*

### **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.

*Does not meet a distribution requirement*

*C. Lee*

*Prereq. screening test; for advanced swimmers; 3 physical education credits with certification, 2 physical education credits without; fee course; some classes for the required CPR training portion will meet between 8:00am and 9:50am.; 2-3 units*

### **307s Red Cross Water Safety Instructor**

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*

*C. Lee*

*Prereq. Minimum 17 years of age, screening test; for advanced swimmers; 3 physical education credits with certification, 2 physical education credits without; fee course; 2-3 units*

## **Exercise, Fitness, and Wellness**

### **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*

*M. Esber, S. Terrell, A. Whitcomb, the department*

*No repeats; 3 units*

### **\*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*

*M. Esber*

*Half semester. no repeats; 1 unit*

### **125fs Beginning Weight Training**

Covers basic weight-training techniques and theory. Instructs students in the use of weight machines and a variety of other modalities. Allows students to develop individualized weight-training programs.

*Does not meet a distribution requirement*

*M. Esber, J. Friedman, A. Whitcomb, S. Terrell, K. Haneishi, The department*

*Half semester. no repeats; 1 unit*

### **128fs Walking for Fitness**

Covers all aspects of walking, focusing on incorporating walking into a lifetime fitness regimen. Emphasis on cardiovascular fitness by use of heart rate monitoring and perceived exertion. Goals will be set for distance and time.

*Does not meet a distribution requirement*

*M. Esber, The department*

*Half semester; no repeats; 1 unit*

### **129s Fitness Walking with Fido**

Students will be transported via College transportation to and from a local Rescue Center. Students will walk in pairs or groups of three. As often as possible, students will walk with dogs, matched to them according to the dogs' age, ability, and fitness level. At

other times, students will walk without dogs, but still in pairs or groups. An instructor will monitor the groups walking.

*Does not meet a distribution requirement*

*C. Lee*

*Prereq. Students should have some prior experience with dogs and dog care. The student should be able to walk comfortably in an urban environment (city sidewalks).; second half of semester; 2 units*

### **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*

*No repeats; 2 units*

## **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.

### **110fs 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, L. Priest, The department*

*No repeats; 2 units*

### **111fs Basic Self-Defense for Women**

This course is part of a nationally-recognized program in Rape Aggression Defense (RAD). It will cover "streetwise" self-defense techniques, including stances, blocking, kicking, striking, voice commands and ground defense. It will also impart techniques for risk awareness, risk recognition and risk reduction. The semester's study concludes with an optional full contact self-defense simulation.

*Does not meet a distribution requirement*

*K. Cournoyer-Cronk*

*Course fee \$25; RAD manual \$5; no repeats; dress comfortably with athletic shoes with nonmarking soles; 1 unit*

### **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 therapeutic benefits, yoga can be practiced by people of all abilities with safe and healthy results.

*Does not meet a distribution requirement*

*K. Haneishi, H. Rand*

*Half semester. fee course; 1 unit*

### **114fs Beginning T'ai Chi**

*Fall 2010*

#### **114f(1) Part I**

T'ai chi is a slow movement exercise that stimulates energy (chi). This course introduces the first half of the Yang-style short form, which begins a flowing sequential pattern of continuous movements that builds strength and flexibility, increases internal energy, and promotes a peaceful feeling in body and mind.

*M. Kinuta*

*First half of semester; fee course; 1 unit*

#### **114f(2) Part II**

This is the second half of the Yang style short form, building on the sequential pattern of movements presented in Beginning T'ai Chi I. Previous experience preferred.

*M. Kinuta*

*Prereq. Beginning Tai Chi I.; second half of semester; fee course; 1 unit*

*Spring 2011*

**114s(1) Parts I and II**

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.

*M. Kinuta*

*Fee course; 1 unit*

**114s(2) Parts I and II**

This is the second half of the Yang style short form, building on the sequential pattern of movements presented in Beginning T'ai Chi I. Previous experience preferred.

*M. Kinuta*

*Fee course; 1 unit*

**117s Bon Odori (Japanese Spiritual Dance)**

This course focuses on a Japanese Buddhist folk dance performed outdoors and danced in a concentric circle around a raised platform. It is celebrated as a reminder of the gratefulness one should feel toward one's ancestors. From this dance of joy comes Bon Odori, a time in which ancestors and their sacrifices are remembered and appreciated. Through studying the dance, students will understand its intentions: remembering and appreciating who you are and where you come from. Because the dance is closely related to Buddhism, this course will provide an opportunity for the students both to exercise through dancing and to calm their minds.

*Does not meet a distribution requirement*

*K. Haneishi*

*Half semester; 1 unit*

**118fs Folk Dance**

The course is designed to familiarize students with dance styles of different countries around the globe. The purpose of dance and the roles it has played in various cultures will be discussed.

*Does not meet a distribution requirement*

*J. Friedman, S. Terrell*

*Second half of fall semester, first half of spring semester. No repeats.; 1 unit*

**119fs Ballroom Dance**

Introduces ballroom dances such as foxtrot, rhumba, waltz, polka, cha-cha, tango, and swing.

*Does not meet a distribution requirement*

*L. Priest*

*First six weeks of fall; 1 unit*

**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 flexibility in an integrated way.

*Does not meet a distribution requirement*

*G. Fuller*

*Fee course; 1 unit*

**211f Keychain Self-Defense for Women**

This six-week course is a continuation of the Basic Self-Defense for Women course. The Kubotan is a keychain that doubles as a self-defense tool. It is easy to learn to use and carry. The keychain can enable any person, with a minimum of training, to defend herself, by nullifying any power/strength imbalance between herself and her attacker.

*Does not meet a distribution requirement*

*K. Cournoyer-Cronk*

*Course fee \$25; RAD manual and Kubotan \$10; dress comfortably with athletic shoes with non-marking soles; no repeats; second half of the semester; 1 unit*

**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*

*K. Haneishi, H. Rand*

*Prereq. Previous experience suggested.; half semester; fee course; 1 unit*



**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*

*Fee course; no repeats; 2 units*

**226fs Pilates II**

This course continues the work of Pilates mat exercises. Students will attain a deeper understanding of the movement patterns and refine their skills to achieve a higher level of core conditioning and control.

*Does not meet a distribution requirement*

*G. Fuller*

*Prereq. Previous experience suggested.; half semester; fee course; 1 unit*

**311s Advanced Self-Defense for Women**

This course is a continuation in the Rape Aggression Defense (RAD) program. It features dealing with multiple attackers, advanced ground defense, defense against armed assailants, and more.

*Does not meet a distribution requirement*

*B. Arrighi*

*Prereq. Physical Education 111-01; course fee \$25; RAD manual \$5; no repeats; dress comfortably with athletic shoes with nonmarking soles; 1 unit*

**Sports**

**130fs Beginning Table Tennis**

This course is an introduction to the game of table tennis. The grip, basic rules, serve, forehand and backhand will be introduced. Designed for students who have little or no table tennis experience.

*Does not meet a distribution requirement*

*A. Fitzsimmons, A. Whitcomb, M. Esber  
1 unit*

**131fs Beginning Tennis**

This course is an introduction to the game of tennis. It covers the basic skills, rules and strategy of singles and doubles. It is designed

for beginning players with little or no tennis experience.

*Does not meet a distribution requirement*

*S. Terrell, J. Friedman, A. Whitcomb, A.*

*Santiago*

*2 units*

**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*

*K. Haneishi*

*Second half semester; 1 unit*

**133f 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*

*Prereq. Must be a swimmer; swim test given at first class meeting.; half semester; 1 unit*

**134fs Beginning Badminton**

This course is an introduction to the game of badminton. Teaches the skills, rules and strategy of singles and doubles. It is designed for students who have little or no badminton experience.

*Does not meet a distribution requirement*

*M. Secina, M. Scecina*

*Half semester for 1 physical education credit; 1 unit*

**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*

*S. Terrell*

*Half semester; 1 unit*

**136fs Beginning Fencing**

Covers the basic skills, techniques, and strategy of foil fencing.

*Does not meet a distribution requirement*

*D. McMenamin*

*First half of semester. fee course; 1 unit*

### **136f(02) Beginning Fencing**

Continuation of section one.

*Does not meet a distribution requirement*

*D. McMenamin*

*Second half of semester; fee course; 1 unit*

### **137fs Beginning Golf**

Covers the fundamentals - complete swing, golf course etiquette, golf rules. Classes meet at golf course. For those with little or no golf experience.

*Does not meet a distribution requirement*

*S. Durocher*

*Half semester; equipment provided; fee course; 1 unit*

### **139fs Ultimate Frisbee**

This is a non-contact 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*

*Beginning skill level. Offered first half of semester. No repeats.; 1 unit*

### **142fs Beginning Squash**

Introduces sound footwork, forehand, backhand drives, and volleys, lob serve, backwall shots, and boasts. Covers international squash rules and basic strategy. For beginning players who have had little or no squash experience.

*Does not meet a distribution requirement*

*A. Fitzsimmons, J. Friedman*

*2 units*

### **144fs Beginning Racquetball and British Racketball**

This course is an introduction to the game of racquetball and British racketball. Covers basic strokes, rules, and strategy. For those with little or no racquetball/British racketball experience.

*Does not meet a distribution requirement*

*A. Fitzsimmons, M. Scecina, A. Whitcomb, M. Esber*

*Half semester; 1 unit*

### **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. Esber*

*Half semester; 1 unit*

### **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*

*A. Santiago*

*Prereq. Physical Education 131; 2 units*

### **234s 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*

*M. Scecina*

*Prereq. Physical Education 134; Half semester course, usually following 134.; 1 unit*

### **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*

*S. Terrell*

*Prereq. Physical Education 135; half semester; 1 unit*

### **236s Intermediate Fencing**

Continues the basic skills and emphasizes more complicated strategies and tactics. Expands on handwork and footwork. Combined class w/PE 136-01.

*Does not meet a distribution requirement*

*D. McMenamin*

*First half of semester. fee course; 1 unit*

### **236s(02) Intermediate Fencing**

Continuation of section one, combined with PE 136(02).

*Does not meet a distribution requirement*

*D. McMenamin*

*Fee course; 1 unit*

### **237fs Intermediate Golf**

Offers on-course instruction in appropriate shots for various situations. For those with some golf experience.

*Does not meet a distribution requirement*

*S. Durocher*

*Half semester; equipment provided; fee course; 1 unit*

### **242s 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*

*A. Fitzsimmons*

*Prereq. Physical Education 142 or some playing experience.; 2 units*

### **\*245f Intermediate Lacrosse**

Emphasizes defensive techniques and team strategies. For those with some lacrosse experience.

*Does not meet a distribution requirement*

*M. Esber*

*Prereq. Physical Education 145; half semester; 1 unit*

### **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; half semester; 1 unit*

## **Riding**

Mount Holyoke College has the option to cancel/combine classes to maintain an enrollment of four or more in a class.

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 ac-

tivities, 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.

Riding is a sport in which the rider's balance and the horse's balance are integrally connected. When a rider's body weight is significantly high for her height, the rider may struggle enough with her own balance to endanger both her own and her horse's safety, especially when learning to ride and when jumping. There are also times when the Equestrian Center does not have horses suitable to carry these riders. With these two facts in mind, the Equestrian Center reserves the right to prohibit students' participation in a riding class or to limit the horses that they ride. The Equestrian Center may also limit the activities in which they participate in their PE class if the instructor feels that either the student's or horse's safety and well being is at risk. We are committed to encouraging fitness through riding, and we will collaborate with the physical education department to improve any interested student's fitness level for a safe riding experience.

If you have questions about your riding level, please see [www.mtholyoke.edu/athletics/equestrian](http://www.mtholyoke.edu/athletics/equestrian) or email [equestrian@mtholyoke.edu](mailto:equestrian@mtholyoke.edu).

### **51fs Beginning Riding: An Introductory Course**

**Riding Fee: \$560**

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 to prepare for

jumping. Instruction will be multidisciplinary. Special emphasis on horse care and overall stable management. For those with no prior formal riding instruction.

*Does not meet a distribution requirement*

*R. Sattler, E. Donaldson, L. Sattler*

*2 meetings (60 minutes); fee course; 2 units*

### **52fs Beginning Riding II**

Riding fee: \$560

Reviews basic position and the proper aids for the walk, and trot. Introduces canter work and jumping position. Emphasizes establishing greater control over the horse.

*Does not meet a distribution requirement*

*E. Donaldson, The department*

*2 meetings (60 minutes); fee course; 2 units*

### **151fs Low-Intermediate Riding**

Riding Fee: \$560

Teaches students to improve control of the horse on the flat and introduces low jumps. Focus on the rider includes developing a stable position, strength, and balance. For riders capable of controlling a horse at the walk, trot, and canter.

*Does not meet a distribution requirement*

*E. Donaldson, R. Sattler*

*Fee course. Two 60 minute classes.; 2 units*

### **251fs Intermediate Riding**

Riding Fee: \$560

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*

*R. Sattler, J. Wilda, E. Donaldson*

*Fee course. Two 60 minute classes.; 2 units*

### **252fs Introduction to Dressage**

Riding Fee \$560

Teaches riders with a solid mastery of riding at all three gaits and how to begin to put a horse on the bit. Teaches students how to correctly ride the dressage movements required at the lower training levels while focusing on confidence.

*Does not meet a distribution requirement*

*L. Sattler, E. Donaldson*

*Prereq. Must be able to walk-trot-canter.*

*Permission of the instructor.; fee course. Two 60*

*minute classes.; 2 units*

### **351fs High-Intermediate Riding**

Riding Fee: \$560

Emphasizes maintaining proper position and balance at all paces and over more complex courses. Focuses on riding technique to persuasively influence the horse's movements.

Riders taking this class should be capable of jumping a three-foot course and riding more athletic horses.

*Does not meet a distribution requirement*

*J. Morris, C. Law*

*2 meetings (60 minutes); fee course; 2 units*

### **352fs Intermediate Dressage**

PE 352-01 and -02, Fee \$560 (two classes per week) PE 352-03 and -04, Fee \$350.00 (one class per week)

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*

*R. Schurink, P. Pierce*

*Prereq. permission of instructor; 2 meetings (60 minutes); fee course; 2 units*

### **451fs Advanced Riding**

Riding Fee \$560

Develops the art of communication with the horse for improved harmony through effective use of legs, seat, and hands in dressage and when jumping. Riders taking this course should be capable of jumping a 3'3" to 3'6" course.

*Does not meet a distribution requirement*

*C. Law, J. Morris*

*2 meetings (60 minutes); fee course; 2 units*

### **452fs Advanced Dressage**

Riding Fee: \$560

For experienced dressage riders to improve understanding of straightness, rhythm, obedience, and suppleness. The goal is to improve application of aids through a balanced and effective seat. Riders at this level must have experience riding First Level movements or above.

*Does not meet a distribution requirement*

*R. Schurink*

*Prereq. permission of instructor; 2 meetings (60*

*minutes); fee course; 2 units*

**455fs Advanced Dressage and Jumping**

Riding Fee \$560

This course ties the concepts of straightness, rhythm, obedience and suppleness to technique over fences. Focuses on riders' effectiveness and position in both disciplines. Riders should be comfortable riding a green or unknown horse over a course of 3'3" jumps and capable of riding a 1st level dressage test on an unknown horse. Two spots will be reserved for riders without their own horse.

*Does not meet a distribution requirement*

*P. Pierce*

*Prereq. Permission of Instructor. 2 meetings, 60 minutes. Fee course.; 2 units*

**458fs Riding Team**

Team members are required to enroll in one of these levels of riding: 051, 052, 151, 251, 351, 451fs. Team members practice on Fridays. Five shows are in the fall, five shows are in the spring. The College is a member of the Intercollegiate Horse Show Association.

*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**

Riding Fee: \$750

Private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.

*Does not meet a distribution requirement*

*C. Law, R. Schurink, P. Pierce*

*Prereq. Permission of instructor; 10 lessons (50 minutes); fee course; 1 unit*

**460fs Private Hunter Seat Instruction**

Riding Fee: \$750

Private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.

*Does not meet a distribution requirement*

*C. Law, The department*

*Prereq. Permission of instructor; 10 lessons (50 minutes); fee course; 1 unit*

**461fs Semi-Private Hunter Seat Instruction**

Riding Fee: \$560

Semi-private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.

*Does not meet a distribution requirement*

*C. Law, The department*

*Prereq. Permission of instructor; 10 lessons (50 minutes); limited to two or three students per class; Fee class.; 1 unit*

**462fs Semi-Private Dressage Instruction**

Riding Fee: \$560

Semi-private instruction available at any level with permission and arrangement of the instructor only during the first week of classes.

*Does not meet a distribution requirement*

*C. Law, The department*

*Prereq. Permission of instructor; 10 lessons (50 minutes); fee course; 1 unit*

**Academic Courses**

**295fs Independent Study**

Allows academic credit to be given for academic research projects on issues of sports, exercise, and women's health, done under the supervision of department faculty.

*Does not meet a distribution requirement*

*Prereq. soph, jr, sr, or permission of department; 1-4 units*

**\*261s Women in Sport**

(Same as Gender Studies 216) This course is designed to introduce students to the history of women in sport, the status of women in sport since the passage of Title IX in 1972, and current issues impacting women in sport such as race, gender, and sexual orientation. Students will explore the influence of sport on the lives of women and how selected women sport leaders have influenced the growth and development of sport.

*Does not meet a distribution requirement*

*L. Priest*

*No P.E. credit. Academic credit only.; 4 credits*

**275s Introduction to Sport Pedagogy**

This course is designed to introduce students to sport pedagogy with a focus on coaching youth sports. Topics include coaching philosophy, motor learning, sport physiology, sport biomechanics, sport psychology, and risk management/liability. We will consider the benefits of playing sports, the development of age appropriate instruction and training

programs, goal setting, effective feedback, and the importance of coaches as role models for children.

*Does not meet a distribution requirement*

*D. Allen*

*No PE units are awarded; 2 credits*

## Athletics

### **401s Intercollegiate Swimming and Diving Team**

Includes eight to ten dual or tri meets. Seven Sisters Tournament, NEWMAC Championship, 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 Running Team**

Includes five to seven meets. Seven Sisters Invitational Tournament, New England Championships, and NEWMAC Championship.

*Does not meet a distribution requirement*

*E. Somerset*

*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; 1 unit*

### **432f Intercollegiate Soccer Team**

Includes fourteen-game schedule. NEWMAC Championship.

*Does not meet a distribution requirement*

*K. Haneishi*

*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*

*S. Terrell*

*Team selection by tryouts; 5 meetings; 2 units*

### **437fs Intercollegiate Golf Team**

Includes dual matches, invitational tournaments, Massachusetts and Eastern Intercollegiate Golf Championships.

*Does not meet a distribution requirement*

*S. Durocher*

*Team selection by tryouts; 5 meetings; 1 unit*

### **438s 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*

*M. Seccina*

*Team selection by tryouts; 5 meetings; 2 units*

### **441fs Intercollegiate Crew**

*Fall 2010*

#### **441f(1) Varsity**

Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.

*J. Friedman*

*Selection by tryouts beginning the first day of classes in the fall semester; 5 meetings; 1 unit*

#### **441f(2) Novice**

Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.

*J. Crawford*

*Selection by tryouts beginning the first day of classes in the fall semester; 5 meetings; 1 unit*

*Spring 2011*

#### **441s(1) Varsity**

Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship regattas by invitation annually.

*J. Friedman*

*Selection by tryouts beginning the first day of classes in the fall semester; 5 meetings; 1 unit*

**441s(2) Novice**

Novice squad for first-year rowers and coxswain; varsity squad participation in three fall and seven spring regattas and NEWMAC Championship. ECAC and NCAA National Championship Regattas by invitation annually.

*J. Crawford*

*Selection by tryouts beginning the first day of classes in the fall semester; 5 meetings; 1 unit*

**442s Intercollegiate Squash**

Includes 14 dual matches played mostly at weekend invitational events. Also Seven Sisters Championship and the Howe Cup National Team Championship at Yale University. Season runs from mid-October to the first weekend in March.

*Does not meet a distribution requirement*

*A. Fitzsimmons*

*Team selection by tryouts in mid-October; 5 meetings; 2 units*

**443s Intercollegiate Track and Field Team**

Includes seven meets. Indoor season begins second week of November and lasts until examinations. Begins formally second Monday in January, runs until second weekend in March. Outdoor season begins March, with seven meets through end of May.

*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. Esber*

*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 Hudgings (*chair*), Peterson, Sutton; Assistant Professors Aidala, Arango.

## Contact Persons

Cynthia Morrell, *senior administrative assistant*

Janice Hudgings, *chair*

Consulting with a departmental advisor, the student may design her major curriculum for various purposes. She may take the courses necessary to prepare for graduate study in physics or closely related fields (including engineering), or she may plan a program that, together with courses from other disciplines, prepares her for advanced work in medicine, environmental engineering, or other physical sciences or branches of engineering, as well as for secondary school teaching, technical writing, or technical positions in industry. Students interested in geophysics, astrophysics, materials science, biophysics, physical chemistry, and other similar programs can work out special majors in consultation with faculty in the appropriate department.

## Requirements for the Major

### Credits

- A minimum of 36 credits
- 28 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, Electromagnetism\*
- 231, Techniques of Experimental Physics
- 301, Waves and Particles
- 302, Quantum Mechanical Phenomena
- 303, Introduction to Mathematical Methods for Scientists
- 315, Analytical Mechanics
- 325, Electromagnetic Theory

- 326, Statistical Physics and Condensed Matter

\* 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 12 credits of independent research or advanced laboratory work must be taken in addition to the courses listed above. The 12 credits will normally be accrued through some combination of the following options: Physics 308, up to 6 credits of the Smith physics department's Intermediate Lab (Smith Physics 250), up to 6 credits of Physics 295 or 395 for academic year independent research, or up to 4 credits of Physics 295P or 395P for summer research, following college guidelines for awarding 295P/395P credit. Note that 295P and 395P credit must be arranged with the department before the summer research experience begins; typically, a single eight to ten-week summer research program will account for no more than 2 credits of 295P or 395P. Potential variations on the lab requirement, such as taking an advanced physics lab course at another institution, will be considered on a case-by-case basis.
- Physics majors are also encouraged to take Chemistry 101 and/or 201 (General Chemistry I and II).
- Math 203 (Calc III – multivariate calculus), Math 211 (linear algebra), and Physics 324, while not required, are recommended for those students planning to take advanced physics courses or to pursue graduate study. Math 302 (complex analysis) and Math 333 (differential equations) are also recommended for students planning to pursue graduate study in physics or engineering.



- Students planning to pursue graduate study in physics are encouraged to take at least one graduate-level course in physics at UMass.

## Getting Started in Physics

Entering students considering a major in physics 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 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.

Elective courses include: Physics 211, 222, 295, 308, 324, 336, 395 or a wide range of Five College options.

For students beginning physics in the first semester of the first year:

	Semester I	Semester II
Fy	<i>Physics 115</i> Math 202	<i>Physics 216</i> Math 203
Soph	<i>Physics 301</i> <i>Physics 303</i>	<i>Physics 302</i> <i>Physics 315</i>
Jr	Physics 308  <i>Physics 325</i>	Physics 324 or 336  <i>Physics 326</i>
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> <i>Physics 295</i> (or 324)
Jr	<i>Physics 301</i> Physics 308	<i>Physics 302</i> Physics elective (222, 295, 324 or 395)
Sr	<i>Physics 325</i> Physics 395	<i>Physics 326</i> 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	Physics 308 <i>Physics 325</i> Physics 395	<i>Physics 326</i>  Physics 395

(Physics 231 should be taken during the junior or senior year; note that Physics 324 and 336 will be offered in alternate years. Both 324 and 336 are recommended. Chemistry 101 or 201 and Math 211 should be taken 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 with permission of the department chair.

## 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. This sequence 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, 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 one or both of these introductory courses. Any 300-level 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. Mathematics is used at the level of geometry, proportion, and dimensional analysis. Topics, drawn from the MCAT syllabus, include geometrical optics, time, oscillation, statics, elasticity, conservation of energy, and fluids.

*Meets Science and Math II-B requirement*  
M. Peterson  
4 credits

### 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. This course is appropriate for students intending to major in a physical science.

*Meets Science and Math II-B requirement*  
J. Hudgings, The department  
Prereq. Mathematics 101; 4 credits

### 204s Phenomena of Physics

This course studies a variety of topics in physics, drawn from the MCAT syllabus, including thermodynamics, acoustics, wave optics, electricity, magnetism, and nuclear phenomena. As in Physics 103f, the applicable mathematics is geometry, proportion, and dimensional analysis.

*Meets Science and Math II-B requirement*  
M. Peterson

Prereq. Physics 103 or 115; 4 credits

### 211s Gender in Science

(Same as Gender Studies 241) This course examines explanations for the underrepresentation of women in science, technology, engineering, and math (STEM) with an eye to identifying how to increase the participation of women in science. The course will address questions about gender differences in cognition and ability, the role of stereotyping, as well as the "leaky pipeline" issue, that is, the rate and timing of the departure of women from scientific fields. Course readings will explore the psychology of gender, as it relates to STEM. In addition, we will read research from physical scientists, reports from professional organizations such as the American Physical Society, and reports from congressional committees.

*Does not meet a distribution requirement*  
K. Aidala  
4 credits

### 216fs Electromagnetism

Topics include: electromagnetism, emphasizing fields and energy; electrostatics; electric circuits; magnetism; induction; and electromagnetic radiation. Additional topics chosen according to the interests of the class and instructor.

*Meets Science and Math II-B requirement*  
A. Arango, The department

Prereq. Physics 115; Mathematics 202; 4 credits

### 222s Comparative Biomechanics

(Same as Biological Sciences 322) 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 im-

pect 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. Physics 115 and permission of the instructor; 2 meetings (75 minutes), 1 lab (3 hours) with 12 per lab; 4 credits*

### **231fs Techniques of Experimental Physics**

Provides training in the techniques employed in the construction of scientific equipment.

*Does not meet a distribution requirement*  
L. McEachern

*Prereq. jr, sr, major; 1 meeting (2 hours) for 3 weeks; 1 credit*

### **295fs Independent Study**

*Does not meet a distribution requirement*  
The department

*Prereq. soph; 1-4 credits*

### **301f Waves and Optics**

A comprehensive treatment of wave phenomena, particularly light, leading to an introductory study of quantum mechanics. Topics include wave propagation, polarization, interference and interferometry, diffraction, and special relativity.

*Meets Science and Math II-B requirement*  
C. Sutton

*Prereq. Physics 216 and either: 303 or concurrent enrollment in 303; 4 credits*

### **302s Quantum Mechanical Phenomena**

This course provides an introduction to quantum mechanics. The Uncertainty Principle, Schrodinger's Equation, and the hydrogen atom are studied in depth, with emphasis on angular momentum, electron spin, and the Pauli Exclusion Principle.

*Meets Science and Math II-C requirement*  
The department

*Prereq. Physics 301; 4 credits*

### **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. The course includes a brief introduction to Mathematica and Matlab, in addition to a traditional emphasis on analytic solutions.

*Does not meet a distribution requirement*

J. Hudgings

*Prereq. Physics 216 or concurrent enrollment; 4 credits*

### **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*  
K. Aidala

*Prereq. Physics 216; 2 meetings (3 hours: hands-on lecture and lab combined); 4 credits*

### **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 credits*

### **\*324s Methods of Applied Mathematics**

(Same as Mathematics 324s) This course is an introduction to theories and techniques important to applied mathematics. Topics include special functions, calculus of variations, theory of functions of a complex variable, solution of partial differential equations, integral transform methods, and Green's functions. While the focus of the course is on analytical techniques, we will develop numerical approaches to problem solving.

*Does not meet a distribution requirement*

The department

*Prereq. Physics 216, 303; Physics 324 or 336 will normally be offered in alternating years; 4 credits*

### **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; 4 credits*

### **326f Statistical Mechanics and Thermodynamics**

This course presents thermodynamic and statistical descriptions of many-particle systems. Topics include classical and quantum ideal gases with applications to paramagnetism; black-body radiation; Bose-Einstein condensation; and the Einstein and Debye solid; the specific heat of solids.

*Does not meet a distribution requirement*

*K. Aidala*

*Prereq. Physics 301; 2010-11 - will be team taught with Chem 308. this course WILL have 4th hour but no lab requirement; 4 credits*

### **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; and perturbative methods.

*Does not meet a distribution requirement*

*The department*

*Prereq. Physics 302; Physics 324 or 336 will normally be offered in alternating years; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

# Politics

The major and minor in politics are administered by the Department of Politics: Professors Amy, Cocks (*chair*), Ferraro, Gill, Khory, Pyle; Associate Professors Chen, Smith; Assistant Professor Markovits; Visiting Assistant Professor Toloudis; Visiting Instructor Jimenez; Visiting Instructor Delaune; Visiting Instructor Wolf; Visiting Associate Professor Fox (complex organizations)

## Contact Persons

Patricia Ware, *senior administrative assistant*  
Joan Cocks, *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
- 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 250, Politics of Black Urban Reform
- Politics 266, Environmental Politics in America

#### *Comparative politics:*

- Politics 106, Comparative Politics
- Politics 208, Chinese Politics
- Politics 228, East Asian Politics
- Politics 237, European Politics

- Politics 243, Latin American Politics

#### *International politics:*

- Politics 116, World Politics
- Politics 213, African Political Systems
- Politics 219, World Legal Traditions
- Politics 247, International Law
- International Relations 270, American Foreign Policy

#### *Political theory:*

- Politics 100, First-year Seminar in Politics (when taught by Professors Markovits and Cocks)
- 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, Nineteenth-Century Critical Social Thought (when taught by Professor Cocks)
- Politics 246, American Political Thought

#### *300-level course work:*

- 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 advisor or the chair of the politics department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the politics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Course Offerings

### 100fs First-Year Seminars in Politics

*Fall 2010*

#### *100f(1) Family Ties*

(First-year seminar; writing-intensive course) In this course, students will engage a number of classic works of literature and moral philosophy, as well as contemporary works, in order to reflect on the ways the family shapes

private and public life and is, in return, shaped by them. We will cover such questions as: how does the family create and then influence the individual? What does it mean to be part of a family? What do individuals owe their families and are those obligations fair? How do we form families? Can the family insulate individuals from politics and society—in good ways and bad? Is political order like familial order? Are the state and society a threat or support for the family? How have these understandings changed over time?

*Meets Social Sciences III-A requirement*

*E. Markovits*

*Prereq. fy; 4 credits*

#### *\*100f(2) Politics and Truth*

(First-year seminar; writing-intensive course)

What is the relationship of truth to our political life? Does democracy require truth? Or can democracy pervert truth? Can truth thrive in any type of government? Are these issues more or less relevant for contemporary politics? This course is an introduction to political theory through an examination of these questions. During the semester, students will examine a variety of political theory classics, analyzing the authors' perspectives on these questions.

*Meets Social Sciences III-A requirement*

*E. Markovits*

*Prereq. fy; 4 credits*

#### *\*100f(3) Speaking and Arguing: The Rhetoric of Peace and War*

(First-year seminar; 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. fy; 4 credits*

*Spring 2011*

#### *100s(1) Black Metropolis*

(First-year seminar) Black Metropolis referred to the more than half a million black

people jammed into a South Side ghetto in Chicago at mid-twentieth century that featured an entrenched black political machine, a prosperous black middle class, and a thriving black cultural scene in the midst of massive poverty and systemic inequality. This course will follow the political, economic, and cultural developments of what scholars considered to be the typical urban community in postwar United States. We will examine such topics as Martin Luther King's failed desegregation campaign; Harold Washington, first black mayor; William Julius Wilson's urban underclass thesis; and the rise of Barack Obama.

*Meets Social Sciences III-A requirement*

*P. Smith*

*Prereq. fy; 4 credits*

*\*100s(2) Confessions, Novels, and Notebooks: The Self and Political Thought*  
(First-year seminar; writing-intensive course)  
What is the relationship between personal experience and political thought? How do political thinkers grasp and convey 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 illustrative figures who together span the history of political thought. Texts will include memoirs and fiction as well as abstract theoretical works.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. fy; 4 credits*

#### **104fs American Politics**

Offers an overview of the American political system and the theories of those who both celebrate and criticize it. Focuses on the institutions of American politics, including the Constitution, the presidency, Congress, the courts, parties, elections, interest groups, and movements seeking political change. Also includes a theoretical focus: a critical examination of the varieties of liberalism, conservatism, pluralism, and democracy that inform the practice of American politics.

*Meets Social Sciences III-A requirement*

*P. Smith, D. Amy*

*4 credits*

#### **106f 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*

*N. Toloudis*

*4 credits*

#### **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, S. Hashmi*

*4 credits*

#### **204f Poverty in the United States**

(Same as Complex Organizations 204) 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; poor health; poor housing; defects of intelligence or moral character? We will examine conflicting explanations of poverty and potential remedies from a variety of political perspectives, and analyze public assistance laws, Medicaid, and tax policies.

Students will participate, in small groups, in an off-campus community-based learning project collaboratively designed with community partners, the instructor and the CBL program. Spanish language skills preferred.

*Meets Social Sciences III-A requirement*

*C. Pyle, J. Fox*

*4 credits*

#### **\*208s Chinese Politics**

(Same as Asian Studies) 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; 4 credits*

**\*209s Russian Politics**

(Same as Russian and Eurasian Studies 240)

*Meets Social Sciences III-A requirement*

*S. Jones*

*4 credits*

**211f Ancient and Medieval Political Thought**

Through the works of the ancient tragedians and comedians, Thucydides, Plato, Aristotle, Cicero, Seneca, Augustine, Aquinas, and Pizan, this course explores themes in ancient and medieval political thought. In alternating years, the course will be taught as either a survey of a wide array of authors or as a more thematically focused study of just a few writers. In either format, we will pay particular attention to the ways these writers characterized the relationship between the individual and community; the roles knowledge, reason, emotion, and rhetoric play in political life; the link between gender and citizenship; and the various forms political community can take.

*Meets Social Sciences III-A requirement*

*E. Markovits*

*Prereq. soph, jr, sr; 4 credits*

**\*212s Modern Political Thought**

On the political writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx, and Mill. We will examine key concepts of modern Western political thought, including sovereign power, political consent, individualism, property, freedom, and equality. While our main focus will be on liberal theory from the seventeenth through the nineteenth centuries, we will also peruse prominent critiques of liberalism leveled from the right and the left.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. soph, jr, sr, or first-year with permission of instructor; 4 credits*

**219f World Legal Traditions**

This course examines in comparative perspective various legal traditions that form the basis for distinct legal systems in active use in the contemporary world, with particular focus on Anglo-American common law, continental European civil law, Islamic law, and Native American tribal law. We will become familiar with several competing world legal traditions, including the aforementioned as well as transboundary law, such as the law of the European Union. Course work will hone students' analytic and argument skills.

*Meets Social Sciences III-A requirement*

*T. Delaune*

*4 credits*

**\*221s 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 logic of capital, alienation and mystification, and the making of the revolutionary subject. While focusing on Marx's writings, we also will inspect Marx's intellectual debt to Hegel, Lenin's and Luxemburg's intellectual and political debt to Marx, and, finally, echoes of Marx in contemporary critiques of globalization.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. soph, jr, sr, or fy with permission of instructor; 4 credits*

**\*225f Winners and Losers: Taxation, Social Justice, and Economic Choices**

(Same as Complex Organizations 220)

*Meets Social Sciences III-A requirement*

*J. Fox*

*Prereq. History 171, or Politics 104, or*

*Economics 103 or 104; 4 credits*

**\*228s 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*

*C. Chen*

*Prereq. jr, sr, with Politics 106; 4 credits*

### **233s Invitation to Feminist Theory**

(Same as Gender Studies 221) This course explores the overlapping dualities of the feminine and the masculine, the private and the public, the home and the world. We examine different forms of power over the body; the ways gender and sexual identities reinforce or challenge the established order; and the cultural determinants of "women's emancipation." We emphasize the politics of feminism, dealing with themes that include culture, democracy, and the particularly political role of theory and on theoretical attempts to grasp the complex ties and tensions between sex, gender, and power.

*Meets Social Sciences III-A requirement*

*E. Markovits*

*Prereq. soph, jr, sr; 4 credits*

### **235f Constitutional Law: The Federal System**

This course examines the impact of U.S. constitutional law on the legitimacy of different assertions of governmental power. Topics include judicial review; congressional control of court jurisdiction; federal regulation of the economy; and the relative powers and authority of the president, Congress, and the courts in national emergencies, foreign relations, war, and covert action, including torture and assassination. Case method.

*Meets Social Sciences III-A requirement*

*C. Pyle*

*Prereq. Politics 104; 4 credits*

### **\*236s Civil Liberties**

This course addresses the federal Constitution and civil liberties. Topics include the authority of the courts to read new rights into the Constitution; equal protection of the laws (and affirmative action) for racial minorities, women, gays, and non-citizens. Also, freedoms of expression, association, and the press. Emphasis on the appropriateness of different methods of interpreting law. Case method.

*Meets Social Sciences III-A requirement*

*C. Pyle*

*Prereq. Politics 104; 4 credits*

### **237s Western 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*

*N. Toloudis*

*Prereq. 4 credits in department, Politics 106 recommended; 4 credits*

### **239f Classics in Nineteenth-Century Critical Social Thought**

(Same as Critical Social Thought 250) An introduction to some of the great critical voices of the nineteenth century. We will explore the ideas of such mutinous thinkers as Karl Marx, Friedrich Nietzsche, Sigmund Freud, and Fyodor Dostoyevsky, focusing on the style as well as the substance of their works and the circumstances that provoked them to write and/or that their writings helped provoke. The course will highlight the tension between appearance and reality, the dialectic of domination and subordination, and the place of reason and irrationality in social life.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. soph, jr, sr, first-year with permission of instructor; 4 credits*

### **\*240fs International Political Economy**

This course examines the interaction of politics and economics in the global economy. Topics include the development of the capitalist economy and its critics, the politics of trade and investment, and the phenomenon of global poverty.

*Meets Social Sciences III-A requirement*

*V. Ferraro*

*Prereq. Politics 116; 4 credits*

### **243f Latin American Politics**

This introductory course in the politics of Latin America combines lecture and discussion. The first part provides an historical overview of the major economic and social trends that shaped the region's political institutions and the distribution of power among societal groups. The second part examines democratization, major theories and policies

of economic development, political ideology, the military, social movements, and the rule of law. Finally, the course looks at the impact of institutions such as political parties, electoral rules, the executive, and legislatures.

*Meets Social Sciences III-A requirement*

*L. Jimenez*

*4 credits*

#### **\*246s American Political Thought**

This history-rich 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; 4 credits*

#### **247f International Law**

This course presents international norms and institutions for regulating conflict, including promoting economic well-being, protecting human rights, exploring and using outer space, and controlling exploitation and pollution of the oceans. The course considers international agreements, problems of lawmaking, interpretation, and compliance; nationality and the status of foreigners and their investments; the principle of self-determination; and interests of postcolonial states as they impinge on the international legal order.

*Meets Social Sciences III-A requirement*

*T. Delaune*

*Prereq. soph, jr, sr; 4 credits*

#### **\*250fs 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; 4 credits*

#### **252s 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? This course will have equal numbers of Mount Holyoke and Holyoke Community College students, and be team taught with Professor Mary Orisich, Economics, Holyoke Community College.

*Meets Social Sciences III-A requirement*

*P. Smith*

*Prereq. soph, jr, sr, politics 104; 4 credits*

#### **264f Russia and the West**

(Taught in English; Same as Russian and Eurasian Studies 241f)

*Meets Social Sciences III-A requirement*

*S. Jones*

*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, deep ecology, and others.

*Meets Social Sciences III-A requirement*

*D. Amy*

*Prereq. soph, jr, sr; 4 credits*

#### **\*270s American Foreign Policy**

(Same as International Relations 270, History 283) In this examination of American foreign

policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficulties in implementing a democratic foreign policy. See <http://www.mtholyoke.edu/acad/intrel/afps98.htm> for a more detailed description.

*Meets Social Sciences III-A requirement*

*J. Ellis, V. Ferraro*

*Prereq. Politics 116; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, jr, sr, permission of department and instructor; 1-4 credits*

### **304s Who Counts? Understanding Inequality and Social Policy Through Methodological Literacy**

It is one thing to deplore inequality; it is another to do something about it. But, how should we define poverty, or evaluate programs for increasing educational equality? Are alleged generalizations about different races, sexes, social classes, or ethnicities supported by reliable data, or is there more variability within these groups than between them? How do we know which statistics to trust? How do the ways in which we ask these questions affect the answers we're likely to find? In this course, we will seek to understand the methods employed by scholars of politics from a critical perspective, looking not only at what they let us see, but also at what they obscure.

*Meets Social Sciences III-A requirement*

*J. Wolf*

*Prereq. jr, sr, 8 credits in department; 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 radical perspectives 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; 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, the Electoral College, term limits, 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, and permission of instructor; 4 credits*

### **\*333f Cultural Politics**

This course looks at key intersections of culture and power. Drawing on novelists, essayists, and theorists, we probe such issues as the cultural aspects of colonialism and anti- and post-colonial revolt, the idea of a clash of civilizations, the struggle for recognition of minority groups, the promise and limits of identity politics, liberal multiculturalisms, the class significance of aesthetic style and taste, and the repressive and creative tensions between dominant and marginal cultures.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. jr, sr, 8 credits in department ; 4 credits*

### **336f U.S. Latin American Relations**

(Writing-intensive course) To what extent has the relationship between the U.S. and Latin America shaped both regions' political reality? This seminar will focus on using IR theory to explain the foreign policy dynamics of the region. It will explore issues in the multilateral agenda prior to the end of the cold war. It will also examine current inter-American sources of tension including drugs, immigration, and free trade.

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

*L. Jimenez*

*Prereq. Politics 116 or 243; 4 credits*

**342f Political Development in the West**

(Writing-intensive course) The course examines the formation and evolution of political institutions in the Western world. We will conduct this examination by studying relevant theoretical debates, beginning with concept of “political development” itself, along with historical work on Europe and the United States. Topics include the formation of the nation state, the emergence of democracy, the creation of nations and nationalism, mass politics and welfare states, and the phenomena of globalization and Europeanization in the late twentieth century.

*Meets Social Sciences III-A requirement*

*N. Toloudis*

*Prereq. jr, sr; 4 credits*

**\*344f Social Movements**

This course explores the dynamics of social movement genesis, activism, and decline. We begin by surveying theoretical perspectives and discussing the history of social movement activism. We will then conduct case studies from different parts of the world and covering different time periods; our subjects will include twenty-first century anti-globalizationists, twentieth-century American civil rights activists, nineteenth-century working class movements, and eighteenth-century political pornographers from France.

*Meets Social Sciences III-A requirement*

*N. Toloudis*

*Prereq. 8 credits from the department; 4 credits*

**\*345s Memories of Overdevelopment**

On unsettling features of modern and late modern society. These include the alienated relationship between the city and the country, the pursuit of infinite economic growth, the restless transformation of the landscape, the anonymity of power, the detachment of the individual from traditional communities, the triumph of commodity fetishism, and the erosion of public space. We assess theoretical critiques of the sovereign subject, the civilization of productivity, and environmental thoughtlessness, as well as practical efforts to change the trajectory of our age.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. jr, sr, 8 credits in Politics or*

*Environmental Studies; 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 choose a policy problem; analyze it; consider the moral, economic, and political implications of various policy approaches; and determine 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; 4 credits*

**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 250, 252; 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 non-profit, 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 Politics 252; 4 credits*

### **350f Revolutions**

(Taught in English; Same as Politics 350f)

*Meets Social Sciences III-A requirement*

*S. Jones*

*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; 4 credits*

### **\*357s War and Peace in South Asia**

(Speaking- and writing-intensive course) A region of deeply contested territories, histories and ideologies, South Asia is marked by multiple forms of conflict and violence that traverse territorial frontiers, link domestic politics with foreign policy, and thus complicate the search for peace and security. We will explore the histories and causes of enduring conflicts, such as Kashmir and the wars in Afghanistan, insurgencies in Pakistan, India and Sri Lanka, and potential conflicts over scarce water and energy resources. We will conclude by examining the role of external powers, such as China and the U.S. in South Asia and assessing the prospects for peace in the region.

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

*K. Khory*

*Prereq. jr.sr. 8 credits in department; 4 credits*

### **361s Politics and Rhetoric**

(Writing-intensive course) People have long accused politicians of using rhetoric to pander to audiences and get what they want regardless of the truth. But politics, especially democratic politics, depends on communication to persuade and motivate others. What is the relationship between speech and politics? Can we have political communication without rhetoric? How can citizens use speech to improve democracy? What are the political effects of different rhetorical styles? How can speech help communities deal with conflict? The course will focus on these questions, moving from classical writings on rhetoric to contemporary democratic political theory.

*Meets Social Sciences III-A requirement*

*E. Markovits*

*Prereq. jr, sr, 8 credits in politics or critical social thought; 4 credits*

### **\*366f International Migration**

(Speaking- and writing-intensive course)

This course examines migration and transnational processes from a comparative perspective. It focuses on the relationship between globalization and international migration, with special attention to transnational networks and diaspora politics. We will explore major theories, forms, and patterns of migration in global politics; the involvement of diaspora organizations in the politics of host and home states; and the implications of migration and refugee flows for state sovereignty, national identity, and citizenship. We will conclude by analyzing the key debates and framing of immigration policies and models of citizenship in Europe and the United States.

*Meets Social Sciences III-A requirement*

*K. Khory*

*Prereq. jr. sr. 8 credits in department; 4 credits*

### **367f 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 col-

lective 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; 4 credits*

### **379s Topics in European Politics: The European Union**

(Writing-intensive course) This course examines the evolution of the European Union (EU) from its origins as the European Economic Community to the present. We will cover the EU's economic significance, its political institutions, and its changing philosophical underpinnings. Topics include the debate over the question of national sovereignty and European federalism, decision-making within the EU, the nature and quality of European democracy, and foreign relations. We will also discuss a number of policy areas, including monetary union, competition policy, trade policy, environmental policy, and enlargement.

*Meets Social Sciences III-A requirement*

*N. Toloudis*

*Prereq. 8 credits from the department; 4 credits*

### **\*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, and 8 credits in department; 4 credits*

### **\*385f 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; 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; 4 credits*

### **391fs Pivotal Political Ideas**

*Fall 2010*

#### **391f(1) Conservatism**

This topics course explores contested concepts in politics such as freedom, alienation, empire, democracy, nationalism, and cosmopolitanism, as those concepts have been interpreted by diverse currents of political thought. This semester we will focus on varieties of conservatism, with emphasis on Edmund Burke, Leo Strauss, and recent thinkers influenced by them, but also including libertarians, isolationists, and activists of the Tea Party movement.

*Meets Social Sciences III-A requirement*

*J. Cocks*

*Prereq. jr, sr; 8 credits in department or in critical social thought; 4 credits*

#### **391f(2) Good and Evil**

This course explores contested concepts in politics such as freedom, alienation, empire, democracy, nationalism, and cosmopol-

tanism, as those concepts have been interpreted by diverse currents of political thought. This section will emphasize ideas of good and evil as deployed historically by various political theorists. Among other topics, it will address ethics in international relations, the development of international law regarding war crimes and crimes against humanity, and ways that the concepts of good and evil are deployed in connection with self-defense, honor, and conflict both domestically and internationally.

*Meets Social Sciences III-A requirement*  
T. Delaune

*Prereq. jr, sr, 8 credits in department or in critical social thought; 4 credits*

**\*391f(3) Sovereignty**

This topics course explores contested concepts in politics such as freedom, alienation, empire, democracy, nationalism, and cosmopolitanism, as those concepts have been interpreted by diverse currents of political thought. This semester we will focus on the idea of sovereignty, from its sixteenth century articulation as absolute monarchical power, through the rise in the eighteenth century of the notion of popular sovereignty, to current debates over whether sovereign state power is outmoded both domestically and in international relations.

*Meets Social Sciences III-A requirement*  
The department

*Prereq. 8 credits in department or in international relations; 4 credits*

Spring 2011

**391s(1) Citizen and the Foreigner**

This topics course explores contested concepts in politics such as freedom, alienation, empire, democracy, nationalism, and cosmopolitanism, as those concepts have been interpreted by diverse currents of theoretical and political thought. This year we will examine the idea of the citizen and the foreigner, examining both classic theories of citizenship and challenges to those theories posed by diasporic groups and other cultural strangers such as exiles, refugees, economic migrants, and stateless populations. We also will consider the pressures placed on classic notions of citizenship by transnational social

and environmental problems, as well as by the power of global economic forces over domestic political communities.

*Meets Social Sciences III-A requirement*  
J. Cocks

*Prereq. jr, sr, 8 credits in department or international relations or critical social thought. This semester the course will include a CBL component.; 4 credits*

**392s Portraits of Political Thinkers: Hannah Arendt**

This topics course explores the life, affiliations, and ideas of a political theorist who has made a special contribution to the self-understanding of our age. In addition to the writings by that thinker, we also will read biographies and secondary commentaries as well as selected essays by authors who have influenced our thinker or who have been influenced by her or him. The thinker for this year is Hannah Arendt, who has written controversial but influential works on revolution, violence, and totalitarianism; the nation-state and statelessness; imperialism and racism; and anti-Semitism and Zionism.

*Meets Social Sciences III-A requirement*  
J. Cocks

*Prereq. jr, sr, 8 credits in department or in critical social thought, or with permission of instructor; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

The department

*Prereq. jr, sr, permission of department and instructor; 1-8 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	330	Nationalism
and Sierra Leone.	350	Revolutions
<i>Meets Social Sciences III-A requirement</i>		
<i>C. Newbury</i>		
<i>Prereq. jr, sr, 8 credits in the department; 4 credits</i>		

Related Courses in Other  
Departments

Available for credit in politics. See depart-  
ment 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)
386	



# 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, Packard; Assistant Professor Douglas; Lecturer C. Morrow; Visiting Associate Professor Romney; Visiting Assistant Professor Graham.

## 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, Research 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 Qualitative Research
    - 324, Laboratory in Personality Research: Quantitative Methods
    - 325, Laboratory in Psychological Assessment

- 326, Laboratory in Personality and Abnormal Psychology
  - 330, Laboratory in Developmental Psychology
  - 331, Laboratory in Early Social and Personality Development
  - 340, Laboratory in Perception and Cognition
  - 350, Laboratory in Behavioral Neuroscience
  - 351, Laboratory in Animal Learning and Animal Behavior
- or

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 200-level courses in at least three of the five areas of the psychology curriculum: A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior. At least one of these courses must be from areas D or E. Psychology 295, Independent Study cannot be used to fulfill this requirement.

### Other

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see 295, 395). Students are encouraged to discuss this option with any member of the department.
- Students who expect to do graduate work in psychology should consult with their advisors or with members of the department regarding their program within the

department as well as election of related courses from other departments.

- Declaration of major forms should be signed by the department's administrative assistant.

## Requirements for the Minor

### Credits

- A minimum of 16 credits beyond the 100 level

### Courses

- Psychology 200, Research Methods in Psychology
- Psychology 201, Statistics
- Two other courses at either the 200 or the 300 level, one from curriculum areas A–C (social psychology; personality and abnormal psychology; and developmental and educational psychology) and one from curriculum areas D–E (perception, cognition, and language; and biological bases of behavior)

## Course Offerings

### General Psychology

#### 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, the department  
4 credits

#### 110fs Introductory Seminar in Psychology

Fall 2010

*110f(1) Psychology of the College Experience* (First-year seminar) This course will examine psychological research on the college experience. We will pay particular close attention to

the transition from high school to college. How do race and class shape the transition to college? How are friendships developed in college? What role does homesickness and friendsickness play in adjustment to college? How does the American college experience differ for foreign students? What factors predict academic success? How can students not merely survive, but thrive, in this period of emerging adulthood? Students will develop reading, writing, and speaking skills through close examination of research texts, essays, and oral presentations.

*Meets Social Sciences III-A requirement*  
F. Deutsch  
4 credits

*110f(2) Understanding Mental Health* (First-year seminar; speaking- and writing-intensive course) Why do some people have serious mental health problems while others don't? How can we best protect and understand our own mental health? Are there parallels between physical and mental health? We will consider these and many related questions, through readings, textual analysis, debates, and oral presentations.

*Meets Social Sciences III-A requirement*  
G. Hornstein  
Prereq. fy; 4 credits

Spring 2011

*110s(1) Psychology of Happiness* (First-year seminar) Based on scientific articles with up-to-date findings, this course will provide an introduction to the psychology of happiness. Some of the questions we will explore include: Does money buy happiness? Is a meaningful life necessary for happiness? Does optimism reflect mental health? Why are we so bad at predicting our own future happiness? What makes a marriage happy? When does work make us happy? Students will develop reading, writing and speaking skills through close examination of technical texts, weekly essays, and oral presentations.

*Meets Social Sciences III-A requirement*  
F. Deutsch  
4 credits

**110s(2) Psychological Perspectives on Adoption** (First-year seminar) We will look at the historical, economic, and cultural contexts of adoption and some of the controversies surrounding international and transracial adoptions. We will study the psychological research on all members of the adoption triad: birth parents, adopted persons, and adoptive parents and consider questions such as: What are the long-term effects of relinquishment on children and birth parents? How does being adopted influence children's development? How does adoption affect parent-child relationships, and parents' views of themselves? Students will develop their reading, writing, and speaking skills through examining research texts, writing essays, and giving oral presentations.

*Meets Social Sciences III-A requirement*

*P. Ramsey*

*4 credits*

### **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 an oral presentation.

*Meets Social Sciences III-A requirement*

*A. Douglas, K. Binder*

*Prereq. a 100-level course in psychology AND Psychology 201; students must take statistics (Psychology 201) before enrolling in this course; students should sign up for the lecture course and one lab section; 4 credits*

### **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*

*W. Millard, C. Morrow*

*Prereq. a 100-level course in psychology; Students should sign up for the lecture course and one lab section; 4 credits*

### **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; 1-4 credits*

**\*300s Seminar in History and Systems of Psychology: Psychology and the Military** (Speaking-intensive course) Psychology's history as a discipline is inextricably linked to the military — as an employer of psychologists, as the context and funding source for many of psychology's products, and as the stimulus for the development of key areas of the field. In addition, psychologists' role in warfare (as test administrators, clinicians, and interrogators), and the psychological consequences of war on soldiers (from the shell shock of the 1920s to the PTSD of today) represent some of psychology's most persistent controversies. Reading a range of primary and secondary sources from World War I to the present, we will analyze psychology's complex relations to the military from multiple perspectives.

*Meets Social Sciences III-A requirement*

*G. Hornstein*

*Prereq. jr, sr, 8 credits in department and permission of instructor. Preference given to students with some background in sociology, politics, or history; Interested students need to fill out an application form available in the Psychology department office.; 4 credits*

### **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; 1-8 credits*

### **411f Seminar in Psychological Research**

(Speaking- and writing-intensive course)

This seminar is designed to promote com-

munication 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 credit*

#### **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 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.

#### **\*210f 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. a 100-level course in psychology; 4 credits*

#### **211f Psychology of Women**

(Speaking-intensive course; Same as Gender Studies 212f-01) A multicultural feminist analysis of women's lives around the world. Emphasizing the diversity of women's experience across ethnicity, social class, and sexuality, this course examines existing psychological theory and research on women. In the fall, the course will have a strong international emphasis.

*Meets Social Sciences III-A requirement*

*F. Deutsch*

*Prereq. 100 level course in psychology; 4 credits*

#### **211s Psychology of Women**

(Speaking-intensive course) Are there psychological differences between women and men that persist despite greater equality? Which differences are these? What are their sources, and what implications do they have for how we live now? How do "femininity" and "masculinity" fit into our understanding of human psychology? This course will explore these and other questions about gender, identity, and social structure. Readings will include a range of primary and secondary sources—theoretical works, scientific articles, Web sites, archival records, and documents.

*Meets Social Sciences III-A requirement*

*G. Hornstein*

*Prereq. 100-level course in psychology; 4 credits*

#### **212f Individuals and Organizations**

(Same as Complex Organizations 212f)

*Meets Social Sciences III-A requirement*

*D. Butterfield*

*4 credits*

#### **213f Psychology of Racism**

How do the theories of race and racism correlate with the lived experiences of people of color? In this course autobiographical writings of African American, Asian American, and Latino writers are read with an eye toward exploring how these narratives can inform theories about the psychological impact of racism. We will mine the subjective experiences of the authors, looking both for damage and resilience, and we will use this data to help us understand racism's impact on the psyches of those whom it targets.

*Meets Social Sciences III-A requirement*

*P. Romney*

*Prereq. Soph, jr, sr; 4 credits*

### 216s Social Psychology of Organizations

This course is a study of how organizations can be understood from a psychological viewpoint. We will examine psychological aspects of organizations at several levels of analysis, including a “micro” analysis of individual and group dynamics, a mid-level analysis of power and organizational culture, and a “macro” analysis of organizations as wholes. Topics will include organizational theory, group and intergroup theory and dynamics, team building, systems theory, leadership, multicultural organizational development, organizational effectiveness, and organizational change.

*Meets Social Sciences III-A requirement*

*P. Romney*

*Prereq. 100 level psychology course; 4 credits*

### 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 instructor; 4 credits*

### 319fs Seminar in Social Psychology

*Fall 2010*

*319f(1) Psychology and the Media*

(Speaking-intensive course) This seminar will examine how psychology is represented across a wide range of media, including newspapers, magazines, books, films, Web sites, and advertisements. We will analyze the continuing competition between “pop psychology/self-help” and professional representations of the field, in light of ongoing struggles for authority over mental life. Students will give frequent oral presentations and write a major research paper on a topic of their choosing.

*Meets Social Sciences III-A requirement*

*G. Hornstein*

*Prereq. a 100-level course in psychology, 200, 201, plus 8 additional credits in the department. Preference given to senior*

*psychology and neuroscience majors; 4 credits*

*Spring 2011*

*319s(1) Gender and Domestic Labor*

(Same as Gender Studies 333s(04)) 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. permission of instructor. Students must meet with instructor during advising week to get permission to enter the course.; 4 credits*

### 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.

### 220fs 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*

*E. Graham, A. Douglas*

*Prereq. 100 level psychology course; 4 credits*

### 225s Psychoanalytic Theory

(Speaking-intensive course; Same as Critical Social Thought 251) An introduction to the contested terrain of psychoanalytic theory, which has so hugely influenced twentieth-century thinking. Reading widely across Freud's work and that of his colleagues, we will situate key ideas—repression, desire, masochism, neurosis, sublimation, etc.—within a range of interpretive frameworks. Our goal will be to analyze the varied implications of psychoanalytic theory for contemporary thinking about individuals and society.

*Meets Social Sciences III-A requirement*

*G. Hornstein*

*Prereq. soph, jr, sr and one course in either psychology or critical social thought; 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; 4 credits*

### \*323f Laboratory in Qualitative Research

(Writing-intensive course) This course offers a hands-on introduction to methods of psychological research that focus on the qualitative description and analysis of human experience. Students learn a variety of techniques of data collection (interviewing, intensive observation, archival research) and methods of analyzing textual sources — from historical accounts to blogs, memoirs, observational narratives, and interview transcripts. Readings focus on specific methodological practices as well as on the history and philosophy of science differentiating qualitative methods from other approaches to psychological research. Students work both collaboratively and individually on projects throughout the course.

*Meets Social Sciences III-A requirement*

*G. Hornstein*

*Prereq. Psychology 200 and permission of instructor.; This course also counts in the Social area of psychology; 4 credits*

### 325f 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, jr. or sr. and permission of instructor; Submit an essay (max 500 words) by April 8 to Robert Shilkret (box in Reese). In the essay, list psychology courses and grades; current psych courses; GPA; and describe why you want to take this course, relevant past experiences, and future goals related to the course.; 4 credits*

### 326s Laboratory in Personality and Abnormal Psychology

This course is an introduction to research methods in abnormal and personality psychology. Students will work as a class to collect data using quantitative and qualitative methodologies. Students will be expected to collect survey- and questionnaire-based data as well as engage in some interviewing projects. We will consider the various stages of research including literature review, design, ethical considerations, data collection, and analysis (qualitative and quantitative), and consider the statistical inference or implications of our findings. The course focuses on the impact of stress and coping on the lives of individuals, identity, their relationships, and psychological adjustment.

*Meets Social Sciences III-A requirement*

*A. Douglas*

*Prereq. Psychology 200, 201; one course in the personality/abnormal area; 4 credits*

### 329f Seminar in Personality and Abnormal Psychology

*Fall 2010*

#### 329f(1) Psychology of Trauma

What happens after a traumatic event? Why do some people develop psychological disorders and others do not? This course will ex-

plore 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. 100 level psychology course, jr or sr;*

*Psychology 230 preferred or a course in abnormal psychology; 4 credits*

*\*329f(2) First-Person Narratives of Madness (Speaking-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. A 100-level course in psychology, jr, sr and permission of instructor; Students with a background in literature particularly welcome.*

*Preference given to senior psychology and neuroscience majors; Students must submit an information sheet (form available in department office) by noon on Thursday of advising week to get permission to register for the course.; 4 credits*

## **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 Children's Center at Stonybrook.

*Meets Social Sciences III-A requirement*

*R. Shilkret, E. Graham*

*Prereq. a 100-level course in psychology; 4 credits*

### **233fs 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, the department*

*Prereq. soph, jr or sr; Prepracticum required; 4 credits*

### **234s Differences in Learning**

(Same as Education 234s)

*Meets Social Sciences III-A requirement*

*Department*

*4 credits*

### **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*

*E. Graham, the department*

*Prereq. a 100-level course in psychology; 4 credits*

### **330f Lab in Developmental Psychology**

*Fall 2010*

#### *330f(1) Factors Affecting the “Math Path” of Young Women*

This course is a study of research methods in educational settings, focusing on observational, survey, and interview techniques and using as a context adolescent girls’ educational experiences in mathematics. Students will be working directly with the Summer-Math database, which spans more than 25 years. Students will develop skills in formulating research questions, designing research, and finding appropriate methods (both qualitative and quantitative) by which to analyze the data. Each student will complete a major research project.

*Meets Social Sciences III-A requirement*

*C. Morrow*

*Prereq. Psychology 200, 201 and permission of instructor; Students should submit a statement of interest by email to the professor during advising week. This course can be counted in area C (Developmental and Educational Psychology) OR D (Perception and Cognition) of the curriculum.; 4 credits*

#### *\*330f(2) Adolescent Development in*

*Community Settings*

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.

*Meets Social Sciences III-A requirement*

*B. Packard*

*Prereq. Psychology 200, 201; 230 or 233 and permission of instructor; Students must pick up an information sheet from the dept. office and submit a statement by email to the professor during advising week.; 4 credits*

### **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 Children’s Center at Stonybrook. Students learn how to articulate developmental changes and individual differences by analyzing detailed observations. Topics include social cognition, peer relationships, social skills, concepts of friendship, emotional development, identity formation, self-esteem, and the social and cultural context of development.

*Meets Social Sciences III-A requirement*

*P. Ramsey, the department*

*Prereq. Psychology 200, 201, and 230; 2 labs (3 hours each) required at Gorse Children’s Center at Stonybrook; 4 credits*

### **\*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) plus a required field component in a community-based site (at least a 2-hour block per week); A statement of interest must be submitted electronically during the week of advising - please pick up an information sheet in the department office.; 4 credits*

### **339f Seminar in Developmental Psychology**

This course will focus on the developmental changes that occur after adolescence. Specifically we will discuss emotional, cognitive and psychosocial changes across the adult lifespan, including middle age and older adulthood. Critical study of the theories and methods in the field will be addressed, and we will evaluate what it means to age successfully or unsuccessfully from various psychological perspectives.

*Meets Social Sciences III-A requirement*

*E. Graham*

*Prereq. jr, sr, and Psych 230; 4 credits*

## **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*

*The department*

*Prereq. a 100-level course in psychology; 4 credits*

### **241fs 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*

*K. Binder, the department*

*Prereq. a 100-level course in psychology; 4 credits*

### **340f Laboratory in Perception and Cognition: Cognition and Literacy**

(Community-Based Learning course) Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.

*Meets Social Sciences III-A requirement*

*K. Binder*

*Prereq. a 100-level course in psychology, 201, 200 and permission of instructor. Students must meet with the professor during advising week to get permission to enter the course.; 3 hours per week as a literacy tutor in Springfield is required.; 4 credits*

### **349s Seminar in Perception and Cognition**

In this seminar we will explore issues related to reading comprehension. We will investi-

gate a number of research areas: how do readers use context to add to their vocabulary knowledge, what types of information do readers use to draw inferences from a text, how do readers build a mental model of what they are reading? We will examine these questions by reading literature based on how children acquire these skills, and how adult skilled readers accomplish these tasks. In addition, we will examine how people with reading disabilities are impacted. Finally, we will explore remediation programs that are developed to deal with reading problems.

*Meets Social Sciences III-A requirement*

*K. Binder*

*Prereq. Psychology 200 and 201; 4 credits*

## 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. a 100-level course in psychology and 4 credits in biological sciences; 4 credits*

### 251f Animal Behavior

(Speaking-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. a 100-level course in psychology; 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. a 100-level course in psychology; 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, 201, and one of the following: Psychology 250 or Biological Sciences 333; Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.; 4 credits*

### 359s Seminar: Biological Bases of Behavior: 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. Preenrolled seniors and psychology and neuroscience and behavior majors have priority; 4 credits*

# Psychology and Education

The interdisciplinary majors in psychology and education and the minor in education leading to teacher licensure are administered by the Department of Psychology and Education: Professors Lawrence, Ramsey; Associate Professor Packard; Assistant Professor Reilly Carlisle.

## Contact Persons

Cheryl McGraw, *senior administrative assistant*

Sandra M. Lawrence, *director, Secondary/Middle Teacher Licensure Program*

Lenore Reilly Carlisle, *director, Early Childhood/Elementary Teacher Licensure Program*

Sarah Frenette, *Five College 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. 8).

## 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, Research 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

All majors whether Option I or II must take courses at the 200 or 300 level in at least three of the five areas of the psychology curriculum; at least one course must be from areas D or E. The five areas of the psychology curriculum are:

A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; 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 320 (January Term), Observing and Assisting in Inclusive Classrooms (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, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Elementary and Secondary Education as appropriate for the elementary license. Applicants for the early childhood license (PreK–2) must enroll in Psychology 331, Lab in Early Social and Per-

sonality Development. See Ms. Reilly Carlisle, Ms. Lawrence, or Ms. Frenette for assistance in selecting this course work.

### Additional Courses for Option II

- Education 320, (January Term) Observing and Assisting in Inclusive Classrooms or Education 324, Observing and Assisting in Early Childhood and Elementary Settings (junior or senior year) or Education 332, Observing and Assisting in Middle and Secondary Educational Settings (junior or senior year) or Educational Studies 301, Education in South Africa
- An additional laboratory course at the 300 level. The laboratory requirement may be satisfied in either of two ways:
  1. By electing one course from among:
    - Psychology 310, Laboratory: Research Methods in Social Psychology
    - 323, Laboratory in Qualitative Research
    - 324, Laboratory in Personality Research: Quantitative Methods
    - 325, Laboratory in Psychological Assessment
    - 326, Laboratory in Personality and Abnormal Psychology
    - 330, Laboratory in Developmental Psychology
    - 331, Laboratory in Early Social and Personality Development
    - 340, Laboratory in Perception and Cognition
    - 350, Laboratory in Behavioral Neuroscience
    - 351, Laboratory in Animal Learning and Animal Behavior
  - Or
  2. By electing an independent research project:
    - The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical), using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester.

- This option requires a minimum of 4 credits of Education 395.

## Requirements for the Minor 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), visual art (PreK-8) and (5-12). (Students may also have the opportunity to apply for an initial license in dance (all levels), theatre (all levels), English (5-8), chemistry (8-12), and physics (8-12), subject to approval by the Massachusetts Department of Elementary and Secondary Education in 2010.)

### Procedures and Courses of Study

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following: 1) attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator, 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. Reilly Carlisle (early childhood or elementary) or Ms. Lawrence (middle and secondary, foreign language,

music, and visual art programs) as well as advisors in the major to assist with course selection necessary for teacher licensure, and 4) complete the application process for the practicum year. This application process includes passing all components of the Massachusetts Tests for Educator Licensure (MTEL) before the spring practicum.

### **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 2008–2009 are as follows:

One hundred percent of the 20 2008–2009 program completers passed the reading and writing sections of the Massachusetts Test for Educator Licensure. One hundred percent of the 14 program completers who took the Foundations of Reading section of the Massachusetts Test for Educator Licensure passed. 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 (8), general curriculum (6), biology (1), English 8–12 (2), mathematics 8–12 (1), visual art PreK–8 (2). The aggregate score for the 20 students who took a total of 20 subject areas was 100 percent. The summary total and aggregate score for the twenty students who took both the basic skills and specific subject area tests was 100 percent.

### **Required Courses for the Education Minor Specific to the Early Childhood and Elementary Teaching License**

Students pursuing early childhood or elementary licensure with a major in any discipline other than Psychology and Education must take Psychology 230 and 233; either Education 205 or 220; 300, 320j or Educational Studies 301, and 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, humanities, and social sciences consistent with field of knowledge requirements designated by the Massachusetts State Department of Elementary and Secondary Education as appropriate for the elementary license. See Ms. Reilly Carlisle, Ms. Lawrence, or Ms. Frenette 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 (or Dance and Theatre, subject to approval)**

Students pursuing middle or secondary (as well as foreign language, music, visual art [or dance or theatre, subject to approval]) licensure must take Psychology 230 or 236 depending on the license sought and Psychology 233; either Education 205 or 220; either Education 320j or Educational Studies 301, and Education 330, 331 and 333; 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. Students interested in pursuing teacher licensure in dance (subject to approval by the Massachusetts Department of Elementary and Secondary Education in 2010) should consult with faculty in the dance department.

### **Application to the Practicum Semester**

Candidates for teacher licensure at all levels must apply to participate in the practicum semester between December 1 and January 8 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 ac-

ademic 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 Education major, Option I). Students may apply between December 1 and January 8 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.

Some restrictions will apply.

### Obtaining a Teaching Licensure from the Massachusetts Department of Elementary and Secondary 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 Elementary and Secondary Education. Once candidates obtain licensure in Massachusetts, they are eligible for licensure in many other states through reciprocity agreements arranged by the Massachusetts Department of Elementary and Secondary Education.

### Course Offerings

#### 205fs Racism and Inequality in Schools and Society

(Community-Based Learning course; writing-intensive course) What is race? Who decides? Are we a "postracial" society? This course focuses on historical, social, psychological, and legal underpinnings of the social construction of race and examines how perspectives on race have influenced the lives of students and teachers in schools. Class sessions compare the old vs. "new" racism, contrast the workings of white privilege with calls for white responsibility, explore perspectives on the "achievement" and "opportunity" gaps, and examine how antiracist pedagogies can address inequities in education at the curricular, interpersonal, and institutional levels. Essays, response papers, field experiences, and a digital media project are required.

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

*S. Lawrence*

*Prereq. so, jr, sr or permission of instructor;*

*Prepracticum required; 4 credits*

#### \*220f 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 multiculturalism in education. Through selected readings, class discussion, and oral presentations, the course will examine the epistemological elements of race, class, culture, and gender in the classroom. Requires a prepracticum in a school or community-based setting.

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

*The department*

*Prereq. Psychology 100 or 110; Prepracticum required; 4 credits*

#### 233fs Educational Psychology

(Community-Based Learning course; Same as Psychology 233fs)

*Meets Social Sciences III-A requirement*

*B. Packard*

*4 credits*

### **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  
Department*

*Prereq. A 100 level course in psychology, 230 or 236, and 233; Prepracticum required; 4 credits*

### **256f Making Meaning for Operations/Reasoning Algebraically about Operations**

(Same as Math 156) 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-8 mathematics and examine how children develop those ideas. The first five sessions will parallel the first four sessions of Making Meaning for Operations. The remaining eight 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*

### **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; 1-4 credits*

### **300s 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. Requires a prepracticum.

*Does not meet a distribution requirement  
S. Frenette*

*Prereq. limited to students accepted to the practicum year program; Prepracticum required; 4 credits*

### **320j Observing and Assisting in Inclusive Classrooms**

Students are expected to complete a supervised field experience full-time every day during the January Term in an inclusive classroom in a school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings (detailed below). Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Does not meet a distribution requirement  
L. Reilly Carlisle, S. Lawrence*

*Prereq. One of the following: Psychology 230, 233, 236, Education 205, Educational Studies 109, 215, 301 or permission of instructor.*

*Three mandatory meetings (2 hours each): two in November and one in Feb. Prepracticum: five days a week for three weeks in January: permission to participate in prepracticum experience for credit is contingent upon attendance at the meetings in November. Consult Ms. Lawrence or Ms. Reilly Carlisle in October for exact dates of the November course meetings.; This course is required of all*



*students pursuing teacher licensure. Graded on a credit/no credit basis.; 2 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 pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

*Does not meet a distribution requirement*

*L. Reilly Carlisle*

*Prereq. Limited to students accepted into the practicum year program; 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' Pre-service Performance Assessment Program.

*Does not meet a distribution requirement*

*L. Reilly Carlisle*

*Prereq. Prereq. sr, Education 300, 325 and 324j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school site (includes Mount Holyoke College's spring break); limited to students accepted to*

*the practicum year program. This course is graded on a credit/no credit basis.; 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. Reilly Carlisle*

*Prereq. permission of instructor; 1 credit (20 hours of prepracticum); 2 credits (40 hours or more of prepracticum); 1-2 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 Children's Center to learn about resources for pre-K students.

*Does not meet a distribution requirement*

*R. Vernon-Jones*

*Prereq. Limited to students accepted in the practicum year program.; Prepracticum required.; 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; Prepracticum required; 4 credits*

### **331s Student Teaching in Secondary and Middle Schools**

*Spring 2011*

#### **331s(1)**

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.

*S. Lawrence*

*Prereq. sr, Education 330 and 332j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 10 credits*

#### **331s(2) Amherst College Students Only**

**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

*S. Lawrence*

*Prereq. sr, Education 330 and 332j, and permission of instructor; 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's/Amherst College's spring break); students must apply for and be accepted into the practicum semester a year prior to the practicum; 8 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; 1-2 credits*

### **333s Practicum Seminar on Teaching and Learning: Middle and Secondary Education**

*Spring 2011*

#### **333s(1)**

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.

*S. Lawrence*

*Prereq. Limited to students who have been accepted into the practicum year program; 4 credits*

#### **333s(2) Amherst College Students Only**

**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.

*S. Lawrence*

*Prereq. Limited to students who have been accepted into the practicum year program; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. jr, sr, permission of instructor; 1-8 credits*

# Religion

The major and minor in religion are administered by the Department of Religion: Professors Crosthwaite, Fine, Grayson (*chair*), Peterson; Associate Professors Mrozik (on leave 2010–2011), Penn; Assistant Professor Steinfelds.

## Contact Persons

John Grayson, *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
- Only one 395 course will count toward the 300-level requirement.

### 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—for example, Buddhism, Christianity, Hinduism, Islam, or Judaism.
- Additional courses are selected in consultation with the advisor.
- Independent work is encouraged and, if approved by the advisor, such work may constitute partial fulfillment of the above requirements.

## Requirements for the Minor

### Credits

- A minimum of 20 credits (five courses)
- At least one of the five must be at the 300 level.
- At least three of the courses should be taken in the Mount Holyoke Department of Religion.

## Recommended Courses for First-Year Students

The following courses are recommended for first-year students: 100, 109, 202, 203, 204, 206, 207, 212, 226, 228, 235, 245, 261, and 263, 268.

## 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*

*The department*

*4 credits*

**109fs First-Year Seminar***Fall 2010**109f(1) Hagar, Sarah, and Their Jewish, Christian, and Muslim Children*

(First-year seminar) A complicated story in the book of Genesis about one man, two women, and their sons informs the foundation of three major religious traditions. This course will examine a variety of readings, debates, and claims about the meaning, value, and continuing religious, social, and political import of this story. Special attention will be paid to recent feminist research and interpretation.

*Meets Humanities I-B requirement**J. Crosthwaite**Prereq. fy or permission of instructor; 4 credits**Spring 2011**109s(1) Mapping Religion*

(First-year seminar) This course will explore the various paths used to examine religion, both external and internal. These routes include the social scientific, existential, mystical, contemplative, and historical. We will consider the advantages and limitations of each path. This course is designed to assist the student develop the skills for employing and recognizing the differences between each approach. Readings will include James, Berger, Durkheim, Frazer, Freud, Kierkegaard, Castaneda, and Coelho.

*Meets Humanities I-B requirement**J. Grayson**Prereq. fy or permission of instructor; 4 credits***201f 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. Students will read the entire text of the Qur'an in translation, as well as selections from medieval and modern commentaries.

*Meets multicultural requirement; meets Humanities I-B requirement**A. Steinfels**4 credits***202s Introduction to Islam**

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**This course counts toward the Asian Studies major requirement.; 4 credits***203s Introduction to the Hebrew Bible**

(Same as Jewish Studies 203) This course provides a critical introduction to the writings contained in the Hebrew Bible (also known as the Old Testament). It investigates the social and historical context of the ancient Israelites, examines a range of ancient Near Eastern literature, and introduces the principal methods of biblical studies. Participants will read much of the Hebrew Bible as well as select non-Israelite sources. Examples of recent biblical scholarship will provide additional information for better understanding these writings and will present different methods for approaching and interpreting ancient texts.

*Meets Humanities I-B requirement**M. Penn**4 credits***204f Introduction to the New Testament**

(Same as Jewish Studies 204) This course investigates the social and historical context of first and early second-century Christianity, examines New Testament and select non-canonical documents, and introduces participants to the principal methods of New Testament studies. Students will read the twenty-seven 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*

*4 credits*

**\*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. We will analyze sources such as early Christian letters to the Roman Emperor, anti-Jewish poetry, Gnostic Gospels, the dream journal of a Christian martyr, depictions of Satan and his minions, descriptions of early heresies, and an ancient exorcism manual.

*Meets Humanities I-B requirement*

*M. Penn*

*4 credits*

**207f Women and Gender in Islam**

(Same as Gender Studies 210) 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. Steinfeld*

*This course counts toward the Asian Studies major requirement.; 4 credits*

**\*210s 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; 4 credits*

**212s Introduction to Judaism**

(Same as Jewish Studies 212) 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*

**215s Jewish Spiritual Autobiographies**

(Same as Jewish Studies 215) 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**

(Same as Gender Studies 210) 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; 4 credits*

### **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; 4 credits*

### **221s 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*

*J. Crosthwaite*

*Prereq. soph, jr, sr; 4 credits*

### **\*222s Engendering Judaism: Women and Jewish Tradition**

(Same as Jewish Studies-222-01 and Gender Studies-210-02)

*Meets Humanities I-B requirement*

*L. Fine*

*4 credits*

### **226f Introduction to the Philosophy of Religion**

(Same as Philosophy 226fs) This course begins its survey of the discipline of the philosophy of religion with the work of Augustine. 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 Schleiermacher's Speeches. Finally,

we focus on the idealistic and pragmatic tradition in American philosophy of religion.

*Meets Humanities I-B requirement*

*J. Grayson*

*4 credits*

### **\*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; 4 credits*

### **230f Spirituals and the Blues**

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*

*J. Grayson*

*Prereq. soph, jr, sr; 4 credits*

### **\*232f Contemporary Jewish Ethics**

(Same as Jewish Studies 232-01) 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*

*L. Fine*

*Prereq. 8 credits in religion or Jewish studies; 4 credits*

### **\*235s Introduction to Jewish Mysticism**

(Same as Jewish Studies 235) 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*

*4 credits*

### **236f Early Christianity in Iraq and Iran**

In the first millennium, Christianity thrived throughout the Middle East. Because Roman Catholic and Protestant churches later declared many of these Christians to be heretics, their stories have often been excluded from the history of Christianity. This course challenges the assumption of Christianity as a "Western" religion and asks how our understanding of global Christianity changes when we include the history and perspective of Eastern Christians. We will read such sources as the tale of a transvestite nun, a letter allegedly written by Jesus, ancient Christian hymns, the story of a demon-possessed monastery, and the first Christian writings on Islam.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*M. Penn*

*4 credits*

### **238s Violence vs. Nonviolence**

This course explores, from comparative perspectives, metaphysical reflections on violence and nonviolence. Sacred and classical texts that have informed social consciousness on the necessity of "Duty" and its implications for the body, as well as offering a distinctive view of Reality will serve as the primary readings for this class; they include the Bhagavad-Gita, the *Phaedo*, the Bible, the Qur'an, and Douglass's *My Bondage and My Freedom*. Modern case studies involving Gandhi, King, Cleaver, and suicide bombers will be compared against the metaphysical premises of these sacred and classical texts.

*Meets Humanities I-B requirement*

*J. Grayson*

*4 credits*

### **\*241s Women and Buddhism**

(Same as Gender Studies 210) The course examines Buddhist representations of women and women's representations of Buddhism. We will study materials by and about Buddhist women from India, Sri Lanka, Taiwan, Thailand, Tibet 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*

*This course counts toward Asian Studies major requirement.; 4 credits*

### **\*255s Dimensions of Contemporary**

#### **Judaism in America**

(Same as Jewish Studies 255) 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*

*4 credits*



**260f Cooking Your Life: Food, Eating, and the Sacred**

This course explores the central role that food and eating have in religious cultures, particularly Judaism, Christianity, Islam, Buddhism, and Hinduism. What rules do religious traditions have about what to eat and what is prohibited? What practices are associated with daily religious rituals, table rites, and sacred festivals? What social dimensions to food and eating are there within the family and community? What are the ethical dimensions to food and religious traditions, especially in a world of hunger and concern about sustainability?

*Meets Humanities I-B requirement*

*L. Fine*

*Gateway course for proposed thematic minor on food (2010-2013); coincides with college-wide program on food (2010-2011); 4 credits*

**\*261f Hinduism**

(Same as Asian Studies 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*

*S. Heim*

*4 credits*

**\*263f Introduction to Buddhism**

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*

*The department*

*This course counts toward Asian Studies major requirement.; 4 credits*

**\*265s Holy Feast, Holy Fast: Sacred Food and Eating in Judaism**

(Same as Jewish Studies 265) 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*

*4 credits*

**\*267f Buddhist Ethics**

This is an introduction to contemporary and classical Buddhist ethical ideals. Working with primary and secondary sources, we will ask the following questions: Is the universe moral? What are Buddhist ethical ideals and who embodies these? How do contemporary Buddhists interpret classical ethical ideals? What moral dilemmas do Buddhists face today? How do Buddhists grapple with moral ambiguity? We will consider the perspectives of Buddhists from different cultures including India, Sri Lanka, Thailand, Vietnam, Japan, and the United States.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*S. Mrozik*

*4 credits*

**\*268s Buddhist Literature from Ginsberg to Gautama**

(Same as Asian Studies) 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*

*4 credits*

### **275s The Ethics of Interpersonal Relations in Judaism**

(Same as Jewish Studies 275-01) As in other religious traditions, interpersonal relations are central to Judaism. Drawing upon both classical and modern textual sources, this course explores such themes as forgiveness, compassion, humility, and honesty in interpersonal affairs. It also considers notions of love, friendship, and teacher-disciple relations, both between individuals and in the context of religious community.

*Meets Humanities I-B requirement*

*L. Fine*

*4 credits*

### **285f The Jewish Poetic Tradition**

(Same as Jewish Studies 285) Beginning with the psalms of the Hebrew Bible, Jewish religious tradition has produced beautiful poetry over the course of three millennia. This course explores this rich and varied tradition, including biblical poetry, the extraordinary Arabic-influenced poetics of medieval Spanish Jewry, the poetry of Jewish mystical tradition, Holocaust poetry, and contemporary poems. The course will also include a comparative dimension, with examples from other religious traditions, focusing on contemplative poetry.

*Meets Humanities I-B requirement*

*L. Fine*

*4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, permission of department; 1-4 credits*

### **\*306s Sex and the Early Church**

(Same as Gender Studies 333) 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 be-

tween 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 or gender studies; 4 credits*

### **311s 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 the themes of love, desire, and beauty in the literature of Sufism.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*A. Steinfeld*

*4 credits*

### **\*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, theological tractates, and accounts of female saints. We also will examine how recent work in women's studies, sexuality 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*

### **\*322f 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*

*J. Grayson*

*Prereq. 8 credits in department, Religion 226 recommended; 4 credits*

### **\*323fs Topics in Contemporary Theology**

*Fall 2010*

#### **\*323f(2) Modern Mythmaking and Religion**

The power of sacred myths to shape cultural worldviews is extraordinary. This course examines, compares, and critiques this phenomenon in an attempt to understand how it informs the spiritual journey. From *Siddhartha* to *The DaVinci Code*, chronicles on religious personalities have commanded rapt attention throughout history. Using the structural analysis of Geertz, Tillich, Eliade, and Crites, texts such as *Life of Pi*, *The Alchemist*, *The Matrix*, and other prominent accounts will be placed against the great spiritual stories of major religious traditions in order to determine their status as contemporary sacred myths.

*Meets Humanities I-B requirement*

*The department*

*Prereq. 8 credits in department; 4 credits*

*Spring 2011*

#### **\*323s(2) 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*

*The department*

*Prereq. 8 credits in department; 4 credits*

### **325s Asian Religions IV: Gods, Myths and Devotion: Hindu Sacred Narratives**

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

Telling, enacting, and listening to myths and sacred tales are essential modes of religious practice in Hinduism. This seminar focuses on the myths of the major Hindu gods and goddesses, women's ritual tales, and the lives and poetry of exemplary devotees (*bhakta*) of Shiva, Krishna, and Devi, the Great Goddess. We will examine the theologies and meanings manifested in these stories, in relation to narrative genres and structures, forms of expression (e.g., the dancing Shiva icon, Ramayana epic theater) and ritual and performance contexts (e.g., Goddess festival).

*Meets multicultural requirement; meets Humanities I-B requirement*

*I. Peterson*

*Prereq. Junior, Senior; Religion 261 (Hinduism); 4 credits*

### **\*326f Buddhism in the Pioneer Valley**

This course is a research seminar on Buddhism 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; 4 credits*

### **\*332fs 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.

*Fall 2010*

**\*332f(1) *The Shakers***

This course will examine the historical and cultural creation of the Shaker society. The religious vision of an alternative society whose birth and development paralleled that of the new American nation; by contrast and by imitation, the separate Shaker route thus offers an intriguing critique of American society and its values, and an unusual laboratory for examining a religious community based on a dual godhead.

*Meets Humanities I-B requirement*

*J. Crosthwaite*

*Prereq. jr, sr, 8 credits in department, Religion 221; 4 credits*

*Spring 2011*

**\*332s(3) *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*

*J. Grayson*

*Prereq. jr, sr, 8 credits in department; 4 credits*

**337s *Topics in the Study of Christianity: Early Muslim/Christian Encounters***

This course explores a set of recently discovered documents that substantially changes our understanding of Christian/Muslim relations. We will read texts such as a Christian/Muslim debates, a bishop's letter on how to bribe Muslim rulers, and an exorcism account concerning demon-possessed monks. Students will be among the first in a thousand years to read these works providing them with a strong knowledge of the history of Christianity, of Islam, and of their first interactions with each other.

*Meets Humanities I-B requirement*

*M. Penn*

*Prereq. 4 credits in Religion; 4 credits*

**\*345s *Topics in the Study of Islam: Islam in the Twenty-first Century: Readings in Islamic Fundamentalism and Liberalism***

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.

This course will explore the history of the most important ideas and trends in contemporary Islamic thought, beginning with their roots in the great classics of the Islamic tradition by Ibn Khaldun, al-Ghazali, and Ibn Taymiyya. Close reading of the most important modern Muslim thinkers, including Muhammad Abduh, Muhammad Iqbal, Sayyid Qutb, Ali Shariati, Fazlur Rahman, and Mohammed Arkoun.

*Meets multicultural requirement; meets*

*Humanities I-B requirement*

*D. Brown*

*Prereq. Religion 201, 202, 205, or 207; 4 credits*

**\*352f *Written on the Body: Body Images and Practices in Religious Traditions***

(Same as Gender Studies 333-02) 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*

*4 credits*

**355s *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*

*J. Grayson*

*Prereq. jr, sr, 8 credits in department; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

# Romance Languages and Cultures

The major and minor in Romance languages are administered by the Romance Languages and Cultures Committee: Professors Debnar (Classics), Gelfand (French), Vaget (French, on leave spring 2011); Associate Professors Arnold (Classics), Crumbaugh (Spanish, on leave spring 2011), Frau (Italian, on leave spring 2010), Gundermann (Spanish), Mosby (Spanish), Romero-Diaz (Spanish, on leave spring 2010); Lecturer, Esther Castro-Cuenca (Spanish).

## Contact Persons

Susan LaBarre, *senior administrative assistant*  
TBA, *chair*

The major program in Romance languages and cultures is designed to assure fluency in at least two Romance languages, as well as knowledge of the literatures and cultures they represent. The student is encouraged to view language/ literature/culture in its interrelatedness and combine linguistic proficiency with cultural and literary expertise. She will develop skills of communication and the critical tools to explore matters of aesthetics, cultural studies, history of ideas, and gender studies. A major in Romance languages and cultures can lead to a variety of national and international careers from government to fashion, from the culinary arts to banking, and from film to teaching.

## Department Web Site

<http://www.mtholyoke.edu/acad/romance>

## Requirements for the Major

The Romance languages major includes work in two of the following Romance languages: French, Italian, Portuguese, and Spanish. The student will select two languages, one for primary and one for secondary emphasis. The student is also encouraged to attain intermediate-level competence in a third Romance

language or Latin. Students interested in Portuguese should consult the chair of the committee for appropriate Five College courses.

## Credits

- A minimum of 40 credits
- 28 credits must be at the 300 level

## Courses

- The 28 credits at the 300 level should be divided as follows:
  - 16 credits should be dedicated to the language and literature of primary emphasis.
  - 12 credits should be dedicated to the language and literature of secondary emphasis.
- French 203 and below and Spanish/Italian 201 and below do not count toward the 40-credit minimum.

## Other

- Advanced courses in the major should be chosen to provide both a varied background and a means of focusing and unifying the major.
- Qualified students are required to elect the Seminar in the Romance Languages (375).
- Normally the student is well advised first to broaden her acquaintance with the two principal cultures in which she is working, then to select a more specific aspect—a topic, theme, period, literary form, or genre, for example—around which to organize her choice of courses. Students desiring to develop an advanced knowledge of languages as their specific focus can consider advanced language courses in French, Italian, Portuguese, and Spanish that are available through the Five College Consortium.
- No more than 4 credits of independent study (not including thesis credits) may

be counted toward the 28 required credits at the 300 level. Independent Study credits taken as part of an honors thesis do not count toward the requirements for the major.

*Romance languages and cultures is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 8).*

## Study Abroad

Students should enhance their major by spending an academic year in a country where one of the languages of their major is spoken. Students who plan to take part in a study abroad program must consult both the chair of the Romance languages and cultures committee and the chair of the target language. Normally, credits earned while studying abroad satisfy some of the requirements of the major.

## Allied Courses

Students are advised to complement their study of Romance languages and cultures with related courses in the fields of humanities and social sciences. These courses should broaden the cultural and linguistic expertise of the student.

## Requirements for the Minor

Students are expected to select a Romance language for primary emphasis and another one for secondary emphasis.

### Credits

- A minimum of 16 credits

### Courses

- For the language of primary emphasis:
  - At least 4 credits at the 200 level and
  - 4 credits at the 300 level, with completion of specified prerequisites
- For the language of secondary emphasis:
  - 8 credits at the 200 level

- French 203 and below and Spanish/Italian 201 and below do not count toward the 16-credit minimum.

### Other

- More than the minimum 4 credits at the 300 level are encouraged in the primary or secondary language.

*A student majoring in a Romance language may not include that language in a Romance languages and cultures minor.*

## Course Offerings

### 105f First-Year Seminar: From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy

Seminar in Reading Writing and Reasoning taught in English

(First-year seminar; speaking-intensive course; taught in English; Same as French 120f-02) "All is fair in love and war." Is this true? Are there rules for the game of power and seduction? If so, how are they determined, and what happens if they are broken? As we move through the golden ages of absolute power, will we witness a change for women? Will the veil of oppression be lifted on this side of the Mediterranean? Students will address these questions as they read plays by Tirso de Molina, Molière, Beaumarchais, and Goldoni, and watch Mozart's opera *Don Giovanni*, and film versions of *Dangerous Liaisons* and Casanova's *Memoirs*. Students will use works of major Spanish, French, and Italian artists of the Baroque and Rococo periods in their presentations.

*Meets Humanities I-A requirement*

*N. Vaget*

*Prereq. fy; 4 credits*

### 295fs Independent Study

*Does not meet a distribution requirement*

*The department*

*Prereq. permission of department; Independent study credits taken as part of an honors thesis do not count toward the requirements for the major; 1-4 credits*

**375s Seminar in Romance Languages and Cultures: Topic: History of Romance Languages**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice. (Taught in English; Same as Spanish 360, Italian 361, French 321) This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and innovation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

*Meets either language requirement or*

*Humanities I-A requirement*

*E. Castro-Cuenca*

*Prereq. for language majors: two courses in culture and literature at the 200-level; Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. permission of department; Independent study credits taken as part of an honors thesis do not count toward the requirements for the major.; 1-8 credits*



# 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 (*chair*), Jones; Associate Professor Scotto; Visiting Assistant Professor Pleshakov.

## Contact Persons

Carmen Sullivan, *senior administrative assistant*

Edwina Cruise, *chair*

## Department Web Site

<http://www.mtholyoke.edu/acad/russian>

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, non-governmental 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 language should enroll in Russian 101-102, a yearlong introduction to Russian language and culture.

Students who have previously studied Russian and plan to elect Russian language should consult with the department for individual placement.

*(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.

There are numerous summer, semester, and yearlong programs offered for undergraduates. Since admission to many Russian study abroad programs is competitive, students are advised to consult early in their academic careers with members of the department. We have had great success in getting our students into these competitive programs.

Opportunities to study the non-Russian languages of Eurasia are rapidly expanding. Summer immersion programs and summer and academic-year programs abroad offer instruction in Armenian, Georgian, Azeri, Uzbek, Tajik, Polish, Czech, Ukrainian, Bulgarian, Estonian, and others. In some cases, applicants may be expected to have an intermediate-level command of Russian in order to participate.

*In addition to RES 101–102, recommended courses for first-year study include:*

- RES 151f (04), To the Last Station: Tolstoy after Anna Karenina (first-year seminar)
- RES 210f, Great Books: The Literature of Nineteenth-Century Russia (I-A)
- RES 211s, Topics in Twentieth-Century Russian Literature (I-A)
- RES 212s, Russia (I-B)
- RES 241f (01), Russia and the West (III-A)
- 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 satisfy distribution requirements either in the humanities (I-B) or social sciences (III-A).

## 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 Russia's rich cultural heritage and its unique contributions to world culture, especially during the nineteenth and twentieth centuries. Departmental offerings concentrate on Russia's achievements in culture and literature, but students are encouraged to take elective courses in Russian film, religion, and art at Mount Holyoke and the Five Colleges.

The interdisciplinary major in Russian and Eurasian studies explores the historical, economic, political, and cultural interconnections among the peoples of the former Soviet Union, Eastern Europe, the Caucasus, and Central Asia. 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, Caucasia, Central Asia, the Baltics, the non-Russian peoples of Siberia) are invited to design a special major in consultation with the department. Early consultation is strongly advised.

## Requirements for the Major in Russian Literature and 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 advisor, enroll in a 200-level course for 300-level credit.

### Courses

- Three courses in Russian beyond 201, to be chosen from 202, 221 and advanced courses
- RES 205, Russia under the Tsars; 212, Russia; or RES 131, Introduction to the Peoples and Cultures of Eurasia)
- RES 210, Great Books: The Literature of Nineteenth-Century Russia

- RES 211, Topics in Twentieth-Century Russian Literature
- Three elective courses, one 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 advisor, 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 Eurasia
- A one-semester survey of Russian history, to be chosen in consultation with the advisor
- RES 210, Great Books: The Literature of Nineteenth-Century Russia
- RES 240, Russian Politics: 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. 8).*

## 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 advanced courses chosen in consultation with the department.

### 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 a one-semester course in Russian history, 210, 211, and two additional courses to be chosen in consultation with the Russian department, including one at the 300 level.

### The Minor in Russian and Eurasian Studies

The minor in Russian and Eurasian studies is designed to encourage an interdisciplinary approach to the study of the former Soviet Union and its peoples and cultures and to develop intermediate-level proficiency in the Russian language.

A minor in Russian and Eurasian studies ordinarily includes Russian 201 or its equivalent, and two courses in Russian studies, including one course at the 300 level.

### Teacher Licensure

Students interested in pursuing licensure in the field of Russian and Eurasian studies can combine their course work in Russian and Eurasian studies with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Russian and Eurasian studies, please consult your advisor or the chair of the Russian and Eurasian studies department. For information about the requirements for

the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Russian and Eurasian studies department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Language and Distribution Requirements

Elementary Russian (101–102) or Intermediate Russian (201 or 202) fulfills the College language requirement. Advanced Russian (221) includes distribution in the humanities (I-A).

### Courses Taught in Russian

- 101/102 Elementary Russian
  - 201/202 Intermediate Russian
  - 221 Advanced Russian
  - 295/395 Independent Study
- Advanced language courses taught at the Five Colleges

### Courses Taught in English

- 131 Introduction to the Peoples and Cultures of Eurasia (III-A)
- 151 First-year seminar (Topics course) (I-A)
- 205 The Romanovs: Triumph and Tragedy (III-A) (History 205)
- 210 Great Books: The Literature of Nineteenth-Century Russia (I-A)
- 211 Topics in Twentieth-Century Russian Literature (I-A)
- 212 Russia (I-B) (History 212)
- 213 Tolstoy's *War and Peace* (I-A)
- 215 Dostoyevsky and the Problem of Evil: *The Brothers Karamazov* (I-A)
- 240 Russian Politics: From Communism to Capitalism (III-A) (Politics 209)

- 241 Russia and the West (III-A) (Politics 264)
- 242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment (III-A) (Politics 242)
- 244 Red Star Over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953 (I-B) (History 260)
- 312 Silk Roads: Ancient and Modern Highways Across the Eurasian Continent
- 313 The New Democracies (Politics 300)
- 330 Nationalism
- 343 Terrorism: Russia as Its Cradle
- 350 Revolutions (Politics 350)
- 395 Independent Study

*Note: If the course satisfies a distribution requirement, it is indicated in parentheses. Language courses are taught every year. Please check the course offerings (below).*

## Course Offerings

### Taught in Russian

#### 101f Elementary Russian

A four-skills (understanding, speaking, reading and writing) introduction to the Russian language with a focus on aural-oral training. Major topics include: pronunciation and intonation, all cases (except for instrumental), basic conjugation patterns and tenses, and verbal aspect. The textbook, *Live from Russia*, Volume 1, features a video story on the lives and loves of Russians in present-day Moscow. *Meets language requirement; does not meet a distribution requirement*  
*E. Cruise*

*Students must complete both RES-101 and RES-102 to fulfill the language requirement. Five class meetings plus one conversation hour weekly; 4 credits*

#### 102s Elementary Russian

Continuation of Russian 101. A four-skills course, with increasing emphasis on reading and writing, that completes the study of basic grammar. Major topics include: predicting conjugation patterns, unprefixed and pre-

fixed verbs of motion, complex sentences, time expressions, and strategies of vocabulary building. The syllabus is based on Volume 2 of *Live from Russia*, and concludes the story of the “twenty-something” generation in Putin’s Russia.

*Meets language requirement; does not meet a distribution requirement*

*E. Cruise*

*Students must complete both RES-101 and RES-102 to fulfill the language requirement; five class meetings plus one conversation hour weekly; 4 credits*

### **201f Intermediate Russian**

Emphasis on command of grammar with attention to 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*

*Prereq. Russian and Eurasian Studies 101 or 111 or permission of department; 3 meetings (75 minutes) plus 1 meeting (50 minutes) to be arranged; 4 credits*

### **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 in Russian.

*Meets language requirement; does not meet a distribution requirement*

*P. Scotto*

*Prereq. Russian and Eurasian Studies 201 or permission of department; 4 credits*

### **251f Advanced Studies in Russian**

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. Readings, discussions, short oral and written reports. Special attention to complex grammatical constructions and vocabulary building. Taught in Russian.

A multi-skills course designed for intermediate and advanced-intermediate students which develops proficiency through the study of authentic, present-day Russian written and

spoken language. Topics vary, according to student preferences, and may include architecture, the environment, medicine, history, journalism, and film. Special focus on sharpening speaking skills.

*Does not meet a distribution requirement*

*The department*

*Prereq. Russian and Eurasian Studies 202; 4 credits*

### **252s Advanced Studies in Russian**

A continuation of 251f. Taught in Russian.

*Does not meet a distribution requirement*

*The department*

*Prereq. Russian and Eurasian Studies 202; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-4 credits*

### **\*302s Advanced Studies in Russian: “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 encouraged 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*

*The department*

*Prereq. Russian and Eurasian Studies 221 or permission of the instructor; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-8 credits*

## **Taught in English**

### **\*131s Introduction to Peoples and Cultures of Eurasia**

(Taught in English) 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

4 credits

### 151fs First-Year Seminar

The first-year seminar sharpens skills in careful reading, and effective writing. Students will write frequently and have an opportunity to revise their work. Class discussion will encourage students to develop speaking skills and learn to ask critical questions, formulate answers, and frame persuasive arguments.

Fall 2010

151f(1) *To the Last Station: Tolstoy after Anna Karenina*

(First-year seminar; writing-intensive course; taught in English) 2010 marks the centenary of the death of Leo Tolstoy (1828-1910). We will read fiction, essays, and letters that Tolstoy wrote after his masterworks *War and Peace* and *Anna Karenina*. Readings include: *The Death of Ivan Ilyich*, *The Power of Darkness*, *Kreutzer Sonata*, *Why Do Men Stupefy Themselves?*, *The Devil*, *Hadji Murat*, and *I Cannot Be Silent*. We will concurrently read Jay Parini’s novel, *The Last Station*, a portrait of the final years of Tolstoy’s life, as well as memoirs by Tolstoy’s family and friends. These diverse texts offer contradictory evidence about what happened in Tolstoy’s final years.

*Meets Humanities I-A requirement*

E. Cruise

Prereq. fy; 4 credits

Spring 2011

\*151s(3) *Anna Karenina: Loving to Death*

(First-year seminar; writing-intensive course; taught in English) 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 films of *Anna Karenina* (<i>i)</i> and assess interpretations of the novel.

*Meets Humanities I-A requirement*

E. Cruise

Prereq. fy or permission of instructor; 4 credits

### 205f The Romanovs: Triumph and Tragedy

(Taught in English; Same as History 205f-01)

We will study defining periods in Russian and world history with an emphasis on the powerful Russian monarchs who shaped them: in particular, Peter the Great, Catherine the Great, Alexander II, and Nicholas II. Russia’s tsarist system raises important questions about the nature of the monarchy. The Russian case shows how monarchies can change and develop, and why, ultimately, many of them failed. Why did the Romanovs fail when their relatives, the House of Windsor, did not? Could Russia have survived as a constitutional monarchy? What is the role of a royal dynasty in defining nationhood?

*Meets Social Sciences III-A requirement*

C. Pleshakov

4 credits

### 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, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Meets Humanities I-A requirement*

*P. Scotto*

*4 credits*

**211s Topics in Twentieth-Century Russian Literature: 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*

*P. Scotto*

*4 credits*

**212s Russia**

(Taught in English; Same as History 212s)

This course examines pivotal archetypes of Russian civilization that reflect Russia's past, demarcate its present, and constrict its future. We will focus on the canonic historical monuments of Russia, such as the Kremlin of Moscow and the downtown of St. Petersburg. Starting with the representation of these landmarks in the media, we will explore them in depth by reading conflicting historical narratives and cultural histories and eventually deconstruct their cultural message and value. By the end of the course, students will be familiar with the Eastern Orthodox Christianity rites and able to identify and discuss the most common artifacts of Russian civilization.

*Meets Humanities I-B requirement*

*C. Pleshakov*

*4 credits*

**213s Tolstoy's *War and Peace***

(Taught in English) 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 subject to forces beyond human control, 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*

*4 credits*

**\*215s 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*

*4 credits*

**240s Russian Politics: From Communism to Capitalism**

(Taught in English; Same as Politics 209)

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?

*Meets Social Sciences III-A requirement*

*S. Jones*

*4 credits*

**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 an understanding of Soviet foreign policy. We will examine the development of Soviet foreign policy since 1917 and the role played by Russia and the former Soviet re-

publics in the far more complex “New World Order” we live in today. How have the expansion of the European Union, the tragedy of 9/11, and the war against terrorism influenced Russia’s relations with the West?

*Meets Social Sciences III-A requirement*

*S. Jones*

*4 credits*

**\*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 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*

*4 credits*

**\*244s Topics in the Recent History of Europe: Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953**

(Taught in English; Same as History 260(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*

*4 credits*

**\*312s Silk Roads: Ancient and Modern Highways across the Eurasian Continent**

(Taught in English; Same as Politics 312) The silk roads were ancient transportation and trade links that wound their way across the Eurasian continent, or by sea through the South China Sea and Indian Ocean, to Europe. They carried silk, glass, jade, and moved religions and literatures across continents. Today, the new silk roads carry oil, gas, drugs, capitalism, and immigrants seeking better lives. We will investigate the parallels between the ancient and modern silk roads and the contemporary strategic, cultural, and economic significance of these new highways, which link China, Central Asia, the Middle East, South Asia, and Europe.

*Meets Social Sciences III-A requirement*

*S. Jones*

*Prereq. 8 credits in Politics, International Relations, Russian and Eurasian Studies, or History; 4 credits*

**\*313f The New Democracies**

(Taught in English; Same as Politics 300f)

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; 4 credits*

**330s Nationalism**

(Taught in English) 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; 4 credits*

#### **\*343f 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; 4 credits*

#### **350f Revolutions**

(Taught in English; Same as Politics 350f)

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*

*4 credits*

# Sociology

The major and minor in sociology are administered by the Department of Sociology and Anthropology: Professors Moran, Townsley (*chair*), Tucker; Associate Professor McKeever; and Assistant Professor Banks.

## Contact Persons

Susan Martin, *senior administrative assistant*  
Eleanor Townsley, *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
  - 333, Contemporary Social Theory
- 12 additional credits beyond the 100 level

*Sociology 223 and 225 should be completed as early as possible but certainly by the end of the junior year.*

**Please Note:** Proposal deadlines are strictly enforced for independent study at the 295 and 395 levels.

## Requirements for the Minor

### Credits

- A minimum of 20 credits in sociology
- 123, Introduction to Sociology
- 4 credits at the 300 level
- 12 additional credits beyond the 100 level

## Course Offerings

**103f First-Year Seminar: Social Inequality** (First-year seminar; speaking-intensive course) The study of social inequality constitutes one of sociology's major areas of inquiry. In this seminar, we will focus on class, racial, and gender inequality. We will explore the origins and social consequences of these forms of inequality. Our examples will be drawn primarily from the United States, but the course will also touch on issues of inequality throughout the globe.

*Meets Social Sciences III-A requirement*

*K. Tucker*

*Prereq. fy only; 4 credits*

### 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*

*E. Townsley, M. McKeever, P. Banks*

*4 credits*

### 216f Issues in Sociology: Racial and Ethnic Relations

This course will focus on significant issues in the field of sociology not covered in other courses in the sociology curriculum. Topics will vary.

In this course students will be introduced to the various sociological perspectives and theoretical frameworks used to understand racial and ethnic relations in the United States. Racial and ethnic identities remain an important aspect of how people view themselves and others. In this course, we will discuss the dynamics of individual racial and ethnic groups including African Americans, Latino Americans, Native Americans, Asian Americans, and white Americans. We will also examine what the concepts of race and ethnicity mean and how they affect various aspects of American society.

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

*P. Banks*

*Prereq. Sociology 123; 4 credits*

### **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; 4 credits*

### **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; 4 credits*

### **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; 4 credits*

### **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; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

### **316fs Special Topics in Sociology**

This course focuses on significant problems in the field of sociology with group meetings and reports.

*Fall 2010*

**316f(1) Sociology of Education**

The goal of the sociology of education is to research on how various social institutions affect individual's educational processes and social development. In this course, we will survey the main areas of this research literature. This work encompasses quite varied areas of study, from primary education worldwide to studies of higher education in the United States, using methods that range from studying the individual to examining the structure of relations among social and educational institutions.

*Meets Social Sciences III-A requirement*  
*M. McKeever*

*Prereq. 8 credits in sociology; 4 credits*

**316f(2) Unlawful Convictions in Death Penalty Cases**

The Death Penalty in America: Unjustly Convicted Death Row Inmates. This course will examine in detail the cases of all 130 death row inmates exonerated in the post-Furman era (1976-2009). It will focus on how the 130 men ended up on death row, as well as the process by which they gained their freedom. In addition, the course will spotlight the many proposals, videotaped police interrogations, eyewitness identifications, forensic science procedures, etc., designed to correct sources of mistakes; and assess their likelihood of successfully preventing both unjust and wrongful convictions in capital cases.

*Meets multicultural requirement; meets Social Sciences III-A requirement*  
*R. Moran*  
*4 credits*

*Spring 2011*

**316s(1) Class in the Black Community**

This course explores class in the black community from a sociological perspective. It focuses on how race fosters commonalities and how class fuels differences among blacks. We will examine the nature of these commonalities and differences within several contexts, such as neighborhoods, politics, work, and culture.

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

*P. Banks*

*4 credits*

**317s Topics in Contemporary Social Thought: Cultural Sociology and Contemporary Theory**

This course focuses on significant problems in the field of sociology with group meetings and reports.

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; 4 credits*

**327f 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*  
*K. Tucker*

*Prereq. Sociology 123; 4 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; 4 credits*

**395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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

# Spanish (Hispanophone Studies)

The major and minor in Spanish (Hispanophone Studies) are administered by the Department of Spanish, Latina/o, and Latin American Studies: Professors Gudmundson and Márquez; Associate Professors Crumbaugh (on leave spring 2011), Gundermann, Miñana, Mosby, Romero-Díaz (on leave spring 2011); Lecturer Castro; Visiting Lecturers Cuhna, García-Frazier, Illescas, Monet-Viera, Rona.

## Contact Persons

Sue LaBarre, *senior administrative assistant*  
Nieves Romero-Díaz, *chair (fall)*

Rogelio Miñana, *study abroad (Spain); chair (spring)*

Dorothy Mosby, *study abroad (Latin America)*

Esther Castro, *language program director*

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latina/o heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with film studies, gender studies, history, and Romance languages and cultures. Regular cocurricular activities organized by the department (film series, lectures, the *mesa de español*, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a

Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

Spanish—the second most spoken language in the United States today and one of the three most spoken languages in the world—has become a crucial part of civic engagement and global citizenship. Facility with the language has been an important component of career success for many Mount Holyoke graduates in fields including government, law, business, international affairs, education, journalism, medicine, and the performing arts.

To this end, the major and minor in Spanish (Hispanophone Studies) include a variety of courses intended to facilitate proficiency in the language and contextualize and analyze issues relevant to Spanish speakers abroad and in the U.S., such as terrorism, migration, and imperialism.

## Requirements for the Major

### Courses

Students must earn a minimum of 36 credits, including the following courses:

- 212, Preparation for Advanced Studies
- 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. At least one of the 300-level Spanish courses must be taken in the senior year at Mount Holyoke.
- Two 200-level introductory courses (above 212) must be taken prior to enrolling in a 300-level course.

### Other

- Spanish 201 and lower cannot be counted toward the major. 202, 209, and/or 210 do count toward the major.

- At least one of the courses above 212 has to concentrate on Spain and/or Latin America before 1800.
- Independent Study (Spanish 395) may not count as one of the minimum major requirements.
- A student spending a semester or a year in a Spanish-speaking place with a program approved by the department and the College will normally meet some of the requirements of her major off campus. Spanish majors should take all their courses abroad in Spanish.
- If a student spends a semester in a Spanish-speaking place, two courses taught in English can be counted toward the major. If not, only one course in English (if cross-listed or approved by the department) will be allowed.

For one semester abroad, a student can get up to 8 credits towards her major at the 200 or 300 level, and up to 20 credits for two semesters abroad. For the major in Spanish, the department will accept no more than 8 credits taken abroad at the 300 level.

Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count toward the major, but only if the study abroad advisor approves of the course contents and objectives.

## Requirements for the Minor

### Courses

Minors must earn a minimum of 20 credits, including the following courses:

- 212, Preparation for Advanced Studies
- At least one 300-level course
- Two 200-level introductory courses (above 212) must be taken prior to enrolling in a 300-level course.

### Other

- Spanish 201 and lower cannot be counted toward the minor. 202, 209 and/or 210 do count toward the minor.
- The 300-level required course must be taken in the department.
- No course in English can be counted toward the minor.
- Independent Study (Spanish 395) may not be used as part of the minor.
- No more than 8 credits toward the minor can be completed abroad. Spanish minors should take all their courses abroad in Spanish.

## Teacher Licensure

Students interested in pursuing licensure in the field of Spanish can combine their course work in Spanish with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Spanish (Hispanophone Studies), please consult your advisor or the chair of the Department of Spanish, Latina/o, and Latin American Studies. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Prof. Lawrence in the Department of Psychology and Education. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Spanish, Latina/o, and Latin American Studies and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

## Guidelines for New Students

### Placement

Students with no prior knowledge of Spanish can enroll in 101 or 103 (intensive). Any student with prior course work in Spanish must

do the following: 1) take an online placement test within two months of registration, and 2) complete a language questionnaire (located in the online First-Year Curriculum Guide). The Web address for the placement exam is <http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke>. Upon reviewing both the questionnaire and placement test results, the department may require a level change.

Current Mount Holyoke students with prior knowledge of Spanish who wish to take their first Spanish course at Mount Holyoke must take the placement test within two months of registering. The Web address for the placement exam is <http://webcape.byu.edu/mtholyoke-entry/menu.mtholyoke>.

## Notes

Students are strongly encouraged to take their language courses in close succession, without lapses between one level and the next.

Students who have previously taken Spanish courses at Mount Holyoke and who wish to continue their study of Spanish must have the prerequisites stipulated for specific courses.

All courses satisfy distribution requirements unless indicated otherwise.

All courses are conducted in Spanish unless indicated otherwise.

Students contemplating study abroad in Spain or Latin America are encouraged to elect a Spanish course in the first semester of their first year.

## Course Offerings

### 101f 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.

*Meets language requirement; does not meet a distribution requirement*

### *The department*

*Students must complete Spanish 101 and Spanish 102 to satisfy College language requirement.; 4 credits*

### 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. Spanish 101; Students must complete Spanish 101 and 102 to satisfy College language requirement.; 4 credits*

### 103fs 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*

*The Department, E. Castro-Cuenca*

*Prereq. No previous study of Spanish; 8 credits*

### 105fs First-Year Seminar

Seminar in Reading Writing and Reasoning taught in English

*Fall 2010*

*105f(1) Roots and Routes: Intro to the African Diaspora in the Americas*

(First-year seminar; writing-intensive course; taught in English) This seminar will introduce the “roots” and the multiple “routes” that define the cultures of peoples of African descent in Latin America and the Caribbean. We will look at the legacy of colonialism and slavery, racial categorization, and secondary migrations. Using literature and critical essays as points of departure we will study how diaspora becomes a form of resistance for



writers and artists in the U.S., Costa Rica, Colombia, Brazil, Cuba, and Jamaica.

*Meets Humanities I-A requirement*

*D. Mosby*

*Prereq. fy; 4 credits*

*Spring 2011*

**105s(1) The Human (Is Also An) Animal**  
(First-year seminar; writing-intensive course; taught in English) For millennia, a (false) binary human/non-human opposition has served Western culture to define its identity in ethical, esthetic, and political terms, or, as Derrida says in his last book, *The Animal That Therefore I Am*. In this course, we will explore the burgeoning field of critical animal studies in how it challenges this pernicious form of apartheid, and how it intersects with critical race and gender studies. We will also study a number of Latin American films and fiction and nonfiction texts in which the human/nonhuman animal relation stands in the foreground.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*C. Gundermann*

*Prereq. fy; 4 credits*

### **199f Preparation for Intermediate Spanish**

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 also complete Spanish 201.

*Does not meet a distribution requirement*

*The department*

*Prereq. Spanish 102 or 103; 4 credits*

### **201fs Intermediate Spanish**

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 199 or 200; 4 credits*

### **202f 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 either language requirement or*

*Humanities I-A requirement*

*The Department*

*Prereq. fy, soph, jr, or sr with permission of instructor; 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.; 4 credits*

### **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*

*The department*

*Prereq. Spanish 201; 2 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits*

### **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*

*N. Romero-Díaz, The department*

*Prereq. Spanish 201, 209; 4 credits*

## 212fs Preparation for Advanced Studies

This course will equip students of Spanish with a variety of skills that prepare them for upper-division courses. Specific areas of study will include introduction to literary genres and movements; practice in critical reading and writing; study of figures of speech, rhetoric, and style; presentation of oral reports; use of library resources. In addition, students acquire basic knowledge of the geography, history, and culture of the Hispanic world.

*Meets either language requirement or*

*Humanities I-A requirement*

*D. Mosby, R. Miñana*

*Prereq. Spanish 202 or 209 or 210; 4 credits*

## 230fs Studies in Identities and Intersections

A broad introduction to issues of identity (gender, sexual, ethnic, cultural, class, national, religious) in the Spanish-speaking world and their intersections with other dimensions of cultural agency and power differentials. The specific course contents and examples examined will vary each semester.

*Fall 2010*

### 230f(1) *Constructing (Our) America*

(Speaking- and writing-intensive course)

Who are we? This is the question that Latin American writers, artists, philosophers and politicians have attempted to answer through fiction, nonfiction, visual arts, and film.

Through representative cultural texts from figures such as D. F. Sarmiento, José Martí, Gabriela Mistral, Marta Rojas, and Hugo Chávez, we will explore discourses of identity, different sociopolitical positions, and the representation of race and gender in the construction of “latinoamericanidad.”

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*D. Mosby*

*Prereq. Spanish 212; 4 credits*

*Spring 2011*

### 230s(1) *Introduction to Gender Studies in the Spanish-Speaking World*

(Speaking- and writing-intensive course;

Same as Gender Studies 101) This course,

taught in Spanish, is an introduction to the

interdisciplinary field of gender studies. It

also focuses on the specific implications of

this new, predominantly U.S.-based discipline for and in the Spanish speaking world.

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 and queer activism,

and strategies for change. We will examine

the development of feminist and queer theory

and its practices in various local and transnational

contexts, but especially in the Spanish-speaking world.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*C. Gundermann*

*Prereq. Spanish 212 or permission by*

*instructor; 4 credits*

## 240fs Visual Cultures: An Introduction

A broad introduction to the study of visual

representation in Latin American, Spanish,

and U.S. Latina/o cultures. Students will examine

the articulation of a variety of topics

in media such as film, television, fine arts, Internet,

and/or video. The specific course contents

and examples examined will vary each semester.

*Fall 2010*

### 240f(1) *Spanish and Latin American Cinema*

(Speaking- and writing-intensive course;

Same as Film Studies 203 (01)) This semester's

course offers a broad introduction to the

history, politics and aesthetics of Latin American

and Spanish cinema. The course also introduces

students to the basic terminology and methodologies

of film studies.

*Meets Humanities I-A requirement*

*J. Crumbaugh*

*Prereq. Spanish 212; Weekly evening screenings.; 4 credits*

*Spring 2011*

*240s(1) The Other (in the) Media: New Media and Otherness in the Americas*

(Speaking- and writing-intensive course)

New technologies (Internet, wireless devices, digital storytelling) are changing the media landscape as well as social, political, and economic relationships. The "other" media is reshaping the notion of otherness itself, as new forms of representation (self-produced, instantly available, some times unfiltered) continue to emerge and consolidate worldwide. This class examines how traditionally marginalized groups, including the Zapatistas in Mexico, at-risk youth in Brazil, and Latino communities in the U.S., utilize new media to gain visibility and tell their stories in their own voice.

*Meets Humanities I-A requirement*

*R. Miñana*

*Prereq. Spanish 212; 4 credits*

### **250f Concepts and Practices of Power: An Introduction: What Is Memory?**

A historical approach to the analysis of political discourses and economic relations in Latin America, Spain and Latina/o cultures in the United States. Topics may include, but are not limited to, imperialism, (post/neo)colonialism, (trans)nationalism, migration, globalization, and neoliberalism. The specific course contents and examples examined will vary each semester.

(Speaking- and writing-intensive course;

Same as Gender Studies 204-02) This course, offered once a year at the 200-level, introduces students to multi-disciplinary approaches of understanding the various social, political, cultural, and technological functions of memory in relation to concepts such as repression, trauma, the archive, speed, time, space, commemoration, preservation, corporeality, and performance. We will draw on disciplines such as psychology, computer science, gender studies, history, politics, biology, performance studies, and Latin American studies. Co-taught with additional faculty guest speakers throughout the semester.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*C. Gundermann, E. Rundle*

*Prereq. Spanish 212; Optional section taught in Spanish.; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-4 credits*

### **330fs Advanced Studies in Identities and Intersections**

*Fall 2010*

*330f(1) Women Writers: Early Feminisms*

(Speaking- and writing-intensive course;

Same as Gender Studies 333 (08)) This

course examines a variety of literary expressions of Early Modern Spanish women

(Teresa de Avila, Catalina de Erauso, and

María de Zayas among others). Attention will

be paid to the formal means by which

women writers emulated, appropriated, or

subverted male-authored models. A significant

part of the class will deal with the ways

in which contemporary feminist theories can

be used to complement, interpret, and flesh

out ideas expressed by Early Modern women.

Students will collaborate with the organiza-

tion of an international conference on

women to be held at MHC in September.

Students will work on projects based on con-

ference presentations and interview the participants.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*N. Romero-Díaz*

*Prereq. Two 200-level courses above 212; 4 credits*

*Spring 2011*

*330s(1) Black Is Black: Afro-Central American Literatures and Cultures*

(Speaking- and writing-intensive course)

From Belize to Panama, there exists an Afro-

Creole cultural continuum with roots in the

British colonial history and U.S. transna-

tional expansion. In spite of the rhetoric of

inclusion, Afro-Central Americans are largely

absent from official discourse of national

identity. This course will examine texts by

Afro-Central American writers and artists as they contest discourses of invisibility, dominant representations of blackness, and racial ideologies that exclude Afro-descendants from the national literary canons. This course will study the works from Belize, Honduras, Nicaragua Costa Rica, and Panama.

*Meets multicultural requirement; meets Humanities I-A requirement*

*D. Mosby*

*Prereq. Two courses in Spanish at the 200-level above 212.; 4 credits*

### **340f Advanced Studies in Visual Cultures:**

#### **Natural's Not in It: Pedro Almodóvar**

(Speaking- and writing-intensive course; Same as Film Studies 380-01) This course studies the films of Pedro Almodóvar, European cinema's favorite bad boy turned acclaimed auteur. On the one hand, students learn to situate films within the context of contemporary Spanish history (the transition to democracy, the advent of globalization, etc.) in order to consider the local contours of postmodern aesthetics. On the other hand, the films provide a springboard to reflect on larger theoretical and ethical debates. For instance, what can a weeping transvestite teach us about desire? What happens when plastic surgery and organ transplants become metaphors? Under what circumstances, if any, can spectators find child prostitution cute?

*Meets Humanities I-A requirement*

*J. Crumbaugh*

*Prereq. Spanish 212 and Film Studies 201, or Film Studies 202 or Spanish 240; Weekly evening screenings; 4 credits*

### **350fs Advanced Studies in Concepts and Practices of Power**

*Fall 2010*

*350f(1) Community Narratives: Digital Storytelling in Springfield, Massachusetts* (Community-Based Learning course; speaking- and writing-intensive course) This community-based learning course examines how digital storytelling enables communities to express themselves and gain social visibility through literary and media discourses. How do traditionally marginalized communities tell their own stories? Together with the

Springfield-based Latino Youth Media Institute, students will produce digital stories and co-lead media workshops for community residents. Throughout the semester, students will alternate classroom instruction and off-campus work in Springfield (transportation arranged by the College).

*Meets multicultural requirement; meets Humanities I-A requirement*

*R. Miñana*

*Prereq. Spanish 212; 4 credits*

*Spring 2011*

#### *350s(1) Beyond Logocentrism*

(Speaking- and writing-intensive course; Same as Gender Studies 333) Logocentric thinking is characterized by the desire for a center or original guarantee of all meaning, and has dominated the Western world since Greek antiquity. It attempts to repress difference in favor of identity and presence. Feminists have extended the concept to talk about *phallogocentrism* as the logical underpinning of patriarchy, and seek to go beyond it.

Thinking beyond logocentrism is also crucial for the new discipline of critical animal studies. In this course, we will study attempts at breaking with the (phal)logocentric model of subjectivity, many of which have emerged in the "mestizo/a" continent.

*Meets Humanities I-A requirement*

*C. Gundermann*

*Prereq. Two courses at 200-level above 212; 4 credits*

### **360s Advanced Studies In Language and Society: History of Romance Languages**

This interdisciplinary seminar will focus on a comparative study of Romance languages or literatures. Topics will vary from semester to semester. Seminar discussions will be conducted in English, but students wishing to obtain language credit are expected to read works in at least one original language. Papers will be written in either English or the Romance language of the student's choice. (Taught in English; Same as Romance Languages 375, Italian 361, French 321) This course examines the structural evolution of Romance languages from Vulgar Latin to contemporary forms. A chronological account will be organized around themes of persistence (inheritance from Latin) and in-

novation (structural change). We will begin by exploring different theories about linguistic change. Then, using concrete examples, we will analyze the main stages of development of Romance languages by focusing on different features at all linguistic levels and relating them to historical and sociological factors.

*Meets either language requirement or Humanities I-A requirement*

*E. Castro-Cuenca*

*Prereq. Two courses in Spanish at the 200-level above 212; Papers will be written in English or the Romance language of the student's choice. Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive advanced credit.; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*1-8 credits*

# Statistics

The statistics major and minor are administered by the Department of Mathematics and Statistics and taught by the faculty of that department. Advisors: Professor Gifford (*chair*); Assistant Professor Kim; Visiting Associate Professor Matheson.

## Contact Persons

Laurie Kamins, *senior administrative assistant*  
Janice Gifford, *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 advisors.

## 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 pre-calculus skills. 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 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 questions 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 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 and regression.

*Meets Science and Math II-A requirement*

*P. Matheson, J. Kim, the department*

*Prereq. 2 years of high school algebra; 4 credits*

### 240fs 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*

*J. Gifford*

*Prereq. Any 100-level mathematics or statistics course; 4 credits*

### **295fs Independent Study**

*Does not meet a distribution requirement*

*The department*

*Prereq. soph, permission of department; 1-4 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*

*J. Kim*

*Prereq. Mathematics 211 or any statistics course; 4 credits*

### **\*341s Linear Statistical Models**

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*

*The department*

*Prereq. Mathematics 211; offered alternate years, next offered spring 2012.; 4 credits*

### **\*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*

*The department*

*Prereq. Mathematics 203; offered alternate years at Mount Holyoke and Smith Colleges;*

*offered at Mount Holyoke in fall 2011.; 4 credits*

### **\*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*

*The department*

*Prereq. Mathematics 202 and 342; offered every spring semester alternately at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in spring 2012.; 4 credits*

### **344s Seminar in Statistics and Scientific Research**

Topic for Spring 2011: To be announced.

*Meets Science and Math II-A requirement*

*J. Kim*

*Prereq. Mathematics 211; offered alternate years; next offered in the spring 2013; 4 credits*

### **395fs Independent Study**

*Does not meet a distribution requirement*

*The department*

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



# Theatre Arts

The major and minor in theatre arts are administered by the Department of Theatre Arts: Professors Babb (*director of theatre*), James (*chair*); Assistant Professors O'Harra, Rundle; Guest Artists Conly, Duffy-Adams; Visiting Instructor Daniels; Lecturers/Professional Staff Bergeron, Dubin, Mauran.

## 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 dramatic theory, but thereafter she is free to tailor her program to fit her particular interests. With her faculty advisor, she is expected to assume responsibility for the shape and emphasis of her theatre training, through elective courses and practical experiences, as part of an overall liberal arts education. All majors must fulfill a production card (see advisor).

## Credits

- Eight courses (32 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
  - 128, Sound Design I
  - 220, Topics in Design
  - 222, Scene Design II
  - 224, Costume Design II
  - 228, Sound Design II
  - 320, Topics in Design
- One course in performance
  - 105, Acting
  - 115, Topics in Performance

- 205, Acting II
- 215, Topics in Performance
- 315, Topics in Performance
- Two courses in theatre history:
  - Theatre Arts 251, Histories of Performance I
  - Theatre Arts 252, Histories of Performance II
- One course in dramatic literature (offered through any department) or one theatre seminar (350)
- 12 credits of electives, of which 8 must be taken within the department (limited to 8 practicum credits)

## Other

\* Lab: Every 100-level theatre arts course has a lab component. Theatre labs, much like those in the sciences, consist of outside work that complements a course. Labs (also known as crew) require participation in one of the two mainstage productions of the semester. A student may choose to work on a preparation crew (3 hours per week for 4-5 weeks—building of sets, lighting, or costumes) *or* work on a running crew (a more concentrated time period over 10 days) as a vital member of the production team. Students will receive professional training in the area in which they choose to participate. A lab is a graded portion of the course.

Senior Honors Thesis Requirements and Procedures: Students wishing to write a senior honors thesis in the department must demonstrate excellence in critical writing and the desire to explore a topic in depth through extensive research. In certain cases, traditional research methods may be supplemented by creative work, as long as that work is understood to be an organic part of the written thesis, and vice versa.

The student should discuss her interest with a faculty member in the department and work closely with him or her throughout the entire process. Two additional readers should be included on the student's committee.

By February 1 of her junior year, the student should submit a proposal to the chair of the department that includes the following:

- A brief explanation of why she wants to pursue an honors thesis.
- A three- to five-page description of the thesis. This should include an introduction to the subject, a breakdown of chapters and their contents, a tentative schedule for completion of the work, and a preliminary bibliography. If additional research outside the College is required, this must also be detailed.
- Two samples of critical writing, preferably papers from previous classes, with professors' comments included.

*Note:* If creative work is involved as a form of research, the proposal must include a clear explanation of the relationship between artistic practice and critical writing, the resources needed to complete the artistic work, and a schedule for doing so.

The department will meet to discuss the proposals early in the spring semester. If any revisions to the proposal are suggested, the student should submit them to the chair as soon as possible.

Final decisions will be announced by March 1, and are based on the student's demonstrated abilities, the feasibility of the particular topic, and the availability of faculty resources.

*Independent Study:* Independent studies are available to qualified students wishing to explore course work that is not offered at the Five Colleges. To submit an independent study proposal for department approval, the student, in collaboration with the instructor, must provide the following:

- A written outline clearly articulating the reasons for the independent study.
- A suggested schedule of study, including the number and nature of written assignments, possible reading list, and the expectations of the student and her instructor.
- A brief narrative stating the student's qualifications for independent, intensive work.

*Timeline:* A complete proposal should be submitted by the end of the semester before the time of proposed study.

## 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

### 105fs Acting I

An introduction to performance through a variety of improvisational exercises designed for developing basic techniques. After exploring visual, aural, tactical, and literary performance sources, the students will rehearse and present two performance projects.

*Meets Humanities I-A requirement*

*R. Babb, B. O'Harra, S. Daniels*

*Prereq. preference to first-years and sophomores.; 2 meetings (2hours) and lab; \$10 lab fee; 4 credits*

### 120s Topics in Design: 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*

*Bergeron*

*Prereq. preference to fy and so; lab fee \$35; additional purchase of construction supplies and materials is the responsibility of the student.; 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*

*S. Conly, V. James*

*lab; \$30. lab fee. Additional purchase of design supplies and materials is the responsibility of the student.; 4 credits*

### **126f Lighting Design I**

An introduction to the art and practice of lighting design for the theatre. This course will cover the basics about light, lighting equipment and how to develop a design. Students will learn how to draft a light plot, focus lights, and build light cues.

*Meets Humanities I-A requirement*

*L. Dubin*

*lab; purchase of design supplies, materials, and theatre tickets is the responsibility of the student; 4 credits*

### **\*128f Sound Design I**

What is sound design? This course attempts to answer that question, exploring how to look at a text and launch the creative process, and how to take the ideas based on that creative process and turn them into sounds to be used in a show. This is all done through a series of introductory lab projects and then a complete design for a short play, all while learning three new pieces of software. This is a highly interactive class, where student participation is key; students will be expected to take part in each project, as well as creating their own work.

*Meets Humanities I-A requirement*

*R. Kaplowitz*

*4 credits*

### **150f What Is Performance?**

(First-year seminar; writing-intensive course) What's the difference between acting and being, 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, an exciting new discipline through which everyday life, ritual behaviors, and artistic practices are studied. Perspectives

from the arts, humanities, and social sciences will be explored using both textual and performative approaches. This is a speaking-, reading-, and writing-intensive class that includes innovative individual and group exercises.

*Meets Humanities I-A requirement*

*R. Babb*

*Prereq. fy or permission of instructor; 4 credits*

### **180s 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*

*R. Mauran*

*2 meetings (75 minutes) and lab; purchase of design supplies, materials, and theatre tickets is the responsibility of the student; 4 credits*

### **\*205s Acting II**

A continuation of techniques developed in Performance I with a greater commitment to the culture of collaboration. Concentration is on scene work with "classic" realist playwrights, Chekhov, Ibsen, and Williams. Scene study continues with contemporary masters Churchill, Mamet, and Parks. Actor training will involve the embodiment of physical behavior, the visceral use of language, and more intermediate composition work with Viewpoints to develop and refine character. Practical tools explored in class are intended to offer the student greater vocal, physical, and imaginative freedom and clarity, as well as formidable text analysis skills.

*Meets Humanities I-A requirement*

*R. Babb*

*Prereq. Theatre Arts 105; 2 meetings (2 hours); lab; \$10 lab fee.; 4 credits*

### **215fs Topics in Performance**

*Fall 2010*

#### **215f(1) Japanese Theatre Theory and Practice**

The focus of this course is on the performance structures of Japanese theatre. The course is divided into sections of theory and practice. The theory section will contain an

overview of the history of Japanese theatre forms and styles and more in depth exploration of Noh, Kyogen, Kabuki, and Butoh. Students will work in class on scenes from classic Japanese texts and will be trained in basic forms of Japanese movement. Each student will be required to perform in two scenes and to do an in-class presentation.

*Meets Humanities I-A requirement*

*B. O'Harra*

*Prereq. permission of instructor; Lab fee \$10; 4 credits*

*Spring 2011*

**\*215s(2) Acting/Directing**

Continuing the study of acting and/or 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*

*R. Babb*

*Prereq. By interview only; lab fee \$10; 4 credits*

**\*215s(5) Advanced Performance Workshop**

In this course we will engage (perform/direct) scenes from plays written by contemporary American women playwrights (i.e., Sybil Kempson, Erin Courtney, Karinne Keithly) while comparing them to scenes from early experimental American women playwrights (Gertrude Stein, Susan Glaspell). This is an advanced performance class that will rely heavily on dramaturgy as a point of access into texts that often defy the basic rules of drama and acting. There will be some theoretical and historical reading assignments, short individual research projects, and monthly scene presentations.

*Meets Humanities I-A requirement*

*B. O'Harra*

*Prereq. 105 and permission of instructor; 4 credits*

**220fs Topics in Design**

*Fall 2010*

**220f(1) Masks and Mask Making for the Stage**

The class will provide an overview of the history of masks and their traditional and non-

traditional uses and will teach the basics of mask making: creating a life mask, molding and casting, making masks from positive and negative molds, etc. Students will design and build several masks using both traditional and modern techniques and materials.

*Meets Humanities I-A requirement*

*S. Conly*

*Prereq. Preference for work on production crews and taking one or more of the following: painting, drawing, sculpture, architecture, costume and/or set construction, lighting design.; lab (see catalogue), and \$25 lab fee. Additional purchase of design supplies and materials is the responsibility of the student; 4 credits*

*Spring 2011*

**220s(1) Twentieth-Century Fashion**

The course is comprised of 20 lectures on the development of fashion and wearable art from the end of the nineteenth century to the year 2000. The course provides an overview of styles and a closer look at the work of individual artists including Charles Frederick Worth, Paul Poiret, Mario Fortuny, Elsa Schiaparelli, Coco Chanel, Cristobal Balenciaga, Emilio Pucci, Mary Quant, Rudi Gurnreich, Alix Gres, Yves Saint Laurent, Christian LaCroix, Issey Miyake, Hussein Chalayan, Jean-Paul Gaultier, Anna Sui, and Vivienne Westwood, most of whom have also designed iconic costumes for theatre or film. Lectures will be accompanied by PowerPoint presentations and where possible original examples of clothing will be shown.

*V. James*

*Prereq. none; 2 meetings*

**220s(2) Costume Design II**

An in-depth and hands-on study of the art and craft of the costume designer focusing primarily on costume design for the stage but touching also upon film and television design. Students will hone skills in script and character analysis, design research and development, production collaboration/coordination, rendering techniques, and all of the other responsibilities that fall upon the costume designer between the signing of the contract and opening night. Students, including those who doubt their artistic ability, will

be given ample instruction, opportunity, and encouragement to develop artistically and should be prepared to work seriously to develop the necessary design skills.

*S. Only*

*Prereq. Design I; 2 meetings (2 hours); \$30 lab fee; additional purchase of design supplies and materials is the responsibility of the student; 4 credits*

### **251f Histories of Performance I**

A survey of world performance history, including: the evolution of human language and consciousness; the rise of oral, ritual, and shamanic performance; religious and civic festivals; and imperial theatre practices that position the stage at the dangerous intersection of religious worship, public taste, royal patronage, and government censure. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force in various societies. We explore not only how performances were created—in terms of design, dramaturgy, architecture, and acting—but also for whom, and why.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*E. Rundle*

*4 credits*

### **252s Histories of Performance II**

A historical survey of dramatic texts and world performance traditions from the seventeenth to the twentieth centuries, with attention given to: the influence of print culture on early modern theatrical movements; the rise of nationalism and the creation of dramatic genres; and the effects of industry and technology on experimental modernist forms. Understanding performance as both artistic practice and social institution, this course emphasizes the role performance has played in changing audiences and as a cultural and political force. As such, we explore not only how performances are created—in terms of design, dramaturgy, architecture, and acting—but for whom, and why.

*Meets multicultural requirement; meets*

*Humanities I-A requirement*

*E. Rundle*

*Prereq. Theatre Arts 251; 4 credits*

### **\*280fs Management**

*Fall 2010*

#### **\*280f(1) 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*

*The department*

*Theatre tickets, supplies, and materials are the responsibility of the student; 4 credits*

*Spring 2011*

#### **\*280s(1) 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*

*R. Mauran*

*2 meetings (75 minutes) and lab; theatre tickets, supplies, and materials are the responsibility of the student; 4 credits*

### **281fs Shakespeare**

(Speaking-intensive course; Same as English 211) 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*

*E. Hill, F. Brownlow*

*Prereq. soph, jr, sr or permission of instructor; 4 credits*

## 282fs Theatre Practicum

*Fall 2010*

282f(1) *Tragedy...a tragedy*  
Rehearsal and performance of *Tragedy...a tragedy* by Will Eno to be performed October 21-24, 2010

*Meets Humanities I-A requirement*

B. O'Harra

*Prereq. by audition or interview only; 2-4 credits*

282f(2) *Whirligig*

Rehearsal and performance of Mac Wellman's *Whirligig* to be performed December 9-12, 2010

*Meets Humanities I-A requirement*

R. Babb

*Prereq. by audition or interview only; 2-4 credits*

*Spring 2011*

282s(1) TBA

*Meets Humanities I-A requirement*

R. Babb

*Prereq. by audition or interview only; 2-4 credits*

282s(2) TBA

Rehearsal and performance to be performed April 2010.

*Meets Humanities I-A requirement*

B. O'Harra

*Prereq. by audition or interview only; 2-4 credits*

## 283f Playwriting

(Writing-intensive course) 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*

L. Duffy-Adams

*Prereq. an English writing course, one course in theatre arts; lab fee \$10, may be re-taken at 300 level with permission of instructor; 4 credits*

## \*285f Directing

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm, and style.

*Meets Humanities I-A requirement*

*The department*

*Prereq. 8 credits in department including Theatre Arts 105 or 205; lab fee \$10; 4 credits*

## 295fs Independent Study

*Does not meet a distribution requirement*

*The department*

*Prereq. permission of instructor and the department; 1-4 credits*

## 315s Topics in Performance: 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*

R. Babb

*Prereq. 8 credits in department including either Theatre Arts 205 for actors, and 285 for directors; 4 credits*

## 332s Modern Drama

(Same as English 332) 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 theatre arts; meets theatre arts department seminar*

requirement (*Theatre Arts 350*); 4 credits

### 350fs Seminar

Fall 2010

#### 350f(1) *Asian American Theater*

In this course we shall examine the emergence and development of Asian American theater, focusing on issues of genre; ethnic stereotyping; immigrant, hybrid, and global identity; sexuality; and family roles. To provide context for the plays, we shall track the emergence of Asian American theatrical institutions, including East West Players, the Asian American Theater Company, and Pan Asian Rep. Readings will include works by the following playwrights: Frank Chin, Genny Lim, Velina Hasu Houston, Philip Kan Gotanda, David Henry Hwang, Shishir Kurup, and Wakako Yamauchi.

*Meets multicultural requirement; meets Humanities I-A requirement*

H. Holder

*Prereq.* jr, sr, 8 credits in department beyond English 101, or permission of the instructor; 4 credits

#### 350f(2) *Renaissance Theater and the Early Modern Book*

(Same as English 317) The commercial theater of Shakespeare and his contemporaries evolved as a popular art as the emerging market for printed books began to create a popular literature. Theaters, acting companies, plays, and theatrical audiences helped shape one another, as the book trade shaped and was shaped by reading publics. Case studies in plays by such writers as Christopher Marlowe, Thomas Dekker, Ben Jonson, Thomas Middleton, Elizabeth Cary, and John Webster; sustained attention to acting companies, performance practices such as cross-dressing, gender roles, and sexuality. Substantial opportunity for independent work reflecting each student's interests.

*Meets Humanities I-A requirement*

P. Bereck

*Prereq.* jr, sr, 8 credits in department beyond English 101; 4 credits

Spring 2011

#### 350s(1) *Seminar: Theatre on Film/Film on Theatre*

For over a century, the relationship between stage and screen has been mutually defining. From the early influence of melodrama on cinematic form to contemporary experimental performance practices, theatre and film have sustained a rich, ongoing dialogue. With this in mind, we will study films that engage with theatricality as well as stage work that embraces cinematic sensibilities. Course materials include a broad selection of films in various genres as well as theoretical readings and a selection of plays. A special section of the course will be devoted to Shakespeare on film. Required weekly screenings will be complemented by attendance at live theatre performances.

*Prereq.* Theatre Arts 252, or Film Studies 201, or permission of instructor; limited to 12; 4 credits

#### \*350s(2) *Shakespeare: The Later Plays* (See English 312)

*Meets Humanities I-A requirement*

*The department*

*occasional screenings/live performances; 4 credits*

### \*382fs *Theatre Practicum*

Rehearsal and performance of mainstage production. Weekly evening rehearsals—minimum of 4 nights per week at 3-4 hrs per rehearsal. Intensive weekend technical rehearsals followed by performances.

*Meets Humanities I-A requirement*

*The department, R. Babb, B. O'Harra*

*Prereq.* By audition or interview only; 4 credits

### 395fs *Independent Study*

*Does not meet a distribution requirement*

*The department*

*Prereq.* permission of instructor and the department; 1-8 credits

# Thematic Minors

Each thematic minor is administered by a faculty committee. The committees for the thematic minors offered this year are:

- Comparative Literature and Transnational Studies: Associate Professor Crumbaugh (Spanish, Latina/o, and Latin American studies and film studies); Assistant Professors Ahmed (English and critical social thought, *chair*), Alderman (English and critical social thought), Markovits (politics), Rundle (theatre arts and gender studies)
- Food: Professors Fine (religion and Jewish studies, *chair*), Lipman (history); Assistant Professors Schmeiser (economics), Adelman (economics); Visiting Assistant Professor Heller (gender studies)
- Memory: Professor Hornstein (psychology); Associate Professors Gundermann (Spanish and gender studies, *chair*), Ballesteros (computer science); Assistant Professors Douglas (psychology), Rundle (theatre arts and gender studies)
- War and Society: Professors Ferraro (politics), Hashmi (international relations), Khory (politics), Remmler (German studies, *chair*), Schwartz (history); Associate Professors Frau (Italian), Western (international relations); Senior Lecturer Glasser (English).

## Contact Persons

Karen Remmler, *director of Thematic Minors Program; chair of thematic minor in War and Society*

Siraj Ahmed, *chair of thematic minor in Comparative Literature and Transnational Studies*

Lawrence Fine, *chair of thematic minor in Food*

Christian Gundermann, *chair of thematic minor in Memory*

## Web Site

<http://www.mtholyoke.edu/acad/thematic/>

The thematic minors enable students to explore a single topic from a variety of perspec-

tives across multiple disciplines. The topic of each minor spans historical periods, geographical areas, and analytical approaches to the formation of knowledge and society. The thematic minors offered to this year's sophomores are: Comparative Literature and Transnational Studies; Food; Memory; War and Society. Themes offered to sophomores in future years will vary.

Each thematic minor is open to the students, normally sophomores, who take its gateway course this year. These students then complete the remaining requirements of the minor over the next two years, selecting courses from a list of courses approved for each minor or selecting, with permission of the program director or the chair of their minor, other thematically linked courses at Mount Holyoke or the Five Colleges. The list of approved courses for each minor is updated before each advising period in fall and spring. Current lists are included below; updates will be posted to the program's Web site.

## Requirements for the Thematic Minor in Comparative Literature and Transnational Studies (CLTS)

This minor is intended for students who want to study literature and culture outside the national borders in which their academic study has traditionally been circumscribed. It reflects the recent development of transnational studies and its largely unappreciated affiliation with the origins and history of comparative literature. Bringing the study of languages, literature, the visual and performing arts, and the social sciences together, the minor introduces students both to transnational cultural forms and to the diverse disciplinary methods used to understand them.

## Credits

- A minimum of 16 academic credits



## Courses

- The Gateway Course: English 221, Introduction to Comparative and Transnational Studies
- Three additional 4-credit courses, chosen in consultation with the thematic minor director or chair of the minor, from the following faculty-approved list for the minor. The choices must span at least two disciplines or programs and must include at least one course at the 300 level.
  - English 101, East-West
  - English 220/Critical Social Thought 249, Enlightenment and Modernity
  - English 334, Projects in Critical Thought
  - Film Studies 203/Spanish 240, Visual Cultures: An Introduction: Introduction to Spanish and Latin American Film
  - Film Studies 380/Spanish 340, Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodóvar
  - Politics 100, Family Ties
  - Politics 211, Ancient and Medieval Political Thought
  - Theater 251, Histories of Performance I
  - Theater 252, Histories of Performance II

## Other

- Independent study (295 or 395) with any faculty of the committee may be included.
- Students, with approval of the chair of this minor, may satisfy minor requirements with subject-based courses taught in any language, intermediate language courses in their second language, or beginning ones in a third language (or beyond). CLTS intends in this way to foster the study of languages at Mount Holyoke beyond what the College now requires.
- After consultation with the chair, students choose a minor advisor from the committee.
- Other courses at Mount Holyoke College or the Five Colleges may be included with permission of the student's advisor. However, no more than one course toward the

minor may be taken at other schools in the Five Colleges.

## Requirements for the Thematic Minor in Food

This minor explores the social, political, ethical, religious, and cultural dimensions of food in a world of hunger and concern about sustainability. This cluster coincides with a college-wide thematic focus on food in 2010–2011.

## Credits

- A minimum of 16 academic credits

## Courses

- The Gateway Course: Religion 260, Cooking Your Life: Food, Eating, and the Sacred
- Three additional 4-credit courses, chosen in consultation with the thematic minor director or chair of the minor, from the following faculty-approved list for the minor. The choices must span at least two disciplines or programs and must include at least one course at the 300 level.
  - Economics 213, Economic Development: A Survey
  - Economics 218, International Economics
  - Economics 307, Seminar in Industrial Organization
  - Gender Studies 333/Anthropology 316, Gender, Food, and Agriculture
  - History 214, History of Global Inequality
  - History 296, African Women: Food and Power
  - History 389, Agrarian America: Sugar, Coffee, Cotton, and Wheat
  - History 294, Comparative Culinary History: China and Italy

## Other

- Independent study (295 or 395) with any faculty of the committee may be included.
- After consultation with the chair, students choose a minor advisor from the committee.

- Other courses at Mount Holyoke College or the Five Colleges may be included with permission of the student's advisor. However, no more than one course toward the minor may be taken at other schools in the Five Colleges.

## Requirements for the Thematic Minor in Memory

Memory has a wide range of meanings and applications in many different contexts and disciplines. What, for example, is the connection and difference between artificial intelligence and human memory? How do people respond to traumatic events? How do certain animals remember similarly or differently from humans? How do nations remember great events and how do they construct their national identity accordingly? What is the importance of memory in relation to justice for the future of a collective? What rituals and performances are used to remember events? What does repetition have to do with memory, and how does this connection affect gender identity?

In order to explore these and other important questions, the minor in memory examines multidisciplinary approaches to understanding the various social, political, cultural, and technological functions of memory. It includes courses in disciplines such as psychology, computer science, gender studies, history, politics, biology, performance studies, Latin American studies, and others. Topics range from studies of trauma to the function of the archive, from the work of memory in the brain to the politics of memory.

### Credits

- A minimum of 16 academic credits

### Courses

- The Gateway Course: Spanish 250/Gender Studies 204(02)/Theatre Arts 204, What Is Memory?
- Three additional 4-credit courses, chosen in consultation with the thematic minor director or chair of the minor, from the following faculty-approved list for the

minor. The choices must span at least two disciplines or programs and must include at least one course at the 300 level.

- German Studies 223, Remembrance of the Holocaust through Film
- Psychology 225, Psychoanalytical Theory
- Psychology 329, Psychology of Trauma

### Other

- Independent study (295 or 395) with any faculty of the committee may be included.
- After consultation with the chair, students choose a minor advisor from the committee.
- Other courses at Mount Holyoke College or the Five Colleges may be included with permission of the student's advisor. However, no more than one course toward the minor may be taken at other schools in the Five Colleges.

## Requirements for the Thematic Minor in War and Society

This minor consists of a multidisciplinary examination of the various ways humans have understood, represented, experienced, and justified war over time and across cultures. Students choose courses on the representation of war through art, literature, media, and film, as well as courses that analyze possible causes of war, including innate human drives, gender differences, socialization, and economic and resource competition. In addition, students choose courses that examine justifications for war from a range of ethical perspectives and the experience of the battlefield.

### Credits

- A minimum of 16 academic credits

### Courses

- The Gateway Course: College 250, War: What Is It Good For?
- Three additional 4-credit courses, chosen in consultation with the thematic minor director or chair of the minor, from the

following faculty-approved list for the minor. The choices must span at least two disciplines or programs and must include at least one course at the 300 level.

- Classics 232, From Hoplites to Legions: Warfare in the Ancient World
- English 373, Gender and War
- History 151, Modern and Contemporary European Civilization
- History 260, Topics in the Recent History of Europe World War I and the Making of the Twentieth Century
- International Relations 270, American Foreign Policy
- International Relations 365, Ethics and International Relations

### Other

- Independent study (295 or 395) with any faculty of the committee may be included.
- After consultation with the chair, students choose a minor advisor from the committee.
- Other courses at Mount Holyoke College or the Five Colleges may be included with permission of the student's advisor. However, no more than one course toward the minor may be taken at other schools in the Five Colleges.

# Five College Course Offerings by Five College Faculty, 2010–2011

## African Studies

*Spring 2011*

**Smith: Government 321**

**Seminar: The Rwanda Genocide in Comparative Perspective**

In 1994, Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar 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 through the UN International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Sierra Leone and the Democratic Republic of the Congo.

*Catharine Newbury*

*Professor of Government (at Smith College in the Five College Program)*

**University of Massachusetts: Political Science 391**

**Women and Politics in Africa**

This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse re-

sponses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

*Catharine Newbury*

*Professor of Government (at Smith College in the Five College Program)*

## Arabic

*Fall 2010*

**Mount Holyoke: Asian 130f(01,02)**

**First Year Arabic I**

This yearlong course introduces the basics of Modern Standard Arabic and concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Mount Holyoke: Asian 232f**

**Second Year 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.

*Mohammed Mossa Jiyad*

*Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)*

*Spring 2011*

**Mount Holyoke: Asian 131s(01,02)**

**First Year Arabic II**

See Mount Holyoke: Asian 130f(01,02) above.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Mount Holyoke: Arabic 233s**

**Second Year 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.

*Mohammed Mossa Jiyad*

*Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)*

**Mount Holyoke: Asian 320s**

**Arab Women Novelists' Works**

The objective of the seminar is to give a well-rounded picture of the problems still confronting women in the Arab world and of the efforts being made by them to achieve a fuller and more equal participation in all aspect of life. Furthermore, the seminar attempts to identify the significant patterns of change in the status of women in the novels of the foremost feminist reformists who, from the turn of the century, have been clamoring for the betterment of condition for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are in the process of creating new roles for women and men in a new society.

*Mohammed Mossa Jiyad*

*Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program)*

## Archaeology

*Fall 2010*

**Mount Holyoke: Anthropology 216(01)**

**Collecting the Past: Art and Artifacts of the Ancient Americas**

Early European explorers, modern travelers, collectors, curators, and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities, and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the Mount Holyoke Art Museum. Limit 15.

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

**Smith: Anthropology 135**

**Introduction to Archaeology**

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limit 30.

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

*Spring 2011*

**Amherst: Anthropology 33**

**The Archaeology of Food**

This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic, and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

**Smith: Anthropology 237**

**Native South Americans**

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include: early migration, cultural classifications, pre-Hispanic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. Team taught by a cultural anthropologist (Donald Joralemon) and archaeologist (Elizabeth Klarich).

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

**Architectural Studies**

*Spring 2011*

**Amherst: ARHA 16/European Studies 52**  
**Designing Architecture across Borders and Time**

In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physi-

cally and theoretically, historically and presently—through digital media. Our process will prompt us to dissect twentieth-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations, and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging them to question the theoretical and practical implications of these interdisciplinary media processes. The prerequisite for this course is Drawing I, but a semester of design or sculpture is recommended. This course will combine lectures, reading, discussion, and extensive studio design. Limited to 11 students.

*Thom Long*

*Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program)*

**Hampshire: HACU 307**

**Think. See. Do—Concentrations in Studio Architecture**

This course is open to second-year Division II and Division III students, and Five College Architectural Studies seniors completing or anticipating thesis studio projects in architecture and design. It will enable students to develop individual projects in a collaborative studio setting. Students will work to further develop their self-proposed projects while learning new design and representational skills to both gain additional insights and hone additional tools for their particular exploration.

This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. The fundamental thinking for this course is that *the power of the art of architecture lies not in the complexity of the object, but in the complexity of the subject*. Through this, our approach will be to dissect, unpack, analyze, and critique the nature and action of subjects (those inhabiting architecture) to formulate design responses and interactions. Students will work with

multiple methodologies and techniques for addressing a wide range of issues from the theoretical to the actual, incorporating new means, methods and applications learned throughout the course. Students must have an individual project ready or in progress at the start of the term. Five College students should have an established work methodology, have taken several studios in architectural design, and intend to use this course to complete a compressed single-semester thesis project.

*Thom Long*

*Assistant Professor of Architecture and Design  
(at Hampshire College in the Five College Program)*

## Art and Technology

*Spring 2011*

**Hampshire: IA 297**

**Video Art in the Twenty-First Century**

To quote artist and critic Catherine Elwes, "Video is the default medium of the twenty-first century." Today, video screens and projections are everywhere from cell phones to building facades, and video has become one of the most prominent media in museum and gallery exhibitions. In particular, screens and projections are a prominent component of much contemporary sculpture and installation. Throughout this course, we will study not only the history of video as gallery art form, but also some of its most important themes, including: structuralism and the form of the moving image, depictions of the body and space, video as a representation of culture and gender, and digital imaging. Readings will include works by theorists Sergei Eisenstein, Laura Mulvey, Marshall McLuhan, and Lev Manovich. We will look at the work of artists Joan Jonas, Martha Rosler, Vito Acconci, Bill Viola, Mariko Mori, and Matthew Barney, among others. Mostly importantly, this is a studio critique course. During the semester students will create a number of screen-based and video installation works. Prerequisites: Some experience with basic video production and editing tools (your home camera and iMovie are fine) and at least one studio art course in any medium.

*John Slepian*

*Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith colleges in the Five College Program)*

**Smith: Art 361**

**Interactive Digital Multimedia**

This course emphasizes individual projects and one collaborative project in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3-D animation, video and audio production) developed in the context of interactive multimedia production for performance, installation, CD-ROM, or Internet. Critical examination and discussion of contemporary examples of new media art will augment this course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14.

*John Slepian*

*Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith colleges in the Five College Program)*

## Asian/Pacific/American Studies

*Fall 2010*

**Amherst: American Studies 11**

**Changing America**

This course introduces students to the interdisciplinary field of American studies by exploring a central theme: "change" in America. Since its inception as a nation-state and an ideal, "America" has been open to contestation over its meaning and manner of belonging. Who or what constitutes America? How has that constitution changed over time, and what might that tell us about the possibilities for its future? How does the field of American Studies offer particular methods that help us think through these changes, to think through the relationship between thought and action? The course will outline a broad sweep of U.S. history while focusing in on particular moments and/or examples to provide depth. Topics may include, but not be limited to, immigration, U.S. imperialism, borders, civil rights, cultural production, and material culture. Throughout, we will pay particular attention to how America has been

shaped by struggles for racial, ethnic, gender, class, and sexual freedoms, focusing on how these have been situated within formal and informal social movements. In addition, we will consider the shift within American studies from an emphasis on American “exceptionalism” to a consideration of America’s enduring social, political, and cultural structures in a global, transnational framework. We will draw course materials from a range of sources and perspectives, such as those found in popular culture, historical archives, critical race theory, film, music, sociology, critical legal studies, literature, visual culture, and social and cultural history. In addition, as possible, the course will include guest speakers currently involved in the process of “changing America.”

*Sujani Reddy*

*Assistant Professor of American Studies (at Amherst College in the Five College Program)*

#### **Hampshire: SS 269**

##### **From “Cheap Labor” to “Terror Suspect”: South Asian Migration and U.S. Racial Formation**

This course focuses on the political, economic, ideological, social, and cultural dimensions of South Asian migration to the United States as a case study for investigating processes of U.S. racial formation. In particular, we will unpack both the “exceptionality” of elite migration from South Asia (the “model minority”) and the post-9/11 category of South Asian/Arab/Muslim within the larger context of South Asian diaspora (hi)stories. We will begin, roughly, with Indian labor migration with the system of British colonial indenture, proceed through the “free” labor migration of workers in the colonial and postcolonial period, and conclude with the place of South Asia and South Asians in the U.S.-led war on terror. Our approach will be interdisciplinary, working with social theory and history as well as literature, film, and music. Our primary analytic lens will be critical race theory, broadly construed to interrogate the interrelationships between hierarchies of race, gender, class, sexuality, nation, and religion.

*Sujani Reddy,*

*Assistant Professor of American Studies (at Amherst College in the Five College Program)*

*Spring 2011*

#### **Amherst: American Studies 32**

##### **Racialization in the U.S.: The Asian/Pacific/American Experience**

This course is an interdisciplinary introduction to Asian/Pacific/American studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures, and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geopolitics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and cooperation, cultural and media representations by and about Asian Americans, diaspora, and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality, and nation. The ultimate goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry. Limited to 20 students.

*Sujani Reddy,*

*Assistant Professor of American Studies (at Amherst College in the Five College Program)*

#### **Smith: American Studies 221**

##### **From Civil Rights to Immigrant Rights: The Politics of Race, Nation, and Migration Since World War II**

This course defines, analyzes, and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities, and the question of immigrant rights. We will begin by examining both race and racism as elements in the historical process of “racialization” and proceed by positing racialization as key to understanding the political, economic, social, and cultural dynamics of the United States. Our inquiry will begin with World War II and its immediate aftermath, paying particular at-



tention to struggles for civil rights, the continuity of race-based social justice movements, and the emergence of a “post-civil rights” political landscape in the U.S. From there, we will continue through to the present day. Topics will include an outline of the basic patterns of migration to the United States; the role that empire has played in creating these flows; questions of naturalization, citizenship, and family reunification; immigrant labor; “illegal” immigrants; nativism and anti-immigration movements; criminalization, incarceration, and deportation; the politics of culture; the relationships between gender, sexuality, race, class, and nation; and diaspora/transnationalism. We will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider.

*Sujani Reddy*

*Assistant Professor of American Studies (at Amherst College in the Five College Program)*

## Dance

*Fall 2010*

### Amherst: Theater and Dance 24

#### Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop

Cool, candid, athletic; playful, arrogant, and promiscuous: Sixties experimental dance works were wildly divergent but can collectively be seen as a revolt against the institution of American modern dance as they offered bold alternatives as to who was a dancer, what made a dance, what was “beautiful” and worth watching, and what was “art.” Mirroring the decade that was marked by tumultuous social and political change, and guided by the decade’s liberating ideal, sixties vanguard dancers often outrageously (and naively) invalidated modern dance’s authority by “going beyond democracy into anarchy,” Jill Johnston wrote about the rebels of the Judson Dance Theatre. “No member outstanding. No body necessarily more beautiful than any other body. No movement necessarily more important or more beautiful than any other movement.” This survey of twentieth-century American dance 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 when the body continued to be the site for debates about the nature of gender, ethnicity and sexuality. We will investigate how the political and social environment of the sixties, particularly the black power and women’s movements, informed the work of succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

### Hampshire: HACU/SS 128T

#### Protest Traditions in American Dance: African American Social and Performance History

African American dance and music traditions have played critical roles in African American struggles to sustain their humanity—to express joy and pain through their bodies and through a particular relationship to rhythm. This class will explore the forms, contents, and contexts of black traditions that played a crucial role in shaping American dance in the twentieth century; looking to how expressive cultural forms from the African diaspora have been transferred from the social space to the concert stage, and inhaled wholesale into the mainstream of American popular culture. Viewing American cultural history through the lens of movement and performance, we will begin with an exploration of social dance during slavery and the late nineteenth century when vibrant social dances insisted that black bodies, generally relegated to long hours of strenuous labor, devote themselves to pleasure as well. The bulk of the course will focus on black protest traditions in discerning how the cakewalking performances of Ada Overton and George Walker; protofeminist blues and jazz performances of Bessie Smith and Josephine Baker; stair dances of Bill Robinson and class-act tap dancing of Honi Coles and Cholly Atkins; protest choreographies of Katherine Dunham, Pearl Primus, Donald McKayle, and Eleo Pomare; resistive choreographies of Jawole Willa Jo Zollar and Ronald K. Brown;

and the hip-hop performances of Rennie Harris can be viewed as corporeal embodiments of the centuries-long freedom struggle—whether nonviolent, confrontational, or contestational—and how these modes of performance reflect an increasing independent free black voice demanding equal inclusion in the body politic. This course will provide a strong foundation for students who want to pursue black studies and will acquaint students with methodologies utilized in performance and historical studies.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

*Spring 2011*

#### **Hampshire: HACU 270**

##### **Jazz Modernism**

Embellishing upon Ralph Ellison's astute remark that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of modern American expressive culture in the twentieth century. We will learn as much about jazz as an American vernacular musical form with a distinct African heritage, as how the music has made its cross-disciplinary mark in the literary, visual, and performing arts. Learning how to listen to the music is crucial to recognizing how jazz became the motive and method for shaping a distinctly modernist aesthetic. We will examine the relationship between jazz music and dance, looking at how jazz rhythm, improvisation, call-and-response patterning, and elements of swing altered the line, attack, speed, weight, and phrasing of contemporary dance forms. And ultimately consider jazz as the master trope of the twentieth century, the definitive sound and shape of America. This course invites musicians, dancers, visual and media artists to engage in the process of making jazz art; and requires an out-of-class jazz listening lab.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

#### **Smith: Dance 377**

##### **Fleeting Images: Choreography on Film**

From silent slapstick comedies, animated cartoons, water ballets, and grandiose musicals to experimental abstractions, martial arts action films, and music television videos, the dancing body has riveted the camera's eye since the creation of moving pictures at the turn of the twentieth century. This course examines the centrality of dance in the motion picture and, at the same time, shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true 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. As we analyze the kinetic images that are choreographies of body and camera (discerning how each move is rhythmically paced, shot, edited, and scored; and the roles of the choreographer, director, editor in shaping and controlling the moving image), we hope to enlarge the concept of dancing in film genres and gain an understanding of how dance functions to maintain and assert cultural and social identities. Putting theory into practice, we will form small group collaborations to create an original study in choreography for the camera. Students will be expected to engage in all aspects of production, from concept, storyboard, choreography and performance to direction, lighting, sound, and editing.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

## **English**

*Fall 2010*

#### **Hampshire: HACU 295**

##### **Religion, Magic, and the Shakespearean Stage**

Religious rituals, black magic, and theatrical entertainment were linked by controversy in Shakespeare's England: were they potent acts or empty performances? How did they seduce and endanger unwitting audiences?

Foregrounding the plays of Shakespeare and his contemporaries, we will explore the intersecting cultural histories of religious persecution, witchcraft trials, and movements to close down the theaters. We will consider how England's religious culture was destabilized not only by the Protestant Reformation but also by global trade and travel, which increasingly exposed the English to Islam, Judaism and other religions of the world. To what extent did audiences believe in the power of Othello's witchcraft, Prospero's conjuring, or Paulina's miraculous resurrection? Why was theatrical enactment considered so dangerous? Our focus will extend beyond the interpretation of simple representational allusions to grapple with the particular semiotics of theatrical performance. Plays may include *The Winter's Tale*, *Hamlet*, *The Comedy of Errors*, *Love's Labor's Lost*, *Othello*, *Macbeth*, *The Tempest*, *Pericles*, *The Witch of Edmonton*, and *Faustus*. [limited to Div 2 and Div 3 students]

Jane Degenhardt

Assistant Professor of English (at the University of Massachusetts in the Five College Program)

#### UMass: English 221

##### Shakespeare Lecture

This course offers a broad survey of Shakespeare's plays, including a sampling of comedies, tragedies, histories, and romances. We'll unlock the mysteries of Shakespeare's plays by focusing on the beauty of their language, the cultural norms that they challenge, and the realities of theater and performance in Renaissance England. Why do we read Shakespeare? Why do his plays continue to resonate today? Under what conditions were his plays written and performed? Through careful reading and discussion, we will explore what makes Shakespeare's plays so powerful, both for Renaissance audiences and for modern-day ones. Special attention will be given to Shakespeare's exploration of cultural outcasts, his playful manipulations of gender and sexuality, and his often unsettling moral messages. Two essays, a mid-term, and a final exam. Attendance at lecture and consistent participation in discussion sections required.

Jane Degenhardt

Assistant Professor of English (at the University of Massachusetts in the Five College Program)

Spring 2011

#### Amherst: English 51

##### Encountering Islam in Medieval and Renaissance Literature

This course provides an introduction to some of the most popular texts of the medieval and Renaissance periods in England by focusing on stories of Christian-Muslim encounter. These stories of interfaith conflict and union offer an important prehistory to the highly charged relations between Christians and Muslims today. Such interfaith encounters lay at the center of numerous early modern texts, generating a wide variety of stories about love, warfare, friendship, and conversion. We will place these stories in their proper historical contexts, learning about the history of the Crusades as well as about the rise of English commerce with the Ottoman empire. How did literature contribute to the formations of religious, national, and racial identity? We will consider the interrelations between literary form and cultural history, as well as the significance of genre in shaping stories of Christian-Muslim encounter. Texts include poetry, prose, and drama by such authors as Geoffrey Chaucer, John Mandeville, Geoffrey of Monmouth, Edmund Spenser, William Shakespeare, Christopher Marlowe, Mary Wortley Montagu, and others.

Jane Degenhardt

Assistant Professor of English (at the University of Massachusetts in the Five College Program)

#### UMass: English 391N

##### British Literature Survey I

This course provides a survey of medieval and Renaissance literature, with a thematic focus on sex and violence. 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. You'll learn about Chaucer, Spenser, and Shakespeare, but you'll also learn about the different worlds in which they lived and the categories through which they imagined other, more fantastical worlds. Primary texts include Chretien de Troyes' *Knight of the*

*Cart*; selections from Chaucer's *Canterbury Tales*; Spenser's *The Faerie Queen*; Shakespeare's *Othello* and *Measure for Measure*; John Donne's *Holy Sonnets*; and Behn's *Oroonoko*. The course fulfills the requirement for English 201.

Jane Degenhardt

*Assistant Professor of English (at the University of Massachusetts in the Five College Program)*

## Film/Video

Fall 2010

**Hampshire: HACU124T**

**Feminist Film and Performance**

This course combines film/video practice and theory. Through readings, screenings, and discussion we will question the visual and performative approaches of a range of filmmakers and performers. We will discuss the works of Yamina Benguigui, Ximena Cuevas, Martha Rosler, Fanta Regina Nacro, and Mona Hatoum among others, and will examine the diverse performative strategies these artists use to confront questions of feminism, gender, race, sexuality, and transnationality. We will consider the ways in which these works cut across performative codes in moves that question the act and meaning of performance in relation to media; how they reflect the artists' drive to create visual and physical languages that embody the questions and ideas that inspire them. Students will complete two projects in film or video.

Baba Hillman

*Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)*

**Mount Holyoke: FS210**

**Experimental Documentary: Beginning Video Production**

In this course, we'll radically rethink what it means to use film to tell the truth, bear witness, or represent reality. We'll explore work that challenges conventions while still locating itself (if uneasily) under the umbrella of documentary. Through screenings, readings, and our own video projects, we will investigate various critical interventions into the form. We will look at the diary film, performative documentary, reworked archival im-

agery, the essay film, ambient video, multimedia, hybrid forms, queered texts, and more. And as introduction to video production, the course will provide a foundation in the principles, techniques, and equipment involved in making short videos.

Prerequisite: Introduction to Film Studies.

Application and permission of instructor required. Enrollment limited to 12.

Bernadine Mellis

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

**Smith: FLS 282**

**Advanced Video Seminar: Documentary Production Workshop**

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10–20 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Come with your idea; we will hit the ground running with proposal writing the first week.

Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 10.

Bernadine Mellis

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

**UMass: Comm 497J**

**Advanced Video Production: Paris and the Banlieues: Cityscape and Cinematography in French and Francophone Cinema**

This advanced film/video production/theory course will address changing cinematic representations of the architecture and urban space of Paris and the surrounding suburbs. We will consider shifting representations of the city and the body of the performer in the films of Jean Vigo, Jacques Rivette, Marcel Carné, Jean-Luc Godard, Claire Denis, Abdelatif Kechiche, and Yamina Benguigui. We will analyze performances of identities, emphasizing the body as the primary site of a daily ne-

gotiation of language and culture. Students will be encouraged to question how performative languages of movement and speech, in relation to architecture and geography, function as aesthetic systems that reflect the ways in which the body is coded in terms of gender, race and class. Workshops on cinematography, lighting, sound, and directing will be offered, and students will be expected to complete three video projects. The course will also include a study of texts by Carrie Tarr, Giuliana Bruno, Sadie Plant, and Michel Chion.

*Baba Hillman*

*Associate Professor of Video/Film Production  
(at Hampshire College in the Five College Program)*

*Spring 2011*

#### **Amherst: English 82**

##### **Production Workshop: Narrative Cinema in a Global Context**

This course will introduce students to a diverse range of approaches to narrative filmmaking. Students will gain skills in videomaking and criticism through project assignments, readings, and analysis of critical discourses that ground issues of production. The course will include workshops in cinematography, sound recording, lighting and editing. Screenings will include works by Jia Zhangke, Claire Denis, Charles Burnett, and Lucrecia Martel. Students will complete three video projects.

*Baba Hillman*

*Associate Professor of Video/Film Production  
(at Hampshire College in the Five College Program)*

#### **Hampshire: HACU 399**

##### **Film/Photography/Video Studies Seminar**

This course is open to film and photography concentrators in Division III and others by consent of the instructor. The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism and exchange. In addition, specific kinds of group experience will be offered: field trips to museums, galleries, and other environments; a guest lecture and workshop

series; and encounters with student concentrators, teachers, and professionals who are in the other visual arts or related endeavors.

There will be a \$50 lab fee. Enrollment is limited to Division III concentrators; contracts must have been filed prior to enrollment. All others must have permission of the instructor.

*Baba Hillman*

*Associate Professor of Video/Film Production  
(at Hampshire College in the Five College Program)*

#### **Mount Holyoke: Film Studies 310**

##### **Documentary Workshop: Advanced Video Production**

See Smith: FLS 282 above.

*Bernadine Mellis*

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

#### **UMass: Comm 397CC**

##### **Intro to Video Production: First-Person Documentary**

This introductory video production course will emphasize documentary filmmaking from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings, and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12.

*Bernadine Mellis*

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

## Geosciences

*Fall 2010*

**UMass: Geo 105**

### **Dynamic Earth**

The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the scientific ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the 79 A.D. eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (Washington), Pinatubo (Philippines), and Kilauea (Hawaii).

*J. Michael Rhodes*

*Professor of Geochemistry (at the University of Massachusetts in the Five College Program)*

*Spring 2011*

**UMass: Geo 591V**

### **Volcanology**

A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor, and Cascade volcanism. Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook, and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper. Honors students will "adopt" a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester and prepare a final term report on their adopted volcano.

*J. Michael Rhodes*

*Professor of Geochemistry (at the University of Massachusetts in the Five College Program)*

## History

*Fall 2010*

**Amherst: History 13**

### **Medieval Europe: From Charlemagne to Columbus**

The period from the rise of the Holy Roman Empire to the discovery of the New World has been rightly described as the "making of Europe." This course explores aspects of medieval institutions, society, and culture from the Mediterranean to Scandinavia and beyond, looking at royal and aristocratic authority, the power of the papacy, and the emergence of urban classes. Attention will be drawn to agrarian and commercial revolutions, to technological advances and revivals of intellectual activity, letters and the arts, but also to warfare and religious conflict. We will discover how people lived, how they viewed themselves, and how their perceptions of the world changed. Two class meetings per week.

*Teresa Shawcross*

*Assistant Professor of History (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 217**

### **The Crusades**

Immortalized in modern books and on film, the Crusades were a central phenomenon of the Middle Ages. This course examines the origins and development of the Crusades and the Crusader States in the Islamic East. It explores dramatic events, such as the great Siege of Jerusalem, and introduces vivid personalities, including Richard the Lionheart and Saladin. We consider aspects of institutional, economic, social, and cultural history and compare medieval Christian (Western and Byzantine), Muslim, and Jewish perceptions of the crusading movement. Finally, the resonance the movement continues to have in current ideological debates will be subjected to critical examination.

*Teresa Shawcross*

*Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 301**

**Women and Gender in the Middle East**

Middle Eastern women are often portrayed in the Western media as oppressed, and a fixed, unchanging notion of "Islam" is frequently cited as the most significant source of such oppression. But what exactly is meant by "Middle Eastern women"? This seminar is designed to provide students with a nuanced historical understanding of issues related to women and gender in the region, including countries from Morocco to Iran, and including Turkey. After an introduction to the main themes and approaches in the study of gender in the region, the first part of this course examines the development of discourses on gender as well as the lived experiences of women from the rise of Islam to the high-point of the Ottoman Empire. The second part focuses on nineteenth- and twentieth-century history. Topics to be covered include the politics of marriage, divorce, and reproduction; women's political and economic participation; and Islamist movements. The final section of the course explores the new fields of masculinity, homosexuality, and transsexuality in the Middle East.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Smith: History 208**

**Making of the Modern Middle East**

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. Examines multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Throughout, special attention is devoted to the changes affecting the lives of individuals and social groups like women, workers, and peasants.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

*Spring 2011*

**Amherst: History 38**

**The Crusades**

See Mount Holyoke: History 217 above.

*Teresa Shawcross*

*Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 111**

**Middle East History from the Rise of Islam to the Ottoman Empire**

Survey of principal economic, social, cultural, and political features of the Middle East and North Africa from late sixth through seventeenth centuries. Topics include: rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 219**

**The Byzantine Empire**

Based in Constantinople, ancient Byzantium and present-day Istanbul, the Eastern Roman or Byzantine Empire, survived the collapse of the Western Roman Empire by over a millennium. This long-lived state on the crossroads of Europe and Asia was Roman in law, civil administration, and military tradition, but predominantly Greek in education and language, and Christian in religion. The course explores the changing face of medieval Byzantium as it turned itself into one of the greatest civilizations the world has ever known. We trace the Empire's survival through the dramatic centuries of the Islamic conquests, iconoclasm, and the Crusades, until its final fall to the Ottoman Turks.

*Teresa Shawcross*

*Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Smith: History 307**

**The Middle East and World War I (Seminar)**  
This seminar will examine the Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal yet completely understudied historical moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, and new social, cultural, economic, and religious formulations. Topics covered include democratic and anticolonial formulations, Arab and state nationalisms, Zionism, and Islamism, as well as labor, communist, and women's movements. We will do close readings of a variety of primary sources, including diplomatic and political documents, memoirs, press clipping, photographs, and films.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

## International Relations

*Fall 2010*

**Amherst: Political Science 84**

**Seminar on International Politics: Global Resource Politics**

An assessment of the international political dynamics arising from competition for access to diminishing supplies of energy, water, land, food, and other vital resources. We will consider both the prospects for friction and conflict arising from this competition and also the potential for competition in developing sustainable solutions.

*Michael T. Klare*

*Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)*

**Hampshire: SS 205**

**America and the World**

An assessment of the global challenges facing the United States at a time of relative decline and the policy options available to the

Obama administration in addressing these challenges. We will examine the rise of China, nuclear proliferation, energy competition, and global warming, among other issues.

*Michael T. Klare*

*Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)*

**Hampshire: SS 279**

**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 U.S. have on the development of democracy around the world and on 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.

*Jon Western*

*Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)*

**Mount Holyoke: International Relations 270**  
**American Foreign Policy**

(Same as Politics 270) In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible objectives in a post-cold war world. Particular attention is paid to the relationship between domestic interests and foreign policy, the role of nuclear weapons in determining policy, and the special difficul-



ties in implementing a democratic foreign policy. See

<http://www.mtholyoke.edu/acad/intrel/afps98.htm> for a more detailed description. *Meets Social Sciences III-A requirement*

*Jon Western*

*Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)*

*Spring 2011*

**Amherst: Political Science 82**

**U.S. Foreign Policy, Human Rights, and Democracy**

See Hampshire: SS 279 above.

*Jon Western*

*Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)*

**Hampshire: SS 267**

**Resources, Climate, and Security**

An assessment of the security dangers arising from resource scarcity, resource competition, and global warming, at the local, national, and international levels. We will examine such problems as global energy competition, water scarcity, food insecurity, and the collapse of natural habitats due to climate change - considering the prospects for friction and conflict as well as possible options for cooperative sustainable solutions.

*Michael T. Klare*

*Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)*

**Mount Holyoke: International Relations 241s**

**Global Resource Politics**

This course will examine the global competition for vital natural resources, especially oil, natural gas, water, food, and key industrial minerals. The course will begin with a review of the role of resource competition in human history and an assessment of the potential for international friction and conflict arising from disputes over scarce or contested supplies of vital materials. Particular emphasis will be placed on the geopolitics of oil, natural gas, and water. The impact of global warming on the future availability of water,

food, and other key resources will also be considered. Students will be expected to acquire a general knowledge of the global resource equation and to examine a particular resource problem in considerable depth.

*Michael T. Klare*

*Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)*

**Mount Holyoke: International Relations 319**  
**U.S. Foreign Policy, Human Rights, and Democracy**

See Hampshire: SS 279 above.

*Jon Western*

*Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)*

## Italian

*Fall 2010*

**UMass: Italian 126H**

**Intensive Elementary Italian Honors**

The course's goal is to provide students with the opportunity to gain functional fluency in Italian in one semester so that they can, in future semesters, integrate language into their major concentrations. In addition to mastering the traditional four skills (speaking, listening, reading, writing), students will simultaneously use the language as a bridge to Italy's culture, history, and literature. Unlike the non-honors Italian 126, this course meets five times per week with the professor and an additional hour in small conversation groups with a native speaking fellow from the Università di Bologna-Forlì hosted by the UMass Italian program. First years and sophomores only.

*Elizabeth H. D. Mazzocco*

*Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program)*

## Japanese

*Fall 2010*

### **Amherst: Japanese 13**

#### **Introduction to Thematic Reading and Writing**

This course is designed for the advanced students of Japanese who are interested in readings and writings on topics that are relevant to current Japanese social issues. Each student will learn how to search for the relevant material, read it, and summarize it in writing in a technical manner. The course will also focus on the development of a high level of speaking proficiency. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. One group meeting and one individualized or small group evaluation per week are normally required throughout the semester.

Prerequisite: Japanese 12 or equivalent.

*Fumiko Brown*

*Five College Lecturer in Japanese*

### **Mount Holyoke: Asian Studies 324**

#### **Third-Year Japanese I**

This course helps students attain 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. Prerequisite: Asian 223 or equivalent (see Ms. Nemoto for replacement); 4 credits

*Fumiko Brown*

*Five College Lecturer in Japanese*

*Spring 2011*

### **Amherst: Japanese 14**

#### **Thematic Reading and Writing**

This course is a continuation of Japanese 13. In addition to learning how to search for the relevant material, read it with comprehension and produce a high level of writing, the students will learn to conduct a small research project in this semester. The course will also focus on the development of a high level of speaking proficiency through discussions with classmates and the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. One group

meeting and one individualized or small group evaluations per week are normally required throughout the semester. Prerequisite: Japanese 13 or equivalent.

*Fumiko Brown*

*Five College Lecturer in Japanese*

### **Mount Holyoke: Asian Studies 326s**

#### **Third-Year Japanese II**

This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Meets language requirement; does not meet a distribution requirement. Prerequisite: Asian 324 or equivalent; 4 credits; enrollment limited to 15.

*Fumiko Brown*

*Five College Lecturer in Japanese*

## Korean

*Fall 2010*

### **Smith: Korean 101**

#### **Korean I**

An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading, and writing skills. This course is designed for students with little or no background in Korean. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

### **Smith: Korean 201**

#### **Korean II**

This course places equal emphasis on oral/aural proficiency, grammar, and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: 102 or permission of the instructor. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

### **UMass: KOR 301/ ASIANS 397C**

#### **Korean III**

Continued development of speaking, listening, reading, and writing, with more advanced grammatical points and vocabulary. Korean proverbs and Chinese characters are

introduced. Prerequisite: 202 or permission of the instructor. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

*Spring 2011*

**Smith: Korean 102**

**Korean I**

A continuation of 101. Prerequisite: 101 or permission of the instructor. Enrollment limited to 15. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

**UMass: Korean 202/ASIAN 297B**

**Korean II**

A continuation of 202. Prerequisite: 202 or permission of the instructor. Enrollment limited to 15. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

**Russian, East European, Eurasian Studies**

*Fall 2010*

**Smith: History 101-2**

**Colloquium: Introduction to Historical Inquiry**

Colloquia with a limited enrollment of 18 and surveys with enrollment limited to 40, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a history major or minor. The course treats films produced during the Soviet era as cultural artifacts. Studying these films in their proper contexts introduces basic tools for historians: how to approach a historical artifact, how to read sources critically, and how to reconstruct intended and unintended meanings. The course follows the traditional outline of Soviet history, beginning with the Bolshevik takeover in October 1917 and ending with the post-Soviet period. Topics include the cultural experimentation of the 1920s, collectivization, industrialization, the Great Terror, World War II, the Cold War, and the rise of the Soviet middle class in

the 1960s and 1970s. Enrollment limited to first-years and sophomores.

*Sergey Glebov*

*Assistant Professor of History (at the University of Massachusetts in the Five College Program)*

**UMass: History 315**

**Tsarist Russia**

Survey of Russian history from the ninth to the twentieth century. Development of absolute, centralized monarchy; Russia's cultural and political interaction with its neighbors, including the Byzantine Empire, the Tartars, Poland, and western Europe.

*Sergey Glebov*

*Assistant Professor of History (at the University of Massachusetts in the Five College Program)*

*Spring 2011*

**Amherst: History 6/Russian 20**

**Introduction to the Peoples and Cultures of Eurasia**

This course explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. A home to Christianity and Buddhism, Islam and Judaism, Eurasia presents itself as a venue for studying interactions between major cultures of the world over the course of many centuries. As it embarked upon building Communism in the twentieth century, it produced its own material and ideal world, which influenced Communist and Socialist regimes across the globe. We will discuss how this region was 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"? What was the impact of imperial formations, such as the Mongol Empire of Chingis-khan's heirs or the Empire of the Romanovs, upon the history of the region's diverse peoples? How important was the influx of European ideas and practices from the fifteenth century onwards? We shall look at how the emerging modern nations incorporated or obliterated their imperial pasts and struggled over the meaning of past events. We shall also explore how empires dominated and colonized particular spaces and how this domination was resisted or accommodated in

different parts of Eurasia. We will read historical documents, from *The Secret History of the Mongols*, to the writings of the Islamic modernist, Ismail-bey Gaspirali, to Joseph Stalin's vision of the Soviet Socialist state composed of modern nations. The class itself will consist of a series of lectures and discussions, each led by a specialist in a particular area of Eurasian studies from the Five Colleges. By the end of this class you should be well-acquainted with the emergence of nations and regions such as East Central Europe, Central Asia, and the Caucasus, as well as with how these regions fared in the cultural imagination of modern Europe. You will also know well the resources available in the Five College area for the study of the region. The class has no specific prerequisites and requires no prior knowledge of the history or the present of Eurasia. This class is one of the requirements for the Five College Certificate in Russian, East European, and Eurasian Studies. Among the assignments are three reaction papers, a final paper, and a book review.

*Sergey Glebov*

*Assistant Professor of History (at the University of Massachusetts in the Five College Program)*

#### UMass: History 316

##### Soviet Russia

A survey history of the USSR focusing on political life and structures, economy, and social "construction" and decay. Students will be graded on two to three essays and class participation. We will use a text and primary sources in English translation. Grading will be on midterm, final, and a short paper.

*Sergey Glebov*

*Assistant Professor of History (at the University of Massachusetts in the Five College Program)*

# 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

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Ph.D., M.S., University of Maryland; B.A., Stanford University

Siraj Dean Ahmed

*Assistant Professor of English*

Ph.D., Columbia University; B.A., University of Pennsylvania

Waquar Ahmed

*Visiting Assistant Professor of Geography*

Ph.D., Clark University; M.Phil, M.A., Jawaharal Nehru University

Katherine Aidala

*Clare Boothe Luce Assistant Professor of Physics*

Ph.D., M.A., Harvard University; B.S., Yale University

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M.A., Brown University; M.L.S., Wayne State University; B.A., Oakland University

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Rose Marie Flachs

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Terese Freedman

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B.A., University of Colorado

Sarah C. Frenette

*Visiting Instructor in Psychology and  
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M.Ed, A.B., Smith College

Jeanne Friedman

*Senior Lecturer in Physical Education and  
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M.S., University of Washington; B.S., Boston  
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Satyananda Gabriel

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