



Bulletin & Course Catalogue
2011–2012

Contents

v	2011–2012 Academic Calendar
1	About Mount Holyoke College
4	The Bachelor of Arts Degree and College Requirements
11	Other Degree and Certificate Programs
11	11 The Second Bachelor's Degree
11	11 Dual-Degree Programs
13	13 The Graduate Degree Program
13	13 Certificate and Licensure Programs
16	Special Programs and Resources
16	16 The Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts
17	17 The Dorothy R. and Norman E. McCulloch Center for Global Initiatives
20	20 Foreign Languages at Mount Holyoke College
20	20 The Leslie Miller and Richard Worley Center for the Environment
22	22 Library, Information, and Technology Services
23	23 Internships
23	23 Exchanges and Semester Programs
24	24 Intersession
25	25 Independent Study
25	25 Honors Thesis
26	The Five College Consortium
26	26 About the Consortium
27	27 Five College Certificate Programs
39	Academic Regulations
48	Academic and Career Advising
48	48 Academic Advising
48	48 Career Advising
51	Admission
51	51 Undergraduate Admission
53	53 The Frances Perkins Program
54	54 Graduate Admission
56	Fellowships for Mount Holyoke Alumnae and Graduating Seniors
59	Tuition and Fees
66	Financial Aid
77	Key to Course Descriptions/Special Courses
77	77 First-Year Seminar Program
80	80 Courses for Multicultural Perspectives
85	85 Foreign Literature Courses in Translation
86	86 English for Speakers of Other Languages
87	87 Writing-Intensive Seminars
92	92 Speaking-Intensive Seminars
96	96 Community-Based Learning

Courses of Study

98	Departmental and Interdisciplinary Majors
99	Minors and Five College Certificates
101	African American and African Studies
109	Ancient Studies
110	Anthropology
113	Architectural Studies
116	Art History

125	Art-Studio
129	Asian Studies
139	Astronomy
144	Biochemistry
147	Biological Sciences
157	Chemistry
164	Classics
171	College Courses
172	Complex Organizations Program
175	Computer Science
180	Critical Social Thought
186	Curricular Support Courses
188	Dance
197	Economics
203	Educational Studies
205	English
225	Environmental Studies
233	European Studies
240	Film Studies
251	French
259	Gender Studies
276	Geography
281	Geology
286	German Studies
295	History
312	Interdisciplinary Minors
313	International Relations
319	Italian
323	Jewish Studies
327	Latin American Studies
332	Mathematics
339	Medieval Studies
342	Music
354	Neuroscience and Behavior
356	Nexus Minors
360	Philosophy
369	Physical Education and Athletics
380	Physics
385	Politics
397	Psychology
407	Psychology and Education
414	Religion
424	Romance Languages and Cultures
427	Russian and Eurasian Studies
436	Sociology
440	Spanish (Hispanophone Studies)
448	Statistics
451	Theatre Arts
457	Thematic Minors
463	Five College Course Offerings by Five College Faculty, 2011–2012
484	Appendix

2011–2012

Academic Calendar

International Student Orientation

Online registration opens

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
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

Intersession

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 29

Wednesday, August 31

Wednesday, August 31–Tuesday, September 6

Sunday, September 4

Tuesday, September 6

Wednesday, September 7

Tuesday, September 20

Tuesday, September 27

Saturday, October 8–Tuesday, October 11

Friday, October 21–Sunday, October 23

Monday, October 31–Friday, November 4

Sunday, November 6

Monday, November 7–Friday, November 18

Thursday, November 17

Thursday, November 17

Wednesday, November 23–Sunday, November 27

Tuesday, December 13

*Wednesday, December 14–Friday December 16,
7 pm*

*Friday, December 16 7 pm–Tuesday, December 20
noon*

Tuesday, December 20 noon–Monday, January 2

Tuesday, January 3–Friday, January 20

Monday, January 16 (no classes)

Saturday, January 21–Tuesday, January 23

Wednesday, January 18

Tuesday, January 24

Monday, February 6

Monday, February 13

Saturday, March 17–Sunday, March 25

Monday, April 2–Friday, April 6

Monday, April 9–Friday, April 20

Monday, April 9–Friday, April 27

Monday, April 9

Monday, April 9

Monday, April 30

Tuesday, May 1–Thursday, May 3, 7 pm

Thursday, May 3, 7 pm–Monday, May 7 noon

Friday, May 18–Sunday, May 20

Saturday, May 19

Sunday, May 20

Friday, May 25–Sunday, May 27

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 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 Intersession offering opportunities for research, independent study, projects of students' own choice, travel, internships, and noncredit study. 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 interdepartmental interaction, collaborative research, pedagogical innovation, and curricular planning. Students benefit from hands-on work with sophisticated instrumentation often reserved for graduate students at other institutions. The equipment inventory includes a solar greenhouse, a state-of-the-art microscopy facility, two nuclear magnetic resonance spectrometers, a mass spectrometer, extensive molecular biology and genomics instruments, 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

16,000 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 website at <http://www.mtholyoke.edu/registrar/docs/registrar/permission.pdf>.

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 (dvandhand@mholyoke.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 studies, 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 8 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 12 credits must be at the 300 level, divided between two or more departments or programs. Students who declare one of these interdisciplinary majors or a special major automatically fulfill the “outside the major” requirement. Note: the ancient studies and gender studies majors are interdisciplinary in nature, but students in these majors do not automatically fulfill the “outside the major” requirement.

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

Requirement Completion

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

A frequently asked question is whether a student may use a particular course to satisfy more than one degree requirement. The following chart provides a simplified reference in addressing that question:

Can a single course be used to fulfill the requirements of both:

- A major and a second major: No
- A major and a minor (regardless of whether departmental, interdisciplinary, Nexus, thematic, or special minor): No
- A major and a Five College certificate: Yes
- A minor and a Five College certificate: Yes
- The Multicultural Perspectives requirement and any other requirement: Yes
- Any distribution requirement and a major: Yes
- Any distribution requirement and a minor: Yes

Academic Deficiencies

To enter the sophomore class, a student must pass at least 24 credits within two semesters; to enter the junior class, at least 56 credits within four semesters; and to enter the senior class, at least 92 credits within six semesters. Students with fewer than the required credits will ordinarily receive a warning on credits and may be reclassified. At the end of each semester, the Academic Administrative Board reviews the records of all 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 website at 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 November 15 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), Wei Chen (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/.

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.

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 Pre-Health Program

The Postbaccalaureate Pre-Health 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 1. The deadline for admission in the fall is March 15. 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 or veterans benefits.

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

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

Foreign Fellowship Program

Mount Holyoke awards 13 fellowships annually to international students who assist in a language department while studying for the Certificate for International Students. These awards are open to students who are native speakers of Italian or Spanish, who have completed at least one year of university study in their home country, and who expect to return home after completion of their studies in the United States. Foreign fellowships cover full tuition, room and board, and a stipend for six to eight

hours of work per week as conversation assistants in the language department. Completed applications are due February 1 each year. For more information and application forms, contact the 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/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 generate intensive exchanges and discussion that impact directly courses and classroom interactions.

Speaking, Arguing, and Writing Program (SAW)

SAW is known internationally for the innovative ways it provides resources to empower students to be leaders who can think critically and creatively and speak and write 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 students as speakers, arguers, and writers in the context of specific course material. SAW peer mentors also staff the SAW Center, where they are available to students from across the disciplines for individual sessions. The SAW program hosts campus-wide workshops and conferences; collaborates with other college offices to support writing, speaking, and leadership-related activities; offers a library of print resources and materials for students and faculty; and provides pedagogy resources for faculty. The SAW program administrative offices are in the Weissman Center for Leadership and the Liberal Arts in Dwight Hall. The SAW Center is located in the Williston Library. For more information about the SAW program, call 413-538-3428 or visit www.mtholyoke.edu/saw. To schedule an appointment at the SAW Center, call 413-538-2651 or visit 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/cbl.

Student Leadership Opportunities

Students can participate in a range of Weissman Center leadership activities and initiatives. These include: presenting at Senior Symposium; winning leadership grants; joining the student staff of the center; becoming a part of the student advisory committee; participating in our leadership conferences, leadership seminars, and leadership and career events at which they can meet prominent leaders in a variety of fields; and being a part of the SAW and CBL programs. These leadership opportunities are united by our “Passport to Leadership” program. See www.mtholyoke.edu/wcl/passport.html.

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.

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 2011–2012 is Kishore Mahbubani, an internationally renowned scholar/politician/public intellectual from Singapore.

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 2012, the center hosts *Getting Development Right: The Great Challenge of the Twenty-first Century*. Several faculty members team teach 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 China, France, Senegal, Costa Rica, Chile, Hong Kong, Japan, Korea, Germany, Spain, and the UK, along with a summer program in China.

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

or even the fall of senior year, is possible and sometimes fits better into a student's overall program.

Mount Holyoke does not charge home school fees. Except for Mount Holyoke's own programs and exchanges, students pay program costs directly to their host university or program sponsor. Mount Holyoke charges an administrative fee of \$850 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 also awarded for study abroad with any approved program. Mount Holyoke typically funds 95-98 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 2010, 26 students were funded for internships in 14 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 550 international students from 70 countries attend Mount Holyoke. Most are studying toward a bachelor's degree and enter as first-year, transfer, or Frances Perkins students. The McCulloch Center for Global Initiatives provides orientation, advising, special programming, and information about immigration regulations to international students. The center also administers a special program for students who are selected to spend a year at the College as 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 Barbara Bloch, one of the world’s leading marine biologists; Anna Lappé, best-selling author and cofounder of the Small Planet Institute; and Bill McKibben, environmental activist and author. The center has organized discussion series on local natural history and faith and the environment; panels on careers in the environment; and environmental workshops, nature walks, and hands-on experiences for children.

The Miller Worley Center for the Environment is located in Dwight Hall. For more information, call 413-538-3091, email center-environment@mtholyoke.edu, or visit 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 direct access to the eight million volumes in the Five College library system at their fingertips, as well as a global library network.

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), electronic portfolios of student work, and other means. Many classes utilize ella websites 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 may also borrow a wealth of computer and media equipment, such as digital cameras, projectors, and laptops.

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

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 more effectively meet ever-increasing bandwidth needs.

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

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

Please visit the LITS website for more information:

<http://www.mtholyoke.edu/lits/index.shtml>. LITS is also on Facebook:

www.facebook.com/MountHolyokeLITS.

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.

Students are encouraged to enroll in the pre-internship and post-internship courses offered by the College in order to better integrate internship and research experiences with their academic and career goals. These courses are offered through the Nexus program, but any student may enroll whether or not they have declared a Nexus minor.

COLL 210: Ready for the World (2 credits) is normally offered in the spring semester. COLL 211: Tying it All Together (2 credits) is normally offered in the fall semester.

Exchanges and Semester Programs

Twelve College Exchange Program

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

Women’s College Exchange Programs

Mills-Mount Holyoke Exchange

Students may apply to study for a semester on exchange at Mills College, a distinguished college for women in Oakland, California. For more information, see www.mtholyoke.edu/academicdeans/women_exchange.html or contact Cherie Phillips in the Office of Academic Deans at 413-538-2855.

Spelman-Mount Holyoke Exchange

Students may apply to study for a semester on exchange at Spelman College, the premiere historically black women's college in Atlanta, Georgia. For more information, see www.mtholyoke.edu/academicdeans/women_exchange.html or contact Cherie Phillips in the Office of Academic Deans at 413-538-2855.

American University Washington Semester Program

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

Semester in Environmental Science Program

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

Intersession (formerly January Term)

Intersession, formerly known as January Term or J-Term, is an optional period in the first half of January during which students may pursue independent research on campus or explore new interests through nonacademic courses and workshops organized by the College. Other students use Intersession to engage in volunteer work or to complete an intensive two- to three-week internship off-campus (see "Internships" in this chapter for more information).

Noncredit courses and workshops, which vary from year to year, can focus on topics ranging from AutoCad to yoga. Some noncredit offerings are taught by students who share their expertise with peers. Faculty and staff are also encouraged to propose noncredit courses and workshops.

Students who are enrolled at Mount Holyoke for the full year, or who will be on leave in the fall but living on campus for the spring semester, are eligible for on-campus housing during Intersession. Students entering Mount Holyoke for the first time in the spring semester are not eligible to arrive early for Intersession. While there may be nominal fees for supplies in some noncredit programs or program fees for special off-campus programs in Intersession, there are no tuition or room charges for Intersession for eligible students. Such students also are not charged for board, as long as they are participate in Mount Holyoke's full board plan for the spring semester.

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/.

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/.

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.

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 website (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/.

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.

Advisors on each campus are:

Amherst College: Whitey Hagadorn, Ethan Temeles

Hampshire College: Charlene D'Avanzo, Steve Roof

Mount Holyoke College: Renae Brodie

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/.

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, Lynn Morgan, Department of Sociology and Anthropology, and/or David Gardner, Dean of Pre-Health Programs, or see www.fivecolleges.edu/sites/chs/.

Five College Ethnomusicology Certificate

The program allows students interested in studying music from a multidisciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner, and to receive credit for their accomplishments, even while completing a major in another field. In reflecting interdisciplinary trends in Ethnomusicology, students are encouraged to combine the certificate with degrees in various overlapping fields, such as African American and African studies, American studies, anthropology, Asian studies, Asian American studies, cultural studies, European studies, gender studies, language studies, Latin American studies, religion, sociology, as well as other courses of study in music (composition, performance, jazz studies/improvisation, and musicology).

The Certificate Program in Ethnomusicology provides a framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges. While “music” is the centerpiece of the certificate program, the wide range of topics that appear under the rubric of “ethnomusicology” extend far beyond “music in a cultural context” to include history, political science, economics, evolution, science and technology, physiology, media studies, and popular culture studies, among others.

For further details, consult Bode Omojola, assistant professor of music, or see www.fivecolleges.edu/sites/ethnomusicology/certificate/.

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.

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 or Jon Western. Additional information also can be found at www.fivecolleges.edu/sites/international/.

Five College Certificate in Latin American, Caribbean, and Latino 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/.

Five College Certificate in Logic

"How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence." —V. K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Five College Certificate in Logic brings together aspects of logic from different regions of the curriculum: philosophy, mathematics, computer science, and linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

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

- No more than four courses can be counted toward the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).
- At least two courses must be taken at an advanced level (500 or above at University of Massachusetts; 300 or above at Smith, Hampshire, and Mount Holyoke; 30 or above at Amherst).
- At least one course should expose students to the basic metatheory of first order logic, including incompleteness. Courses satisfying this requirement include: Smith, Philosophy 220; Amherst, Math 34; University of Massachusetts, Philosophy 513, 514; Mount Holyoke, Philosophy 327.
- Students must receive a grade of B or better in each course counting toward the certificate.

For further information see www.fivecolleges.edu/sites/logic/ or consult 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 Sohail Hashmi, professor of international relations, or see www.fivecolleges.edu/sites/middleeast/.

Five College Certificate in Native American Indian Studies

The Five College Certificate in Native American Indian Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western hemi-

sphere. 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/. The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.)
- *Grades.* Students must receive a grade of B or higher in all seven courses to receive a certificate.

For further information consult Lauret Savoy, professor of environmental studies (on leave in spring 2012), or the registrar, or see 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/.

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 websites thoroughly and follow the application directions. While the application process is handled by the Five College Center for the Study of World Languages, the tutorial and conversation sessions are held on all five campuses.

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 or call 413-545-3453.

Five College Mentored Language Program (FCMLP)

Mentored courses emphasize speaking, listening, reading, and writing skills. The format combines one-on-one tutorials, small group conversation sessions, and guided individual study. Both half-courses (2 credits) and full-courses (4 credits) are offered. The mentored courses are based on study guides created specifically for this program. Languages offered include Arabic, Egyptian Colloquial Arabic, Formal Spoken Arabic, Hindi, Levantine Colloquial Arabic, Indonesian, Moroccan Arabic, Persian, Swahili, Turkish, Urdu, Uzbek, and Yoruba. Mentored courses offer elementary, some intermediate, and some advanced courses depending on the language. See the program website for current information about languages and courses offered.

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—Afrikaans (South Africa), Shona (Zimbabwe), Twi (Ghana), Wolof (Senegal), Zulu (South Africa); European languages—Bosnian (Serbo-Croatian), Bulgarian, Croatian (Serbo-Croatian), Czech, Modern Greek, Hungarian, Norwegian, Romanian, Serbian (Serbo-Croatian), Slovak, Ukrainian; and Middle Eastern and Asian languages—Pashto, Thai, Vietnamese. See the program website for the most current information about languages offered.

Academic Regulations

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

Registration and Class Attendance

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

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

Course Load and Credits

The normal program for undergraduates is 16 academic credits per semester. Students carrying fewer than 12 credits are considered part-time. Students are expected to accumulate 128 credits in eight semesters of work. Physical education units are not counted in this total. 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 Intersession 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 studies.

Leave of Absence

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

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

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

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 winter 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 Intersession, 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 website 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/deanofstudents/index.html> for additional information on the honor code.

Grading System

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

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

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

Other notations appearing on student records are IP (in progress) for a course 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 after the major has been declared. When the ungraded option is elected, the student 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 studies 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 available for download from www.mtholyoke.edu/academicdeans/withdrawal.html. If the student is off campus, she should contact the Office of Academic Deans before submitting the withdrawal form. Any refund for the semester’s tuition and board charges will be based on the date when the withdrawal request is approved by the Office of Academic Deans. (For information on refunds, see the Tuition and Fees chapter.) When a withdrawal is effective the first day of classes or later, withdrawn courses will remain on the transcript with a “W” notation.

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

Readmission

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

Privacy of Student Records

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

financial aid to the student; to organizations conducting certain studies for or on behalf of the College; to accrediting organizations; to comply with a judicial order or lawfully ordered subpoena; and to appropriate officials in the case of health and safety emergency.

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

The regulations of the act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to parents without the student's prior consent. 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. Re-

cruiting 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

Pre-health advising is available to all interested students, primarily through the Office of Pre-Health Programs. The Dean of Pre-Health Programs and the Chair of the Committee on the Health Professions cosponsor information sessions early every fall semester for students interested in learning about careers in the health professions and to describe the advising system, answer questions, and assist in course selection. Other programming offered throughout the year includes assistance with developing clinical internships, information sessions and alumnae panels, and visits by admission staff from health professions programs throughout the country.

The Dean of Pre-Health Programs serves as the advisor to all pre-health students through the sophomore year. During spring of sophomore year a student may request to be formally assigned an advisor from among the faculty who serve on the Committee on the Health Professions. For sophomores, the request must be received by March 11. Juniors and seniors may request a health advisor during the fall or spring semester, with forms due by October 15 or March 11, respectively. The advisor works closely with the student and the Office of Pre-Health Programs in an advisory role and, once students begin the process of applying, to assist with various aspects of the application process including selecting schools, preparing for standardized entrance exams, editing essays, and conducting mock interviews. The committee will also write a composite letter of recommendation, which provides a comprehensive summary of all aspects of the student's preparation, including course work, internships, research, entrance exam scores, and comments contained in individual recommendation letters.

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

Engineering Advising

Students interested in pursuing a career in engineering should contact a member of the Committee on Engineering as soon as possible after arriving on campus. The College offers three dual-degree programs (see the Other Degree and Certificate Programs chapter for details). 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 November 15.

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

College Street, South Hadley, Massachusetts 01075, 413-538-2077, or by completing the inquiry form on the Frances Perkins website at www.mtholyoke.edu/fp.

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 website.

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@mtholyoke.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 website. Applications are due March 23.

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

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

Biological Sciences

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

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

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

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

Economics

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

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

The Robert Robertson Fund for the study of health care will provide financial support for a Mount Holyoke alumna pursuing graduate studies 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.

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

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

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

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

Physics

Applications due by May 1 to 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 2011–2012:

Undergraduate Tuition	\$41,270
Graduate Tuition (per credit hour)	\$1,290
Frances Perkins (off campus, per credit hour)	\$1,290
Room.	\$5,940
Board.	\$6,200
Student Government Association Fee.	\$186
Student Health Insurance	\$1,600
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.	\$1,290
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 postbaccalaureate students. Frances Perkins students who are not in residence are billed per credit hour enrolled. Postbaccalaureate 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 \$1,290 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@mholyoke.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 \$1,290 per course in addition to any applicable studio fee.

Timetable for Payments for 2011–2012

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, 2011.

Spring semester fees are due December 31, 2011.

Payment instructions are posted on the Student Financial Services website at www.mtholyoke.edu/sfs under “Cost and Billing.”

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 semester payment plan and provides information on several types of educational loans. The College cannot make arrangements for payment other than those herein described.

Payment Plans

Semester Payment Plan

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

Tuition Prepayment Option

The College offers 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, 2011, for the 2011–2012 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 website.

Parent PLUS Loan

The Federal Parent PLUS loan is a non-need-based, fixed-interest (7.9 percent), federally guaranteed education loan for families of all income levels. Eligibility is limited to those parents without an adverse credit history. Either parent may borrow up to the total cost of education less financial aid. Repayment begins 60 days after full disbursement and can extend up to 30 years. Deferment of loan principal may be an option. A current year FAFSA must be completed for any student whose parent wishes to apply for the Parent PLUS. Either parent may apply for the PLUS loan beginning mid-June at www.studentloans.gov. Mount Holyoke processes the approved PLUS loans starting July 1.

MEFA Loan

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

Alternative Student Loans

Students also have the option of applying for an alternative student loan. Various commercial lenders offer these non-need-based loans, which have interest rates that are generally variable and may be higher over the long term than the rates of need-based student loans and many parent loans; these loans are not subsidized, and if deferred, interest will be capitalized. Some lenders of alternative student loans may charge an origination or disbursement fee. Repayment terms vary, often depending on the amount borrowed and the credit score of the student and/or cosigner. Alterna-

tive student loans usually require a creditworthy cosigner. The maximum amount of loan the College will certify is the cost of education minus any financial aid. For more information visit our website at www.mtholyoke.edu/sfs/alternative_loans.html. Because of the high cost involved, these loans should be considered only after lower cost parent loan options have been exhausted.

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 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 website.

Financial Aid

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 semester 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.

2011–2012 Budget:

Tuition	\$41,270
Room and board	\$12,140
Activities fee.	\$186
Books/personal expenses.	\$1,900
Total.	\$55,496

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 \$2,350 depending on the student’s year in college. For independent domestic students, the minimum student contribution is \$3,300.

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, divorced, or never married, 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 website. While an increase in aid cannot be guaranteed, we make every effort to assess the situation as fairly as possible. All students must maximize all federal and institutional loans offered to them before additional grants are awarded.

Applying for Financial Aid

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 and, if she is a domestic student, her application will be processed for federal aid only.

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 website 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, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Late March 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, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Estimate sent in mid-December; final 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, W-2s, and required supplemental information such as corporate/business tax returns (if applicable) directly to the College Board's Institutional Documentation Service (IDOC).
- *Notification of eligibility:* Estimate sent in late January; final 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, W-2s, and required supplemental information such as corporate/ business tax returns (if applicable)

directly to the College Board's Institutional Documentation Service (IDOC) by March 15 for fall enrollment and by November 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, W-2s, and required supplemental information such as corporate/ business tax returns (if applicable) 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

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 website 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.

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

State Grants

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

Student Loans

A low-interest educational student loan or a combination of student loans is included in most financial aid packages. The loan amount increases approximately \$1,000–\$1,500 each year, because the College believes students—as the chief beneficiary of their education—should assume an increasingly greater responsibility for the cost of attending Mount Holyoke. Total loan amounts awarded over four years will range from approximately \$20,000 to \$26,000, depending on institutional packaging policies. The actual debt will depend on whether the student 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 website. Need-based student loans include the following types:

Federal Direct Stafford 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 3.4 percent for 2011–2012. 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 2011–2012.) Mount Holyoke administers the FDSL processing for the federal government. The loan is credited to the student's account once a student signs a master promissory

note and completes entrance counseling. The master promissory note need only be signed once to cover additional FDSL borrowed in future years.

Federal Perkins Loan: This federally funded loan is awarded to students 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 credited to the student's account once she completes a master promissory note and entrance counseling.

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 credited to the student's account once she completes a master promissory note and all federally mandated disclosures have been received by the student and she accepts the terms of the loans. Student Financial Services will notify students when the master promissory note is ready to be signed.

Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds student earnings for on-campus jobs as well as a number of off-campus positions with nonprofit agencies. The College also funds student employment for on-campus jobs. Annual student earnings depend on job position and hours worked. First-year students earn approximately \$2,100 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 to the bill and may be used for books and personal expenses.

The Career Development Center coordinates the posting of on-campus jobs and off-campus community service positions. The College hires students in residence halls, administrative offices, academic departments, the library, and facilities management. In general, first-year students must seek employment in dining services first. After their first year, students may work in other areas. Students can secure jobs using JobX, a student job board, and a Virtual Spring Job Fair (online), 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 three weeks after the beginning of the semester before securing a position on campus. While the College makes every effort to post available jobs, students are not guaranteed employment, even if they are awarded work study.

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 “Financial Aid for Study Abroad and Other Off-Campus Study” 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 FDSL rather than have it reduced or cancelled, thereby increasing the 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. More information on scholarships is available at www.mtholyoke.edu/go/outsidescholarships. Current students may also research scholarship information at the Career Development Center.

Employer Benefit

If a parent receives a tuition benefit through her or his employer, this funding will first reduce the student’s institutional and federal need-based loans. If the employee benefit exceeds the amount of the need-based loans, the remainder reduces any College grant. If a parent receives a tuition benefit for student educational expenses and this benefit is not listed in the aid package, please notify Student Financial Services. Tuition grants may only cover tuition. If a combination of tuition grants and scholarships exceeds tuition costs, Mount Holyoke scholarships or grants may be adjusted.

Veterans’ Benefits (including Yellow Ribbon)

Veterans’ benefits will be treated as other outside scholarships for the purposes of determining remaining institutional grant eligibility for dependent students. These benefits include housing allowances and book stipends sent directly to the student. Independent students who are veterans are not awarded any loan or self help to meet their need. Mount Holyoke participates in the Yellow Ribbon program with a matching grant of up to \$10,000 per student per year.

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

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

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) 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 "Class Standing and Academic Deficiencies" section in the Academic Regulations chapter of this bulletin 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.

If a student loses federal or institutional funding due to not meeting satisfactory academic progress, she may appeal by writing to Student Financial Services and providing supporting documentation. The appeal must contain an explanation of why the

student failed to make satisfactory academic progress (SAP) and an explanation of what has changed that will allow her to make SAP in the next semester. Students will automatically regain institutional and federal need-based eligibility for funding after achieving satisfactory academic progress and removal from academic probation.

The merit-based scholarships (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.

Commuting 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 commuting students must take a minimum of eight credits a semester to be considered for financial aid. Please refer to the SFS website 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
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, which is central to the academic and intellectual life at the College. The core of the program is the courses themselves. These seminar-style courses are small, usually limited to entering students, and designed to teach college-level critical thinking, writing, and discussion. Most of the seminars are also structured to demonstrate connections between the disciplines.

We highly recommend that all entering students enroll in a first-year seminar. You should choose one that explores a subject not directly related to your planned major. It is best to think of your first-year seminar as an opportunity to broaden your education, so pick a course on a subject 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.

Fall

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

<i>French</i>		<i>Music</i>	
120(1)	Mothers and Daughters: Fictions from France and the French-speaking World	110(1)	Transgressive Music
120(2)	From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy		<i>Politics</i>
		100(1)	Family Ties
		*100(2)	Politics and Truth
		*100(3)	Speaking and Arguing: The Rhetoric of Peace and War
<i>Gender Studies</i>		<i>Psychology</i>	
101(3)	Introduction to Gender Studies	110(1)	Introductory Seminar in Psychology: Psychology of the College Experience
*117(1)	Gender and Power in the History of Mount Holyoke College	110(2)	Introductory Seminars in Psychology: Understanding Mental Health
<i>Geography</i>		<i>Religion</i>	
100(1)	Seminar on Alternative Energy Technologies	109(1)	Hagar, Sarah, and Their Jewish, Christian, and Muslim Children
<i>Geology</i>		<i>Romance Languages and Cultures</i>	
115(1)	Understanding Climate Change	105(1)	From Don Juan to Casanova: Love and Seduction in Seventeenth- and Eighteenth-Century France, Spain, and Italy
115(2)	First-Year Seminar: Diamonds		<i>Russian and Eurasian Studies</i>
<i>German Studies</i>		151(1)	To the Last Station: Tolstoy after <i>Anna Karenina</i>
100(1)	New Face/s of Germany: Migration and Representations of Im/Migrants in Film and Text		<i>Sociology</i>
<i>History</i>		103(1)	Social Inequality
101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700		<i>Spanish</i>
101(2)	Foundation: On Fraud, Forgery, Bunk, and Bad History	105(1)	Roots and Routes: Intro to the African Diaspora in the Americas
101(3)	Foundation: Talking about a Revolution: Intellectuals in Modern China		<i>Theatre Arts</i>
<i>Mathematics</i>		150(1)	What Is Performance?
160(1)	Introductory Seminar: Discrete Math: Connectivity and Cryptography	Spring	
<i>Medieval Studies</i>		<i>African American and African Studies</i>	
101(1)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	100(1)	The Civil Rights Movement
101(2)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Visions of Hell and Paradise		<i>Art (History)</i>
		110(1)	Introductory Seminar in Art History: Episodes in Modernism
		<i>Biological Sciences</i>	
		*145(14)	Introductory Biology: Biology in the Age of the Human Genome Project

- Educational Studies*
- 110(1) Introductory Seminar in Educational Studies: Facebook, Twitter, YouTube, Google (and More): Learning in the Twenty-first Century
- English*
- 101(1) Seminar in Reading, Writing, and Reasoning: Error and Self-Discovery
- 101(2) Seminar in Reading, Writing, and Reasoning: Women Speaking Out
- 101(3) Seminar in Reading, Writing, and Reasoning: Metaphor, Allegory, Symbol, and Myth: the Essentials of Interpretive Reading
- *101(4) Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)
- *101(5) Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature
- *101(6) Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature
- Film Studies*
- 101(1) History and Bollywood
- Gender Studies*
- 101(2) Introduction to Gender Studies: First Year Seminar
- Geology*
- 115(1) Emergence of Animals
- History*
- 101(1) Foundation: The Civil Rights Movement
- 101(2) Foundation: History and Bollywood
- 180(1) Introduction to Latin American Cultures
- Latin American Studies*
- Mathematics*
- 160(1) Introductory Seminar: Galileo, Mathematics, and the Origins of the Scientific Revolution

- Philosophy*
- 102(1) Personal Identity
- Physics*
- *105(1) Science in the Media
- Politics*
- *100(1) Family Ties
- Russian and Eurasian Studies*
- *151(1) Anna Karenina: Loving to Death
- Spanish*
- 105(1) The Other in the Media: (New) Media and Otherness in the Americas

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: The Civil Rights Movement
- *100(2) 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 | *331(1) | Asian History: Tokugawa Japan |
| | <i>Anthropology</i> | *331(1) | Asian History: China's Tumultuous Twentieth Century |
| 105(1) | Introduction to Cultural Anthropology | 340(1) | Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> |
| 105(2) | Introduction to Cultural Anthropology | *350(1) | Love, Desire, and Gender in Indian Literature |
| 105(3) | Introduction to Cultural Anthropology | | <i>Critical Social Thought</i> |
| 207(1) | Peoples of the South Pacific | 252(1) | Art and Politics: Histories of Performance I |
| 230(1) | Language in Culture and Society | 252(1) | Art and Politics: Histories of Performance II |
| 240(1) | Medical Anthropology | *253(1) | Critical Race Theory |
| 331(1) | Anthropology and Sexualities | | <i>Economics</i> |
| 334(1) | Memory, History, and Forgetting | 213(1) | Economic Development: A Survey |
| 350(1) | Issues in Contemporary Anthropological Theory | 306(1) | Political Economy of Race and Class |
| | <i>Art (History)</i> | 314(1) | Economic Development in the Age of Globalization |
| 105(1) | Arts of Asia | | <i>Education</i> |
| *261(1) | Arts of China | 205(1) | Racism and Inequality in Schools and Society |
| *262(1) | Arts of Japan | | <i>English</i> |
| *263(1) | Arts of India | 101(2) | Seminar in Reading, Writing, and Reasoning: Women Speaking Out |
| 271(1) | Arts of Islam: Book, Mosque, and Palace | *101(5) | Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature |
| | <i>Asian Studies</i> | 101(6) | Seminar in Reading, Writing, and Reasoning: Into Africa |
| *102(1) | East Asian Civilization: Modern China | 250(1) | African American Literature |
| *103(1) | Introduction to Indian Civilization | 251(1) | African American Literature II |
| 107(1) | Arts of Asia | 253(1) | African Literature |
| *211(1) | Modern Indian Fiction | 270(1) | Women Writers: Nineteenth-Century American Women Writers |
| 215(1) | Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater | 274(1) | Introduction to Asian American Literature |
| 220(1) | Women Writing in India | *334(1) | Queer Kinship in Asian North American Literature and Film |
| *248(1) | Contemporary Chinese Fiction: 1949 to the Present | 350(1) | Studies in African American Literature: Slavery and the Literary Imagination |
| 254(1) | The Great Epics of India: Representations and Interpretations | | |
| 261(1) | Hinduism | 350(1) | Studies in African American Literature: Race, Grace, and the Politics of Salvation in African American Writing |
| 271(1) | Arts of Islam: Book, Mosque, and Palace | | |
| *272(1) | Gandhi, Tagore, India and the World | | |
| 313(1) | Advanced Chinese Reading: Literary Works and Social Issues | | |
| 314(1) | Learning Chinese through Films | | |

- | | | | |
|---------|---|----------|--|
| 368(1) | African American Literature at Midcentury | *206(3) | Women and Gender in the Study of History: Women in Chinese History |
| *381(1) | Asian American Literature in a Transnational Age | *206(4) | Women and Gender in the Study of History: African American Women and U.S. History |
| *387(1) | Re-imagining Los Angeles: Multiethnic Fictions of Tomorrowland | 210(2) | Women and Gender in Philosophy and Religion: Women and Gender in Islam |
| | <i>Environmental Studies</i> | *210(3) | Women and Gender in Philosophy and Religion: Women and Buddhism |
| 210(1) | Political Ecology | 250(1) | Gender and Power in Global Contexts: The Politics of Abortion in the Americas |
| | <i>European Studies</i> | 333(3) | Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i> |
| *315(1) | Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text | 333(5) | Advanced Seminar: Latina Feminisms |
| 316(1) | European Studies Seminar: Europe and Islam: From Al-Andalus to Al-Qaeda? | 333(7) | Advanced Seminar: Anthropology and Sexualities |
| | <i>Film Studies</i> | *333(10) | Advanced Seminar: Women Writers: Early Feminisms |
| 101(1) | First-Year Seminar: History and Bollywood | *333(12) | Advanced Seminar: Women and Gender in South Asia |
| *370(4) | Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text | *333(12) | Advanced Seminar: Love, Desire, and Gender in Indian Literature |
| *370(5) | Topics in National/Transnational Cinemas: Queer Kinship in Asian North American Literature, and Film | *333(14) | Advanced Seminar: Beyond Logocentrism |
| | <i>French</i> | *333(15) | Advanced Seminar: Love, Desire, and Gender in Indian Literature |
| 219(1) | Intermediate Level Courses in Culture and Literature: Introduction to the French-Speaking World | | <i>Geography</i> |
| | <i>Gender Studies</i> | 105(1) | World Regional Geography |
| 204(1) | Women and Gender in the Study of Culture: Nineteenth-Century American Women Writers | 202(1) | Cities of the Twenty-first Century |
| 204(2) | Women and Gender in the Study of Culture: Women Writing in India | *204(1) | Human Dimensions of Environmental Change |
| 204(3) | Women and Gender in the Study of Culture: Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater | 217(1) | The African Environments |
| | | 311(1) | Seminars: Global Movement: Migrations, Refugees, and Diasporas |
| *206(2) | Women and Gender in the Study of History: African Women: Food and Power | 313(1) | Third World Development |
| | | 319(1) | Africa: Problems and Prospects |
| | | | <i>German Studies</i> |
| | | 331(1) | Topics in German and European Studies in a Global Context: Europe and Islam: From Al-Andalus to Al-Qaeda? |

	<i>History</i>		
101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	*296(1)	Women in History: Women in Chinese History
101(1)	Foundation: The Civil Rights Movement	*296(2)	Women in History: African Women: Food and Power
101(2)	Foundation: History and Bollywood	*296(3)	Women in History: Native American Women's History
101(3)	Foundation: Chinese Diasporic Communities around the World: History, Identity, and Race	301(1)	Colloquium: The Abolition Movement
108(1)	Middle East History from the Rise of Islam to the Ottomans	301(2)	Colloquium: The Age of Emancipation
*116(1)	Muslim Politics in Modern South Asia	331(1)	Asian History: China's Tumultuous Twentieth Century
124(1)	History of Modern South Asia, 1700 to the Present	335(1)	Conquerors and Conquered: Early Islamic Imperialism
137(1)	Modern East Asia, 1600-2000	341(1)	Topics in African History: Power and Exchange in the African Past
141(1)	Violence and Social Change in Modern Africa	388(1)	Postmodernism and Latin America
161(1)	British Empire and Commonwealth	390(1)	South Asian Nationalisms
180(1)	Introduction to Latin American Cultures		<i>International Relations</i>
206(1)	African Cities: Development Dreams and Nightmares in the Twentieth Century	211(1)	Middle East Politics
214(1)	History of Global Inequality	*222(1)	The United States, Israel, and the Arabs
*223(1)	Religion and Politics in Modern India	*323(1)	Comparative Politics of the Middle East
232(1)	Special Topics in Medieval History: Nomads, Merchants, and Monks: Medieval Central Asia	*324(1)	Islamic Political Thought
*241(1)	African Popular Culture	*333(1)	Just War and Jihad: Comparative Ethics of War and Peace
250(1)	Introduction to Comparative Empires	341(1)	Political Islam
281(1)	African American History, Precolonial to Emancipation	*342(1)	Comparative Politics of North Africa
282(1)	African American History: 1865 to the Present	347(1)	Human Rights and Democracy in Africa
287(1)	Topics in Latin American Studies: Afro-Latin America: From Slavery to Invisibility		<i>Latin American Studies</i>
*287(2)	Topics in Latin American Studies: Voices of the Excluded: Latin American History Through Testimonial Literature	170(1)	Readings in Caribbean Literature
288(1)	Modern Mexico	*175(1)	Historical Emergence of the Caribbean
		180(1)	Introduction to Latin American Cultures
		275(1)	Paradigms of New World Thought
		*278(1)	The Fiction of History: Historical Truth and Imaginative Invention in the Latin American Novel
		287(1)	Topics in Latin American Studies: Introduction to Latina/o Studies
		287(1)	Topics in Latin American Studies: Performance in the Americas

287(2)	Topics in Latin American Studies: Afro-Latina/o Diasporic Performance	*236(1)	Early Christianity in Iraq and Iran
288(1)	Modern Mexico	241(1)	Women and Buddhism
*289(1)	Slavery in the Americas	261(1)	Hinduism
*373(1)	Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers	263(1)	Introduction to Buddhism
*386(1)	Central America: Reform, Reaction, Revolution	*267(1)	Buddhist Ethics
387(1)	Special Topics in Latin American Studies: Latina Feminisms	*268(1)	Buddhist Literature from Ginsberg to Gautama
388(1)	Postmodernism and Latin America	311(1)	Sufism: The Mystic Path in Islam
	<i>Medieval Studies</i>	*325(1)	Asian Religions IV: Gods, Myths and Devotion: Hindu Sacred Narratives
101(1)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	*327(1)	Robes, Amulets, and Over-Turned Rice Bowls: Buddhism in SE Asia
	<i>Music</i>	*345(1)	Topics in the Study of Islam: Islam in the Twenty-first Century: Readings in Islamic Fundamentalism and Liberalism
*166(1)	Introduction to the Music of Africa		<i>Russian and Eurasian Studies</i>
226(1)	World Music	*131(1)	Introduction to Peoples and Cultures of Eurasia
229(1)	African Popular Music		<i>Sociology</i>
	<i>Philosophy</i>	316(1)	Special Topics in Sociology: Black Cultural Production and Consumption
*103(1)	Comparative Introduction to Philosophy		<i>Spanish</i>
*248(1)	Philosophical Issues in Race and Racism	230(1)	Identities and Intersections: An Introduction: Afro-Latina/o Diasporic Performance
	<i>Politics</i>	230(1)	Identities and Intersections: An Introduction: Black Spain
100(4)	First-Year Seminars in Politics: Black Metropolis	230(4)	Studies in Identities and Intersections: Nomadic Imaginaries: The Cosmopolitan Andes
250(1)	Black Urban Reform	240(1)	Visual Cultures: An Introduction: Performance in the Americas
253(1)	Introduction to Comparative Empires	250(1)	Concepts and Practices of Power: An Introduction: Introduction to Latina/o Studies
347(1)	Race and Urban Political Economy	330(1)	Advanced Studies in Identities and Intersections: Spain and Islam
357(1)	War and Peace in South Asia	350(1)	Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts
359(1)	Democratization and Civil Society in East Asia	350(1)	Advanced Studies in Concepts and Practices of Power: Vital Possibilities: Inscribed Bodies and Living Texts in Latin America
380(1)	The Politics of Ethnic Conflict		
	<i>Religion</i>		
*201(1)	Introduction to the Qur'an		
202(1)	Introduction to Islam		
207(1)	Women and Gender in Islam		
228(1)	On Human Freedom: Lordship and Bondage in Religion and Culture		
*230(1)	Spirituals and the Blues		

Theatre Arts

- 251(1) Histories of Performance I
 252(1) Histories of Performance II

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
 *211(1) Modern Indian Fiction
 215(1) Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater
 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
 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

Critical Social Thought

- 100(1) First-Year Seminar: War and Memory

European Studies

- 100(2) First-Year Seminar: War and Memory
 100(4) First-Year Seminar: Fire and Sword in the Caucasus: A Family Saga
 240(1) Russian Politics: From Communism to Capitalism
 *315(1) Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
 316(1) European Studies Seminar: Europe and Islam: From Al-Andalus to Al-Qaeda?

Film Studies

- 101(1) First Year Seminar: African Cinema
 270(1) National and Transnational Cinema: Literature and Film on Trial
 *370(4) Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text

French

- 120(1) African Cinema
 321(1) Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

Gender Studies

- 204(2) Women and Gender in the Study of Culture: Women Writing in India
 204(3) Women and Gender in the Study of Culture: Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater
 333(3) Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*
 *333(12) Advanced Seminar: Love, Desire, and Gender in Indian Literature

German Studies

- 100(1) First-Year Seminar: War and Memory
 231(1) Topics in German and European Studies: War: What is it Good For?
 330(1) Special Topics in German Studies Taught in English (Colloquium): "Uncommon Women" Conquer the World: Archival Memories Come to Life
 331(1) Topics in German and European Studies in a Global Context: Europe and Islam: From Al-Andalus to Al-Qaeda?

Italian

- 227(1) Florence and the Making of the Renaissance

361(1) Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

Politics

242(1) Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

264(1) Russia and the West

300(1) The New Democracies

350(1) Revolutions

Romance Languages and Cultures

375(1) Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

Russian and Eurasian Studies

*131(1) Introduction to Peoples and Cultures of Eurasia

*151(1) First-Year Seminar: Anna Karenina: Loving to Death

151(1) First-Year Seminar: Fire and Sword in the Caucasus: A Family Saga

*151(2) First-Year Seminar: To the Last Station: Tolstoy after *Anna Karenina*

210(1) Great Books: The Literature of Nineteenth-Century Russia

211(1) Topics in Twentieth-Century Russian Literature: Literature and Film on Trial

*213(1) Tolstoy's *War and Peace*

*215(1) Dostoevsky and the Problem of Evil: *The Brothers Karamazov*

240(1) Russian Politics: From Communism to Capitalism

*241(1) Russia and the West

242(1) Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

*312(1) Silk Roads: Ancient and Modern Highways across the Eurasian Continent

313(1) The New Democracies

*330(1) Nationalism

350(1) Revolutions

Spanish

105(1) First-Year Seminar: The Other in the Media: (New) Media and Otherness in the Americas

230(1) Identities and Intersections: An Introduction: Afro-Latina/o Diasporic Performance

240(1) Visual Cultures: An Introduction: Performance in the Americas

250(1) Concepts and Practices of Power: An Introduction: Introduction to Latina/o Studies

330(1) Advanced Studies in Identities and Intersections: Latina Feminisms

340(1) Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodávar

360(1) Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

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 of the Weissman Center for Leadership and the Liberal Arts sponsors workshops, educates and supervises student mentors, and provides facilities and assistance in the preparation of writing and speaking assignments. Students visiting the SAW Center in Williston Library can explore the resource library, get feedback on their writing or speaking projects at any stage, or practice and film a presentation. Students enrolled in a writing-intensive or

speaking-intensive course in any department may have an opportunity to work regularly with a SAW peer mentor if one has been paired with that course.

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 2011–2012 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 more information about the SAW Program, visit www.mtholyoke.edu/saw.

Writing-Intensive Seminars

- African American and African Studies*
- 100(1) First-Year Seminar: The Civil Rights Movement
- *100(2) First-Year Seminar: American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-first Century
- *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*
- 334(1) Memory, History, and Forgetting
- 350(1) Issues in Contemporary Anthropological Theory

- Asian Studies*
- 312(1) Learning Chinese through Newspapers
- 313(1) Advanced Chinese Reading: Literary Works and Social Issues
- 314(1) Learning Chinese through Films
- 340(1) Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

- Astronomy*
- *330(3) Topics in Astrophysics: Astrobiology

- Biochemistry*
- 111(1) Life's Matrix: Water, Water, Every Where ... Nor Any Drop to Drink

- Biological Sciences*
- *145(14) Introductory Biology: Biology in the Age of the Human Genome Project
- 308(1) Darwin
- 315(1) Behavioral Ecology
- *318(1) Aquatic Biology
- 321(D) Conference Course: Response to Environmental Contaminants and Evolution: Communicating the Science to the Public
- 321(G) Conference Course: Marine Conservation Biology
- *321(H) Conference Course: Topics in Invasion Ecology

- Chemistry*
- *110(1) First-Year Seminar: Forensic Science
- *250(1) Introduction to the History of Chemistry

- Classics*
- 106(1) Tragedy Ancient and Modern

- College (Indpt) Courses*
- *145(1) Western Civilization: An Introduction through the Great Books

	<i>Critical Social Thought</i>	101(7)	Seminar in Reading, Writing, and Reasoning: Irish Literature and Culture
100(1)	First-Year Seminar: War and Memory		
100(2)	First-Year Seminar: Self and Political Thought	101(8)	Seminar in Reading, Writing, and Reasoning: Portraits of the Self
100(3)	First-Year Seminar: What Is Performance?	101(9)	Seminar in Reading, Writing, and Reasoning: Images of the Self
100(4)	First-Year Seminar: Goodbye, Conventional Wisdom	*101(12)	Seminar in Reading, Writing, and Reasoning: Medical Narratives
350(1)	Seminar in Critical Social Thought	*101(14)	Seminar in Reading, Writing, and Reasoning: East - West
	<i>Curricular Support Courses</i>	103(1)	English for Multilingual Speakers I
212(1)	Peer Mentoring: Theory and Practice	104(1)	English for Multilingual Speakers II
		105(1)	Vocabulary and Comprehension of Academic English
	<i>Economics</i>	*106(1)	Reading Across Cultures
314(1)	Economic Development in the Age of Globalization	200(1)	An Introduction to the Study of Literature
		200(2)	An Introduction to the Study of Literature
	<i>Education</i>	200(3)	An Introduction to the Study of Literature
205(1)	Racism and Inequality in Schools and Society	200(4)	An Introduction to the Study of Literature
	<i>English</i>	200(5)	An Introduction to the Study of Literature
101(1)	Seminar in Reading, Writing, and Reasoning: Reading Nonfiction		
101(1)	Seminar in Reading, Writing, and Reasoning: Error and Self-Discovery	*201(1)	Introduction to Creative Writing
		201(2)	Introduction to Creative Writing
101(3)	Seminar in Reading, Writing, and Reasoning: Metaphor, Allegory, Symbol, and Myth: the Essentials of Interpretive Reading	202(1)	Introduction to Journalism
		203(1)	Short Story Writing I
		204(1)	Verse Writing I
		*265(2)	Survey of Literature for Children and Young Adults
101(3)	Seminar in Reading, Writing, and Reasoning: A Little Learning	267(1)	Reading and Writing in the World
101(4)	Seminar in Reading, Writing, and Reasoning: How to Read a Poem	280(1)	Literary Criticism and Theory
*101(4)	Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)	*300(1)	Writing Historical Fiction
		301(1)	Studies in Journalism: Health and Science Journalism
		301(1)	Studies in Journalism: Digital and Multimedia Journalism
*101(5)	Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature	301(2)	Studies in Journalism: Journalism History and Ethics: The Role and Function of the Fourth Estate
101(5)	Seminar in Reading, Writing, and Reasoning: The Nonhuman	301(2)	Studies in Journalism: Magazine Writing - Sequence I
101(6)	Seminar in Reading, Writing, and Reasoning: Into Africa	301(3)	Studies in Journalism: Narrative Nonfiction
		*301(4)	Studies in Journalism: Magazine Writing - Sequence II

304(1)	Verse Writing II	203(1)	Introduction to Spanish and Latin American Cinema
*305(1)	Writing Literature for Children	220(4)	Special Topics in Film Studies: What's So Funny?: Humor and Comedy in Contemporary German Film, TV, and Song
350(1)	Studies in African American Literature: Race, Grace, and the Politics of Salvation in African American Writing	*220(5)	Special Topics in Film Studies: The Remembrance of the Holocaust in Film
350(1)	Studies in African American Literature: Slavery and the Literary Imagination	*340(3)	Topics in Experimental Film: Home Movies
	<i>Environmental Studies</i>	*370(2)	Topics in National/Transnational Cinemas: States of Terror: From Kaspar Hauser to 9/11 in Film and Text
267(1)	Reading and Writing in the World	*370(3)	Topics in National/Transnational Cinemas: Advanced Studies in Visual Culture: Memory (of) War
*317(1)	Perspectives on American Environmental History	*370(4)	Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
321(1)	Conference Courses in Environmental Studies: Wetland Ecosystem Research	380(1)	Topics in Film Authorship: Natural's Not in It: Pedro Almodávar
321(1)	Conference Courses in Environmental Studies: Response to Environmental Contaminants and Evolution: Communicating the Science to the Public	380(1)	Topics in Film Authorship: Henry James on Film
*333(1)	Landscape and Narrative	*380(2)	Topics in Film Authorship: Jane Austen: Fiction and Film
*344(1)	Biogeochemistry of Northern Ecosystems	*390(1)	Topics in Film Theory: Feminist Theory and Film
	<i>European Studies</i>	*390(2)	Topics in Film Theory: Philosophy of Film
100(1)	First-Year Seminar: Goodbye, Conventional Wisdom	*390(3)	Topics in Film Theory: Queer Theory and Recent Queer Film in Latin America
100(2)	First-Year Seminar: War and Memory	*390(5)	Topics in Film Theory: Philosophy and Film Theory
100(4)	First-Year Seminar: Fire and Sword in the Caucasus: A Family Saga		<i>French</i>
223(1)	Topics in German Studies: The Art and Science of Revolution in German Cultures	215(1)	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
315(1)	Topics in German Studies: "Uncommon Women" Conquer the World: Archival Memories Come to Life	215(2)	Intermediate Level Courses in Culture and Literature: Introduction to the Literature and Culture of France and the French-Speaking World
*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text		
316(1)	European Studies Seminar: Europe and Islam: From Al-Andalus to Al-Qaeda?		
	<i>Film Studies</i>		
101(1)	First-Year Seminar: History and Bollywood		

	<i>Gender Studies</i>	224(1)	Tutorial in German Studies: The Art and Science of Revolution in German Cultures
101(2)	Introduction to Gender Studies: First-Year Seminar		
*117(1)	First-Year Seminar: Gender and Power in the History of Mount Holyoke College	*301(1)	Advanced Studies in German Language and Culture
*204(5)	Women and Gender in the Study of Culture: The Gender of War in Twentieth-Century German Culture	315(1)	Topics in German Studies: "Uncommon Women" Conquer the World: Archival Memories Come to Life
270(1)	Feminism and Capitalism	325(1)	Senior Seminar: Topographies of Berlin: Case Studies in the Meaning of Space, Place, and Identity
333(3)	Advanced Seminar: The Art of Fact: Writing the Lives of Women	331(1)	Topics in German and European Studies in a Global Context: Europe and Islam: From Al-Andalus to Al-Qaeda?
333(3)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>		
333(4)	Advanced Seminar: "Uncommon Women" Conquer the World: Archival Memories Come to Life		<i>History</i>
*333(10)	Advanced Seminar: Women Writers: Early Feminisms	101(1)	Foundation: The Civil Rights Movement
*333(14)	Advanced Seminar: Beyond Logocentrism	101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
	<i>Geography</i>	101(2)	Foundation: History and Bollywood
311(1)	Seminars: Global Movement: Migrations, Refugees, and Diasporas	101(3)	Foundation: Chinese Diasporic Communities around the World: History, Identity, and Race
312(1)	Seminars: Sense of Place, Sense of Planet	*223(1)	Religion and Politics in Modern India
313(1)	Third World Development	390(1)	South Asian Nationalisms
	<i>Geology</i>		<i>International Relations</i>
115(1)	First-Year Seminar: Emergence of Animals	337(1)	International Human Rights Advocacy in Theory and Practice
*210(1)	Plate Tectonics		<i>Latin American Studies</i>
	<i>German Studies</i>	287(1)	Topics in Latin American Studies: Introduction to Latina/o Studies
100(1)	First-Year Seminar: War and Memory		<i>Mathematics</i>
220(1)	German Culture Today: Stories and Histories	160(1)	Introductory Seminar: Galileo, Mathematics, and the Origins of the Scientific Revolution
223(1)	Topics in German Studies: What's So Funny? Humor and Comedy in German Culture	251(1)	Laboratory in Mathematical Experimentation
223(1)	Topics in German Studies: The Art and Science of Revolution in German Cultures		

<i>Medieval Studies</i>		<i>Spanish</i>	
101(1)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	105(1)	First-Year Seminar: The Other in the Media: (New) Media and Otherness in the Americas
		202(1)	Spanish for Heritage Speakers
		209(1)	Composition and Culture
		230(1)	Identities and Intersections: An Introduction: Black Spain
		230(1)	Identities and Intersections: An Introduction: Afro-Latina/o Diasporic Performance
		230(4)	Studies in Identities and Intersections: Nomadic Imaginaries: The Cosmopolitan Andes
		240(1)	Visual Cultures: An Introduction: Performance in the Americas
		240(1)	Visual Cultures: An Introduction: Avant-Garde Image/Text: Locating the New
		240(2)	Visual Cultures: An Introduction: Spanish and Latin American Cinema
		250(1)	Concepts and Practices of Power: An Introduction: Introduction to Latina/o Studies
		330(1)	Advanced Studies in Identities and Intersections: Spain and Islam
		330(1)	Advanced Studies in Identities and Intersections: Latina Feminisms
		340(1)	Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodávar
		340(2)	Visual Cultures: An Introduction: The Other (in the) Media: New Media and Otherness in the Americas
		350(1)	Advanced Studies in Concepts and Practices of Power: Vital Possibilities: Inscribed Bodies and Living Texts in Latin America
		350(1)	Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts
<i>Music</i>		<i>Theatre Arts</i>	
226(1)	World Music	150(1)	What Is Performance?
229(1)	African Popular Music	283(1)	Playwriting
281(1)	History of Western Music I		
282(1)	History of Western Music II		
371(1)	Topics in Music		
<i>Philosophy</i>			
102(1)	First-Year Seminar on Topics in Philosophy: What is the Good Life?		
<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		
100(3)	First-Year Seminars in Politics: The Politics of Food		
100(5)	First-Year Seminars in Politics: Politics and Truth		
106(1)	Comparative Politics		
357(1)	War and Peace in South Asia		
*361(1)	Politics and Rhetoric		
366(1)	International Migration		
<i>Psychology</i>			
*323(1)	Laboratory in Qualitative Research		
411(1)	Seminar in Psychological Research		
412(1)	Seminar in Psychological Research		
<i>Russian and Eurasian Studies</i>			
*151(1)	First-Year Seminar: Anna Karenina: Loving to Death		
151(1)	First-Year Seminar: Fire and Sword in the Caucasus: A Family Saga		
*151(2)	First-Year Seminar: To the Last Station: Tolstoy after <i>Anna Karenina</i>		

Speaking-Intensive Seminars

- Anthropology*
- 334(1) Memory, History, and Forgetting
- 350(1) Issues in Contemporary Anthropological Theory

- Asian Studies*
- 254(1) The Great Epics of India: Representations and Interpretations
- 312(1) Learning Chinese through Newspapers
- 313(1) Advanced Chinese Reading: Literary Works and Social Issues
- 314(1) Learning Chinese through Films
- 340(1) Love, Gender-Crossing, and Women's Supremacy: A Reading of *The Story of the Stone*

- Biological Sciences*
- 301(1) Stem Cells and Regenerative Medicine: Past, Present, and Future
- 303(1) Microbial Genetics
- 305(1) Cellular and Molecular Aspects of Development

- 321(D) Conference Course: Response to Environmental Contaminants and Evolution: Communicating the Science to the Public
- 321(E) Conference Course: The Biology of Neurological Disorders

- *321(F) Conference Course: Emerging Infectious Diseases

- 321(G) Conference Course: Marine Conservation Biology

- *321(H) Conference Course: Topics in Invasion Ecology

- *321(I) Conference Course: Acquired Immune Deficiency Syndrome Seminar

- 334(1) Chemical Communication in Vertebrates

Chemistry

- *110(1) First-Year Seminar: Forensic Science

- *343(1) Chemistry of DNA

Complex Organizations

- 220(1) Winners and Losers: Taxation, Social Justice, and Economic Choices
- 299(1) Leadership and the Liberal Arts

Critical Social Thought

- 100(1) First-Year Seminar: War and Memory
- 100(4) First-Year Seminar: Goodbye, Conventional Wisdom
- *251(1) Twentieth-Century Theory and Its Discontent: Psychoanalytic Theory
- 350(1) Seminar in Critical Social Thought

Curricular Support Courses

- 104(1) Public Speaking, Leadership Presence
- 212(1) Peer Mentoring: Theory and Practice

Economics

- 306(1) Political Economy of Race and Class
- 314(1) Economic Development in the Age of Globalization

Education

- 300(1) The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools

Educational Studies

- 260(1) Mission and Market: Higher Education

English

- 101(2) Seminar in Reading, Writing, and Reasoning: Women Speaking Out
- 101(3) Seminar in Reading, Writing, and Reasoning: Metaphor, Allegory, Symbol, and Myth: the Essentials of Interpretive Reading
- *101(4) Seminar in Reading, Writing, and Reasoning: Underworlds (and Otherworlds)
- *101(5) Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature
- 101(5) Seminar in Reading, Writing, and Reasoning: The Nonhuman

*101(6)	Seminar in Reading, Writing, and Reasoning: Lives on the Boundaries: Borderland Identities in American Literature	260(1)	Topics in European Studies: Environmental History: Ecological Thinking and Practice in Europe, 1500 to the Present
101(8)	Seminar in Reading, Writing, and Reasoning: Portraits of the Self	315(1)	Topics in German Studies: "Uncommon Women" Conquer the World: Archival Memories Come to Life
103(1)	English for Multilingual Speakers I	*315(1)	Topics in German Studies: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
104(1)	English for Multilingual Speakers II	316(1)	European Studies Seminar: Europe and Islam: From Al-Andalus to Al-Qaeda?
105(1)	Vocabulary and Comprehension of Academic English		
211(1)	Shakespeare		
*265(2)	Survey of Literature for Children and Young Adults		
*305(1)	Writing Literature for Children		
350(1)	Studies in African American Literature: Race, Grace, and the Politics of Salvation in African American Writing		<i>Film Studies</i>
350(1)	Studies in African American Literature: Slavery and the Literary Imagination	101(1)	First-Year Seminar: History and Bollywood
	<i>Environmental Studies</i>	101(1)	First Year Seminar: African Cinema
*317(1)	Perspectives on American Environmental History	203(1)	Introduction to Spanish and Latin American Cinema
321(1)	Conference Courses in Environmental Studies: Wetland Ecosystem Research	220(4)	Special Topics in Film Studies: What's So Funny?: Humor and Comedy in Contemporary German Film, TV, and Song
321(1)	Conference Courses in Environmental Studies: Response to Environmental Contaminants and Evolution: Communicating the Science to the Public	*220(5)	Special Topics in Film Studies: The Remembrance of the Holocaust in Film
*333(1)	Landscape and Narrative	*370(2)	Topics in National/Transnational Cinemas: States of Terror: From Kaspar Hauser to 9/11 in Film and Text
*344(1)	Biogeochemistry of Northern Ecosystems	*370(3)	Topics in National/Transnational Cinemas: Advanced Studies in Visual Culture: Memory (of) War
	<i>European Studies</i>	*370(4)	Topics in National/Transnational Cinemas: Global Europe?: Immigration and Representations of Im/migrants in Film and Text
100(1)	First-Year Seminar: Goodbye, Conventional Wisdom	380(1)	Topics in Film Authorship: Natural's Not in It: Pedro Almodávar
100(2)	First-Year Seminar: War and Memory		<i>French</i>
223(1)	Topics in German Studies: The Art and Science of Revolution in German Cultures	120(1)	African Cinema
230(1)	Topics on Culture and Literature: Introduction to the Civilization of France	225(1)	Intermediate Level Courses in Culture and Literature: Introduction to Contemporary Culture and Media of France and the French-Speaking World

230(1)	Intermediate Courses in Culture and Literature: Introduction to the Civilization of France	103(1)	Intensive Elementary German
	<i>Gender Studies</i>	211(1)	Creation and Production of a German Play
101(1)	Introduction to Gender Studies	220(1)	German Culture Today: Stories and Histories
101(2)	Introduction to Gender Studies: First-Year Seminar	221(1)	Tutorial in German Language and Culture: Time Travels
*204(5)	Women and Gender in the Study of Culture: The Gender of War in Twentieth-Century German Culture	221(1)	Tutorial in German Language and Culture: Stories and Histories
*212(1)	Women and Gender in the Social Sciences: Psychology of Women	223(1)	Topics in German Studies: What's So Funny? Humor and Comedy in German Culture
212(1)	Women and Gender in the Social Sciences: What Is Memory?	223(1)	Topics in German Studies: The Art and Science of Revolution in German Cultures
223(1)	Queer Theory, Performance, and Public Practice	224(1)	Tutorial in German Studies: The Art and Science of Revolution in German Cultures
333(3)	Advanced Seminar: Love, Gender-Crossing, and Women's Supremacy: A Reading of <i>The Story of the Stone</i>	224(1)	Tutorial in German Culture: What's So Funny?: Humor and Comedy in Contemporary German Film, TV, and Song
333(4)	Advanced Seminar: "Uncommon Women" Conquer the World: Archival Memories Come to Life	231(1)	Topics in German and European Studies: War: What is it Good For?
*333(10)	Advanced Seminar: Women Writers: Early Feminisms	232(1)	German Tutorial: War and Memory
*333(11)	Advanced Seminar: Feminist Poetics: The Poetess, Prophet, and Revolutionary	232(2)	German Tutorial: War: What Is It Good For?
*333(12)	Advanced Seminar: Women and Gender in South Asia	*301(1)	Advanced Studies in German Language and Culture
*333(14)	Advanced Seminar: Beyond Logocentrism	315(1)	Topics in German Studies: "Uncommon Women" Conquer the World: Archival Memories Come to Life
*390(1)	Field Placement	325(1)	Senior Seminar: Topographies of Berlin: Case Studies in the Meaning of Space, Place, and Identity
	<i>Geography</i>	331(1)	Topics in German and European Studies in a Global Context: Europe and Islam: From Al-Andalus to Al-Qaeda?
311(1)	Seminars: Global Movement: Migrations, Refugees, and Diasporas		<i>History</i>
312(1)	Seminars: Sense of Place, Sense of Planet	101(1)	Foundation: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700
313(1)	Third World Development	101(2)	Foundation: History and Bollywood
319(1)	Africa: Problems and Prospects		
	<i>Geology</i>		
115(1)	First-Year Seminar: Diamonds		
*210(1)	Plate Tectonics		
	<i>German Studies</i>		
100(1)	First-Year Seminar: War and Memory		

101(3)	Foundation: Chinese Diasporic Communities around the World: History, Identity, and Race	208(1)	What Is Memory?
*223(1)	Religion and Politics in Modern India	*211(1)	Psychology of Women
256(1)	Environmental History: Ecological Thinking and Practice in Europe, 1500 to the Present	251(1)	Animal Behavior
390(1)	South Asian Nationalisms	329(2)	Seminar in Personality and Abnormal Psychology: First-Person Narratives of Madness
	<i>Jewish Studies</i>	411(1)	Seminar in Psychological Research
222(1)	Engendering Judaism: Women and Jewish Tradition	412(1)	Seminar in Psychological Research
	<i>Latin American Studies</i>		<i>Spanish</i>
287(1)	Topics in Latin American Studies: Introduction to Latina/o Studies	210(1)	Conversation and Culture: Speaking Spanish in the Real World
	<i>Mathematics</i>	230(1)	Identities and Intersections: An Introduction: Afro-Latina/o Diasporic Performance
160(1)	Introductory Seminar: Galileo, Mathematics, and the Origins of the Scientific Revolution	230(1)	Identities and Intersections: An Introduction: Black Spain
	<i>Medieval Studies</i>	230(4)	Studies in Identities and Intersections: Nomadic Imaginaries: The Cosmopolitan Andes
101(1)	Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700	240(1)	Visual Cultures: An Introduction: Performance in the Americas
	<i>Music</i>	240(1)	Visual Cultures: An Introduction: Avant-Garde Image/Text: Locating the New
229(1)	African Popular Music	240(2)	Visual Cultures: An Introduction: Spanish and Latin American Cinema
	<i>Philosophy</i>	250(1)	Concepts and Practices of Power: An Introduction: Introduction to Latina/o Studies
102(1)	First-Year Seminar on Topics in Philosophy: What is the Good Life?	330(1)	Advanced Studies in Identities and Intersections: Spain and Islam
102(1)	First-Year Seminar on Topics in Philosophy: Personal Identity	330(1)	Advanced Studies in Identities and Intersections: Latina Feminisms
280(1)	Philosophy for Children	340(1)	Advanced Studies in Visual Cultures: Natural's Not in It: Pedro Almodávar
	<i>Politics</i>	340(2)	Visual Cultures: An Introduction: The Other (in the) Media: New Media and Otherness in the Americas
100(1)	First-Year Seminars in Politics: Speaking and Arguing: The Rhetoric of Peace and War	350(1)	Advanced Studies in Concepts and Practices of Power: Vital Possibilities: Inscribed Bodies and Living Texts in Latin America
225(1)	Winners and Losers: Taxation, Social Justice, and Economic Choices	350(1)	Advanced Studies in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts
357(1)	War and Peace in South Asia		
366(1)	International Migration		
	<i>Psychology</i>		
110(1)	Introductory Seminar in Psychology: 100 Marathons		

	<i>Theatre Arts</i>	103(1)	Integrating Learning, Service, and Social Action
234(2)	Topics in Theatre Studies: Queer Theory, Performance, and Public Practice		<i>Education</i>
281(1)	Shakespeare	205(1)	Racism and Inequality in Schools and Society

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.

Community-Based Learning Courses

	<i>African American and African Studies</i>		
210(1)	African American Culture and Society		
	<i>Complex Organizations</i>		
*204(1)	Poverty in the United States		
	<i>Curricular Support Courses</i>		
100(1)	Engaging the Pioneer Valley: Community-Based Learning (CBL) Theory and Practice		
102(1)	Community-Based Learning: Networks, Reflection, and Meaning		
		203(1)	Integrating Learning, Service, and Social Action
			<i>Education</i>
		205(1)	Racism and Inequality in Schools and Society
		233(1)	Educational Psychology
		300(1)	The Process of Teaching and Learning: Developing Literacy in Early Childhood and Elementary Schools
		325(1)	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum
		330(1)	The Process of Teaching and Learning in Secondary and Middle Schools
			<i>English</i>
		202(1)	Introduction to Journalism
		301(1)	Studies in Journalism: Health and Science Journalism
			<i>Environmental Studies</i>
		200(1)	Environmental Science
		390(1)	Senior Seminar in Environmental Studies
			<i>Gender Studies</i>
		390(1)	Field Placement
			<i>History</i>
		214(1)	History of Global Inequality
			<i>Philosophy</i>
		*240(1)	Environmental Ethics: Nature/Culture/Values
		280(1)	Philosophy for Children
			<i>Politics</i>
		*252(1)	Urban Political Economy
		*348(1)	Colloquium in Politics: Community Development
		391(1)	Pivotal Political Ideas: Political Violence
		*391(3)	Pivotal Political Ideas: Conservatism
		*391(4)	Pivotal Political Ideas: Citizen and the Foreigner
			<i>Psychology</i>
		233(1)	Educational Psychology

- 340(1) Laboratory in Perception and
Cognition: Cognition and Literacy
- Spanish*
- 202(1) Spanish for Heritage Speakers
- 210(1) Conversation and Culture:
Speaking Spanish in the Real World
- 340(2) Visual Cultures: An Introduction:
The Other (in the) Media: New
Media and Otherness in the
Americas
- 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

Art Studio

Asian Studies

Astronomy

Biochemistry

Biological Sciences

Chemistry

Classics

Computer Science

Critical Social Thought

Dance

Economics

English

Environmental Studies

European Studies

Film Studies

French

Gender Studies

Geography

Geology

German Studies

Greek

History

International Relations

Italian

Latin

Latin American Studies

Mathematics

Medieval Studies

Music

Neuroscience and Behavior

Philosophy

Physics

Politics

Psychology

Psychology and Education

Religion

Romance Languages and Cultures

Russian and Eurasian Studies

Russian Literature and Culture

Self-designed Studies

Sociology

Spanish (Hispanophone Studies)

Statistics

Theatre Arts

Minors and Five College Certificates

African American and African Studies	Education
African Studies (Five College certificate)	Education and Society (Nexus)
Ancient Studies	Educational Studies
Anthropology	Engineering (Nexus)
Arabic	English
Architectural Studies	Environmental Studies
Art and Society (Nexus)	Ethnomusicology (Five College certificate)
Art History	European Studies
Art Studio	Film Studies
Asian Studies	French
Asian/Pacific/American Studies (Five College certificate)	Gender Studies
Astronomy	Geography
Biological Sciences	Geology
Buddhist Studies (Five College certificate)	German Studies
Chemistry	Global Business (Nexus)
Chinese	Greek
Classics	History
Coastal and Marine Sciences (Five College certificate)	International Relations (Five College certificate)
Cognitive Neuroscience (Five College certificate)	Italian
Complex Organizations	Japanese
Computer Science	Jewish Studies
Conceptual Foundations of Science	Journalism, Media, and Public Discourse (Nexus)
Critical Social Thought	Latin
Culture, Health, and Science (Five College certificate)	Latin American Studies
Dance	Latin American, Caribbean, and Latino Studies (Five College certificate)
Economics	Law and Public Policy (Nexus)

Logic (Five College certificate)

Mathematics

Medieval Studies

Middle Eastern Studies (Five College certificate)

Music

Native American Indian Studies (Five College certificate)

Nonprofit Organizations (Nexus)

Philosophy

Physics

Politics

Psychology

Religion

Romance Languages and Cultures

Russian and Eurasian Studies

Russian Culture and Literature

Russian Language

Russian Language and Literature

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

Self-designed Studies

Sociology

Spanish (Hispanophone Studies)

Statistics

Sustainability Studies (Five College certificate)

Sustainable Development (Nexus)

Theatre Arts

Thematic Minors

- Comparative Empires
- Comparative Literature and Transnational Studies
- Food
- Memory
- War and Society

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), Hanson (history), Lemly (English); Associate Professors Brodie (biological sciences), 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 (or an equivalent introductory course, approved by the chair)

- One class on people of African descent in either Africa, the Caribbean, or the African diaspora at the 200 or 300 level

Other

- Independent Study 395 is strongly recommended.

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

African American and African studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (see p. 8).

The Minor Concentration in African American Studies

The program should be planned carefully for coherence and integrity.

Credits

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

Courses

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

Other

- Signature of the program chair

Courses Counting toward the Major and Minor in African American Studies

See department listings for descriptions and course offerings.

Core

African American Studies

210 African American Culture and Society

English

250 African American Literature

History

281 African American History to 1865

282 African American History since 1865

Electives

Critical Social Thought

253 Critical Race Theory

Dance

132 Intro to Hip-Hop

142B Comparative Caribbean Dance

232 Intermediate Hip-Hop

Economics

225 Economics of Health Care and Health Service Organizations

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

Education

205 Racism and Inequality in Schools and Society

English

101 Contemporary Autobiography: Race, Sexuality, Style

101 Multicultural Families

101 Memories of Home

101 The Poetics of Race and Identity

208 African American Poetry

250 African American Literature

251 African American Literature II

252 Harlem Renaissance

271	Women Writers: Black and White		<i>History</i>
	Southern Women Writers	101	The Civil Rights Movement
339	Race, Romance, and Reform:	280	Race and Gender in North
	Nineteenth-Century African		American History: African
	American Women's Literature		American Women and U.S. History
345	The Career and Legacy of Richard	301	Colloquium: The Abolition
	Wright		Movement
350	Studies in African American	301	Colloquium: The Age of
	Literature: Slavery and the		Emancipation
	American Literary Imagination	375	American History: The Middle
350	Studies in African American		Period: The Age of Emancipation
	Literature: Race, Grace, and the	381	Recent American History: The
	Politics of Salvation in African		Civil Rights Movement
	American Writing		
351	Toni Morrison		<i>Latin American Studies</i>
356	The Poetry and Prose of Langston	170	Readings in Caribbean Literature
	Hughes	260	Afro-Latin America: From Slavery
357	African Americans and Hollywood		to Invisibility
	Film	276	Contemporary Caribbean
368	African American Literature at		Societies
	Midcentury	289	Slavery in the Americas
370	The Caribbean in American	373	Studies in Comparative Caribbean
	Culture		Culture: Contemporary Caribbean
372	Contesting Borders: The Literature		Writers
	of Exile		
375	Black Texts, Black Experiments:	248	<i>Philosophy</i>
	Contemporary African American		Philosophical Issues in Race and
	Poetics		Racism
375	The Conceptual Black Body in		<i>Politics</i>
	Twentieth-Century and	100	FY Seminar: Black Metropolis
	Contemporary Visual Culture	210	Minorities and the Law
379	Suzan-Lori Parks, Revolutionary	244	Urban Politics and Policies
	Playwright	250	Black Urban Reform
389	American Memoir	251	Black and Latino Politics
		252	Topics in Urban Studies
	<i>Gender Studies</i>	313	The Politics of Poverty
204	Women and Gender in the Study of	347	Race and Urban Political Economy
	Culture: Black Women Writers:	348	Colloquium in Politics:
	Feminist Visions from the African		Community Development
	Diaspora		
333	Contemporary Latin American		<i>Psychology</i>
	Literature: Skin of a Woman: Afro-	213	Psychology of Racism
	Latina and Afro-Latin American		
	Women Writers		<i>Religion</i>
333	Interdisciplinary Seminar: Black	218	Women in American Religious
	Feminism: Theory and Praxis		History
333	Interdisciplinary Seminar: Sex,	228	On Human Freedom: Lordship and
	Love, and Gender in		Bondage in Religion and Culture
	Contemporary African Film	230	Spirituals and the Blues

323	Contemporary Theology: The Women Who Shaped the Mind of Frederick Douglass
	<i>Sociology</i>
216	Issues in Sociology: Racial and Ethnic Relations
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

English

253 African Literature

	<i>Geography</i>		<i>Geography</i>
217	The African Environments	215	Geography of the Middle East and North Africa
	<i>History</i>	217	The African Environments
140	Identity and Community in Early Africa	313	Third World Development
141	Violence and Social Change in Modern Africa	319	Africa: Problems and Prospects
	Electives		<i>German Studies</i>
	<i>Anthropology</i>	241	Special Topics in German Studies: BunTsesrepublik Deutschland: Afro-Germans and Turkish Im/Migrants in Film and Text
301	Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa	341	Topics in German Studies: Color Me German: Perceptions of Other in German Culture from 1800-1933
	<i>Dance</i>		<i>History</i>
142A	West African Dance		African Cities: Development Dreams and Nightmares in the Twentieth Century
243A	Cultural Dance Forms: West African	206	African Popular Culture
	<i>Earth and Environment</i>	241	Colonial Worlds: Africa and India
210	Political Ecology	242	Women in History: African Women's Work, 1880-1980
304	Selected Problems in Regional Geography: Africa—Problems and Prospects	296	Colloquium: Gift and Graft: The Long History of Political Corruption
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>International Relations</i>
337	The Political Imagination in Contemporary South Africa	347	Human Rights and Democracy
	<i>French</i>		<i>Latin American Studies</i>
120	African Cinema	170	Readings in Caribbean Literature
219	The French-Speaking World	276	Contemporary Caribbean Societies
311	<i>Paris dans l'imaginaire Africain</i>	287	Topics in Latin American Studies: Afro-Latina/o Diasporic Performance
341	Ousmane Sembène: <i>L'oeuvre d'un artiste-militant</i>		Human Rights Democracy
341	<i>Contes et Legendes d'Afrique Francophone</i>		
370	Women and Writing in French-Speaking Africa		

- 373 Studies in Comparative Caribbean Culture: Contemporary Caribbean Writers
- Music*
- 126 Introduction to World Music
- 161 West African Drumming Ensemble
- 166 Introduction to the Music of Africa
- 226 World Music
- 229 African Popular Music
- 261 Intermediate West African Drumming Ensemble
- 371 Analytical Studies in World Music
- Politics*
- 213 African Political Systems
- 398 The Rwanda Genocide in Comparative Perspective
- Sociology*
- 103 Contemporary South Africa
- 301 Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa
- 329 Social Change in Southern Africa
- Spanish*
- 105 FY Seminar: Roots and Routes: Intro to the African Diaspora in the Americas
- 230 Identities and Intersections: An Introduction: Afro-Latina/o Diasporic Performance
- 230 Identities and Intersections: An Introduction: Black Spain
- 230 Identities and Intersections: An Introduction: Afro-Latin American Literature
- 261 Afro-Spanish Literature
- 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

Spring 2012

100s(1) The Civil Rights Movement
(First-year seminar; writing-intensive course; See History 101) We will examine the crusade for desegregation both within and beyond the South. Some attention will be given to the movement's Reconstruction precedents, but we will concentrate on the post-1954 period. Readings will cover how segregation was instituted; different phases of the movement; leaders, organization, and followers; the role of women and children; and post-movement history.

Meets multicultural requirement; meets Humanities I-B requirement

L. J. Morgan

Prereq. fy; 4 credits

**100(2) American Dreams, American Dilemmas: Race, Democracy, and Human Capability in the Twenty-First Century*
(First-year seminar; writing-intensive course) Dreams of full citizenship in North America for the descendants of enslaved African Americans have been overdetermined by dilemmas of racial inequality and racial conflict. After nearly 400 years in "the new world," the "beloved community" remains elusive. What progress has been made? What challenges remain? Is the project of integration and racial harmony dead (and, if so, what would an autopsy reveal)? What work remains in the quest for racial, gender, and economic justice and democracy? The course has two goals: to highlight critical questions and debates around black striving, and to 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 or permission of instructor; 4 credits

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

(See Critical Social Thought 253)

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. admission by interview only, jr & sr only except by permission; 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 non-fictional 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 or permission of instructor; 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 or permission of instructor; 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, Sumi; Associate Professor Arnold; Assistant Professor Payne.

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 (8 credits total), one on the ancient Greek and one on the ancient Roman world
- At least two (4-credit) 300-level courses (8 credits total), one of which must be a

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

- One additional (4-credit) course at the 200 level or above
- At least three (4-credit) courses (12 credits total) must be within the chosen concentration.

Other

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, fall 2011*
Joshua Roth, *chair, spring 2012*

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 20 credits in anthropology, including:

- 105, Introduction to Cultural Anthropology
- 4 credits at the 300 level (cannot be fulfilled by 395)
- 12 additional credits above the 100 level

Course Offerings

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, A. Lass, S. Hermez
4 credits

207s Peoples of the South Pacific

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

Meets multicultural requirement; meets Social Sciences III-A requirement

D. Battaglia

Prereq. Anthropology 105; 4 credits

216f Special Topics in Anthropology: Archaeology of Food

This course explores the study of ancient foodways with a focus on 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 “agr-cultural revolution” in a variety of regions. The second half explores a number of themes within the archaeology of food that investigate 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.

Meets Social Sciences III-A requirement

E. Klarich

Prereq. Anthropology 105; 4 credits

222f Making Class Visible

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

Meets Social Sciences III-A requirement

D. Battaglia

Prereq. Anthropology 105; 1 meeting (2.75 hours) plus screenings and production time to be arranged; 4 credits

226fs Research Seminar in Sociology and Anthropology

(Same as Sociology 226) This seminar meets to discuss practical issues in doing research in anthropology and sociology. Depending on student interest, activities could include reading field notes, narrative analysis of texts, survey design, coding and measurement of

quantitative variables, and/or visual analysis. Students might think about how to develop a class paper into an independent study, how to organize research for a thesis, or how to make sense of research and internship experience off-campus or during study abroad.

Does not meet a distribution requirement

M. McKeever, E. Townsley, L. Morgan

Prereq. 8 credits in Anthropology or Sociology; 2 credits

230s Language in Culture and Society

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

Meets multicultural requirement; meets Social Sciences III-A requirement

A. Lass

Prereq. Anthropology 105; 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 social problems, and inequities in the distribution of disease and therapy.

Meets multicultural requirement; meets Social Sciences III-A requirement

L. Morgan

Prereq. Anthropology 105; 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

316f Advanced Seminar: Living the Law: Seminar in Political and Legal Anthropology

This course will explore the fundamental question of how the state and the law figure into our everyday lives. We will look at the ways in which state practices and apparatuses come to influence society and culture. Issues to be dealt with will also include transitional justice, post-conflict reconciliation, law and colonialism, and law and violence. The course will think through theories in legal and political anthropology but also include a secondary regional component where many ethnographic examples will come from the Middle East. We will take advantage of contemporary legal claims and constitutional battles resulting from the 2011 Arab revolts to place theory into the social world.

Meets Social Sciences III-A requirement

S. Hermez

4 credits

331s Anthropology and Sexualities

(Same as Gender Studies 333s(07)) This seminar focuses on contemporary anthropological scholarship concerned with the varieties of sexual expression in diverse cultural settings. We will read ethnographic accounts of sexual ideologies and the politics and practices of sexuality in Brazil, Japan, Native North America, India, and elsewhere. We will examine anthropological theories of sexuality with an emphasis on contemporary issues, including performance theory, "third gender" theories, sexual identity formulation, and techniques used by various societies to discipline the body.

Meets multicultural requirement; meets Social Sciences III-A requirement

L. Morgan

Prereq. sr or jr major in department or gender studies, plus 8 credits in department; 4 credits

334s Memory, History, and Forgetting

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

Meets multicultural requirement; meets Social Sciences III-A requirement

A. Lass

Prereq. 8 credits in department; 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 a Five College major administered by the Department of Art and Art History. Advisors in architectural studies: Professors Davis (art history), Sinha (art history), Staiti (art history); Associate Professor Smith (studio art). Five College Faculty: Assistant Professor of Architectural Studies Long; Five College Mellon Fellow and Visiting Assistant Professor Rohloff; Visiting Instructor Brown

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 and architectural history and theory, 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 (Art History 100 or 105) 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: Landscape Studies 250, Studio: Landscape and Narrative; 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.

Minor in Architectural Studies

Credits

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

Courses

- Art History 100 or Art History 105
- One approved architectural design course at the 200 or 300 level
- One approved art studio course at the 200 level. (Students are reminded that a 100-level art studio course is the prerequisite for admission into the 200-level art studio courses.)
- Two approved electives in art history, art studio, or architectural design
- Those intending to minor must meet with a member of the architectural studies faculty to develop an approved program of study. This conversation should take place no later than the beginning of the student's junior year. Through subsequent regular meetings with her advisor, the student should monitor fulfillment of the minor's requirements.

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

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.

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

Five College Course Offerings in Architectural Studies

Current courses in architectural studies throughout the Five Colleges are listed on the

Five College Architectural Studies website at <http://www.arc5.org>

Course Offerings

205fs Topics in Architecture

Fall 2011

205f(1) Sculpting Space: Introduction to Architectural Design

This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.

Meets Humanities I-A requirement

T. Long

Prereq. One semester of design or drawing is recommended; Studio fee; 4 credits

Spring 2012

**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

280f Topics in Architectural Studies: Issues in Sustainability: Adaptive Reuse

This architectural studio will look at the issue of sustainability through the lens of the adaptive reuse of buildings and sites. Digital modeling tools will be introduced to allow for a holistic approach and evaluation of design proposals. Solutions will look to preserve older buildings while layering into them new programs with new (and used) materials. Digital fabrication methods will be investigated and juxtaposed against traditional construction techniques to evaluate the environmental impact of both.

Meets Humanities I-A requirement

S. Brown

Prereq. so,jr,sr. At least one semester of architectural studio (Architectural Studies 205 or equivalent); exposure to "Rhinoceros" software preferred but not required; Studio Fee \$60. Additional material fees apply; 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, Lee, Sinha (on leave spring 2012), Staiti (on leave spring 2012); Assistant Professor Maier.

Contact Persons

Rose Ryan, *senior administrative assistant*
Bettina Bergmann, *chair*

Requirements for the Major

Credits

- A minimum of 36 credits

Courses

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

Art history majors may not minor in architectural studies.

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 four courses in art history at the 200 level or above

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

Course Offerings

100fs Image and Environment

Fall 2011

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: Renaissance Florence; the artist in the seventeenth century; art, revolution and nationhood; nineteenth-century realism; and abstraction and empathy. Lectures will be complemented by class discussion, 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 2012

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

105f Arts of Asia

(Same as Asian Studies 107) 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

110fs Introductory Seminar in Art History

Fall 2011

110f(1) Inside Art

(First-year seminar) A discussion-oriented introduction to art history. Working with original objects in the Mount Holyoke College Art Museum, we will examine the various materials, practices, and strategies of artists as we move historically across the centuries from the Renaissance to the present. Students will practice the art of describing and refine their skills of observation and analysis.

Meets Humanities I-A requirement

P. Staiti

Prereq. fy; 4 credits

110f(2) Early Modern Art

(First-year seminar) This seminar explores the extraordinary variety of objects that commemorated love, marriage, fertility, and eroticism in fifteenth and sixteenth-century Europe. We will consider works ranging from the loftiest representations of Platonic love down to the frankly sexual, from paintings to prints to painted marriage chests, including objects that can be seen firsthand in the Mount Holyoke College Art Museum. Students will refine their skills of visual and verbal analysis, while also learning to interpret these works through the lens of social history, paying particular attention to the role of women.

Meets Humanities I-A requirement

J. Maier

Prereq. fy; 4 credits

Spring 2012

110s(1) Episodes in Modernism

(First-year seminar) A discussion-oriented introduction to the field for first-year students. We will work with original objects in the Mount Holyoke College Art Museum, examining and interpreting various representational strategies from World War II to the present. Attendance in ARTH 245 lecture is required.

Meets Humanities I-A requirement

A. Lee

Prereq. fy; 4 credits

***202s Talking Pictures: An Introduction to Film**

(Same as Film Studies 202-01) Some of the best feature-length films of the past century have commanded our attention and imagination because of their compelling artistry and the imaginative ways they tell stories visually and verbally. This course closely studies narrative films from around the world, from the silent era to the present, and in the process it introduces students to the basic elements of film form, style, and narration. Some of the films to be considered are: *Broken Blossoms*, *Battleship Potemkin*, *Citizen Kane*, *Contempt*, *The Bicycle Thief*, *Ugetsu*, *Rear Window*, *Woman in the Dunes*, *The Marriage of Maria Braun*, *Days of Heaven*, and *Moulin Rouge*.
Meets Humanities I-A requirement
P. Staiti

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

***222fs Age of the Cathedrals: The Art of Gothic Europe, 1100-1500**

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

Meets Humanities I-A requirement
M. Davis

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

230f Renaissance Art

This survey outlines the history of painting, sculpture, architecture, and urbanism in fifteenth- and sixteenth-century Italy, a time of major artistic and cultural transformation. To trace these developments, we will take a geographic approach, focusing on cities and societies in order to understand the diverse social networks that linked artists with their patrons and publics. We will also examine the expanding networks of cross-cultural contact that linked Italian cities like Florence, Rome, and Venice to places throughout western Europe and beyond.

Meets Humanities I-A requirement
J. Maier

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

231s Northern Renaissance Art

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

Meets Humanities I-A requirement

J. Maier

Prereq. soph, jr, sr, or 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

***261f 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

271f Arts of Islam: Book, Mosque, and Palace

(Same as Asian Studies 271) Through investigation of major works produced in the Muslim world between the seventh and seventeenth centuries from Spain to India, this course explores the ways in which art and architecture were used to embody the faith, accommodate its particular needs, and express the power of its rulers. Topics include the calligraphy of the Qur'an, illustrated liter-

ature, the architecture of the mosque, and the aristocratic palace.

Meets multicultural requirement; meets Humanities I-A requirement

M. Davis

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

290fs Issues in Art History

Fall 2011

290f(1) *Storytelling in Ancient Art*

The aim of the course is to acquaint students with visual modes of storytelling in the predominantly oral cultures of ancient Greece and Rome. Myths and legends appear in a range of media (sculpture, mosaic, fresco, lamps, and gems) and contexts (domestic, sacred, political). Which stories were represented and what do we know about their reception among ancient viewers? Original objects in the Mount Holyoke College Art Museum will offer case studies.

Meets Humanities I-A requirement

B. Bergmann

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

*290f(3) *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 exam-

ines 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

Spring 2012

290s(1) *Ancient Painting and Mosaic*

To come

Meets Humanities I-A requirement

B. Bergmann

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

290s(2) *American Modernisms, 1900-1929*

This course explores the diversity of modern art in early twentieth-century America. As new technologies and ideologies transformed the political, economic, and social fabric of the country, changes in the arts were equally rapid and as dramatic. The course examines the competing and often conflicting ideas and styles of the American avant-garde against the background of more conservative movements of the era. Robert Henri, Georgia O'Keeffe, Man Ray, Charles Demuth, and Edward Hopper are among the artists to be discussed.

Meets Humanities I-A requirement

N. Noble

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

301s **Topics in Art History: Current Issues in Latin American Art**

This course highlights recent scholarship and criticism written in and about Latin America, focusing upon visual culture from 1520 to the present. Among the works we consider: colonial paintings and urban planning, representations of Frida Kahlo and Karl Marx, Brazilian film, contemporary photography, and museum exhibitions. Of particular interest will be the theoretical and methodological issues that characterize writing on visual culture from the 1990s to the present, and the ways they challenge our response to the question "What is Latin American art?"

Meets Humanities I-A requirement

D. Leibsohn

Prereq. at least one 200-level course in art history or one 200-level course in Latin American anthropology, government, history, film or literature. Reading knowledge of Spanish useful, but not required.; 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, or permission of instructor; 4 credits

310f Seminar in Ancient Art

Fall 2011

310f(1) Lives of Ancient Objects

The seminar focuses on Greek and Roman objects in the “Reconstructing Antiquity” exhibition in the Mount Holyoke College Art Museum. Students will engage in firsthand study of coins, vases, statues, portraits, frescoes, and mosaics and conduct advanced research on their original functions and contexts. Issues of collecting practices, both ancient and modern, and museum display will be considered.

Meets Humanities I-A requirement
B. Bergmann

Prereq. courses in art history, classics, or ancient history; 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

***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

332fs Seminar in Baroque Art

Fall 2011

**332f(1) 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 or permission of instructor; 4 credits

Spring 2012

332s(1) Seminar in Baroque Art

Rome was—and remains—a most complex and magnetic city, one that has endured and become "eternal" through countless transformations to its urban and artistic fabric. The focus of this seminar is a particularly intense period of change in Rome—when artists, architects, and intellectuals flocked to the city, bringing traditions from elsewhere that mixed freely with the work of others, while responding to what was already present. More than a survey of famous works in Rome, this course aims to conjure some of the excitement of a city that considered itself the most fashionable and vibrant place in the world.

Meets Humanities I-A requirement

J. Maier

Prereq. jr, sr; 8 credits in art history or permission of instructor; 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 2011

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 the-

matic, 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, or permission of instructor; 4 credits

Spring 2012

**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, or permission of instructor; 4 credits

360fs Seminar in Asian Art

Fall 2011

360f(1) 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, with 8 credits in art history, or film studies, or permission of instructor; 4 credits

Spring 2012

**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, or permission of instructor.; 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

Art–Studio

The major and minor in studio art are administered by the Department of Art and Art History. Advisors in studio art: Professors Campbell, Smith (*chair*); Associate Professor Hachiyanagi.

Contact Persons

Rose Ryan, *senior administrative assistant*
Joseph Smith, *chair*

Requirements for the Studio Art Major

The department will allow students to major in studio art and minor in art history.

Credits

- 40 credits in studio art (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 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 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 268, Papermaking
 - 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.

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

116f Art & 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 use those issues creatively as inspiration for their works of art. Studio mediums are variable and may include, but are not limited to: drawing, three-dimensional constructions, performance, and public art.

Meets Humanities I-A requirement

R. Hachiyonagi

Prereq. fy,so; Students enrolled in this course will be responsible for some of the cost of materials in addition to the standard studio fee

of \$60.00; 4 credits

120fs Visual Investigations: Drawing I

An introduction to both the technical and conceptual aspects of drawing as a primary tool for visual expression and analysis. Art historical contexts as well as the dialogue between the arts and other disciplines will be considered. Emphasis is placed on learning to see, and to think visually.

Meets Humanities I-A requirement

M. Phillips, T. Ginsberg, J. Smith

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

220f Visual Investigations: Drawing II

Further exploration and investigation into the techniques and conceptual issues of drawing. The human figure is used as a departure point for developing perceptual skills and personal expression. Required for the studio art major; priority given to majors and prospective majors.

Meets Humanities I-A requirement

J. Smith

Prereq. Art (Studio) 120; 2 studios (3 hours) and 6 hours unarranged; Students enrolled in this course will be responsible for some of the cost of course materials, in addition to the standard fee of \$60.; 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.

Fall 2011

226f(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

Spring 2012

226s(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, M. Phillips

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

237f Visual Investigations: Painting II

Further study, with emphasis on color and compositional problems and a concentration on personal development. The course employs individual and group critiques to further discussion of contemporary problems in painting.

Meets Humanities I-A requirement

M. Miller

Prereq. Art (Studio) 236; 2 meetings (2 hours 15 minutes), 6 hours unarranged, and criticism sessions to be arranged. Students enrolled in this course will be responsible for the standard studio fee of \$60.00.; 4 credits

246fs Visual Investigations: Sculpture I

Introduction to fundamental sculptural techniques and three-dimensional thinking. Various media are explored, with an emphasis on understanding the language of sculpture through material.

Meets Humanities I-A requirement

J. Smith

Prereq. Art(Studio)116 or 120, Priority given to majors, minors, and prospective majors.; 2 studios (2 hours 40 minutes) and 6 hours unarranged. NOTE: Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60.; 4 credits

***247fs Visual Investigations: Sculpture II**

Sculpture II is a course offered to continue those concepts and skills introduced in Sculpture I. This course is designed as a more in-depth experience for the student artist who is interested in the making of three-dimensional form, the construction of space, and the understanding of traditional or contemporary ideas of sculpture. Various contemporary methods will be examined including site specific art, performance art, installation art, and collaborative works.

Meets Humanities I-A requirement

J. Smith

Prereq. Art (Studio) 120 and 246; 2 studios (2 hours, 15 minutes) and 6 hours unarranged; NOTE: Students enrolled in all sculpture courses will be responsible for some of the cost of course materials, in addition to the standard studio fee of \$60. This course may be taken for 2 credits with permission of the instructor.; 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

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

257fs Visual Investigations: Printmaking II

Introduction to lithography and multicolor printing in various media, which may include intaglio and screen printing.

Meets Humanities I-A requirement

N. Campbell

Prereq. Art (Studio) 256; 2 studios (2 hours 15 minutes) and 6 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

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. Hachiyanaagi

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

268f Papermaking/Paper Art

In this course traditional and contemporary 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. Hachiyanaagi

Prereq. One 100-level art studio course and at least one 200-level art studio course.; 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

J. Smith, M. Phillips, R. Hachiyanaagi, 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

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, on leave spring 2012), Hashmi (international relations), Khory (politics), Lipman (history, on leave spring 2012), I. Peterson (Indian literature, cultural history, and Hinduism); Sinha (art history, on leave spring 2012); Associate Professors Chen (politics), Hachiyonagi (art), Mrozik (religion, on leave 2011–2012), Nemoto (Japanese language and linguistics), Roth (anthropology, on leave fall 2011), Wang (Chinese language and literature); Assistant Professors Datla (history), Payne (history), Steinfelds (religion); Lecturer Xu (Chinese), Teaching Associate Kao (Chinese); Five College Assistant Professor Sbaiti (History), Five College Senior Lecturer Jiyad (Arabic language, on leave 2011–2012); Five College Lecturers Arafah (Arabic), Brown (Japanese); Visiting Lecturer from BLCU (Chinese).

Contact Persons

Kay Klippel, *senior administrative assistant*
Ying Wang, *chair*

Asian Studies Website

<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 with strong links to Asian languages.

Arabic, Chinese, and Japanese languages are regularly taught at Mount Holyoke College; Korean is offered 2011–2012 and Sanskrit is offered occasionally.

Many of our students are double majors. We also offer four minors: Asian studies, Arabic, Chinese, or Japanese.

MHC offers an intensive summer language program in Chinese at the Beijing Language and Culture University and a spring semester in business and economics at the Shanghai

University of Finance and Economics. MHC is affiliated with the Associated Kyoto Program in Japan. Our majors also participate in study abroad programs in the Middle East and South Asia.

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.

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. Please visit our website to see the major requirement checklist.

Asian studies students 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 four semesters of Chinese, Japanese, Arabic, or Korean language study, or three 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- and 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 (four 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 websites of other departments, including art history, history, international relations, politics, and religion. Asian studies majors should also plan to use the rich resources of the Five College Consortium in selecting their courses (listings are available through the Five College or individual college websites).

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

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

- There is no language requirement for the minor.
- At least 16 credits of Asian studies courses (including all courses that count toward the Asian studies major or minor) at the 200 level or higher, only 8 of which can be in language
- At least 4 credits must be at the 300 level.
- Courses 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 Arabic Minor

Credits and Courses

- At least 16 credits in Arabic language courses at the 200 level or higher
- At least two 300-level courses in Arabic
- Independent Studies (295 or 395) do not count toward the minor.
- Language courses that are not taken at MHC must be approved by the head of the Arabic program at Mount Holyoke College to count toward the minor.
- Courses taught in English do not count toward minor.

Requirements for the Chinese Minor

Credits and Courses

- At least 16 credits of Chinese language courses at the 200 level or higher
- At least two 300-level courses in Chinese
- Independent Studies (295 or 395) do not count toward the minor.
- Language courses that are not taken at MHC must be approved by the head of the Chinese program at Mount Holyoke College to count toward minor.

- Courses taught in English do not count toward the minor.

Requirements for the Japanese Minor

Credits and Courses

- At least 16 credits of Japanese language courses at the 200 level or higher
- At least two 300-level courses in Japanese
- Independent Studies (295 or 395) do not count toward the minor.
- Language courses that are not taken at MHC must be approved by the head of the Japanese program at Mount Holyoke College to count toward minor.
- Courses taught in English do not count toward the minor.

College Language Requirement

Completing two semesters (8 credits or more) of Arabic, Chinese, Japanese, or Korean 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 literature, women's lives, and the contribution of figures such as the Buddha and Mahatma Gandhi. Attention will be given to colonialism and nationalism, to the events that led to the birth of the modern nations of India, Pakistan, and Bangladesh, and to contemporary life and movements.

Meets multicultural requirement; meets Humanities I-B requirement
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

*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

215s Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater

(Taught in English; Same as Gender Studies 204-03(s)) Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Dream of the Red Chamber*, *Story of the Western Chamber*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

Meets multicultural requirement; meets Humanities I-A requirement

Y. Wang

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

261f Hinduism

(Same as Religion 261) In this thematic and historical introduction to the major religious tradition of India, Hinduism is explored in its various expressions, including texts (*Ramayana*, *Bhagavad Gita*), myths and gods (Krishna, the Great Goddess), philosophy, rites, art, worship, and popular practice. The roles of key religious figures (Shankara, Mirabai), movements (Bhakti), techniques (yoga), institutions (guru, caste, women's rites), and concepts (karma, dharma) are studied in their cultural contexts, and with

reference to issues of gender, class, and agency. Extensive use of audiovisual material. *Meets multicultural requirement; meets Humanities I-B requirement*
I. Peterson
4 credits

271f Arts of Islam: Book, Mosque, and Palace

(Same as Art History 271) Through investigation of major works produced in the Muslim world between the seventh and seventeenth centuries from Spain to India, this course explores the ways in which art and architecture were used to embody the faith, accommodate its particular needs, and express the power of its rulers. Topics include the calligraphy of the Qur'an, illustrated literature, the architecture of the mosque, and the aristocratic palace.

Meets multicultural requirement; meets Humanities I-A requirement

M. Davis

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

***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 2011

***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) is required; 4 credits

Spring 2012

***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) 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; Same as Gender Studies 333) 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. jr,sr, or permission of instructor; 4 credits

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

(Taught in English; Same as Gender Studies 333s-12) 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, 130f-131s, and 160f-161s satisfy the Mount Holyoke College language requirement. Students who have had previous training in Arabic, Chinese, Japanese, or Korean and wish to continue their studies should arrange for placement in appropriate courses by contacting Ms. Arafah for Arabic, Ms. Nemoto for Japanese, and Ms. Wang for Chinese and Korean.

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

Y. Wang, The department

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

Y. Wang, The department

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

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 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

*141f First Year Sanskrit I

Introduction to Sanskrit, the classical language of India. Related to other Indo-European languages (including English) and the ancestor of most of the sixteen major Indian languages (e.g., Hindi), Sanskrit is the medium of the literary classics, and of the texts of the Hindu, Buddhist, and Jain religions. The first-semester course covers Sanskrit grammar. The emphasis is on sentence construction, recognition and production of grammatical forms, and translation. Attention is also given to script, chanting, and pronunciation. The goal is proficiency in reading sentences and sustained passages in Sanskrit, in preparation for reading authentic texts in the second semester.

Meets language requirement; does not meet a distribution requirement

I. Peterson

Expected to be offered next in 2012-13; 4 credits

***142s First Year Sanskrit II**

This course continues Asian Studies 141f, Elementary Sanskrit I. Beginning with a review of grammar, the course will treat advanced topics in grammar, including syntax and word order. The remainder of the semester is devoted to readings from the following texts: the epic Mahabharata (fourth century B.C.), the Bhagavad Gita (first century), Hitopadesa (a book of didactic tales and animal fables, ninth century), and anthologies of verse. The goal is to prepare students to be able to read epic-level texts independently with the help of a dictionary.

Meets language requirement; does not meet a distribution requirement

I. Peterson

Prereq. Asian Studies 141 or permission of instructor; Expected to be offered next in 2012-13; 4 credits

160f First Year 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. *Meets language requirement; does not meet a distribution requirement*

S. Massey

Prereq. Only fy, soph, and jr students may pre-register; if space is available, srs may be able to register during Add/Drop; Students must complete both Asian Studies 160 and 161 to satisfy the college language requirement.; 4 credits

161s First Year Korean II

This course continues Asian Studies 160, First Year Korean I, with an introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading, and writing skills.

Meets language requirement; does not meet a distribution requirement

S. Massey

Prereq. Asian Studies 160 or equivalent; students must complete both Asian Studies 160 and 161 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, The department

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, The department

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

223s 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

Students in this course will continue perfecting their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete

Al Kitaab, Book 1 and finish Chapter 10 of Al Kitaab, Book 2 by the end of the year. Each course is 4 credits. The prerequisite is Arabic 130-131 or the equivalent.

Meets language requirement; does not meet a distribution requirement

H. Arafah

Prereq. Asian Studies 131 or equivalent

(contact Ms. Arafah for placement); 4 credits

233s Second Year Arabic II

Students in this course will continue perfecting their knowledge of Arabic, focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio, and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete Al Kitaab, Book 1 and finish Chapter 10 of Al Kitaab, Book 2 by the end of the year. Each course is 4 credits. The prerequisite is Arabic 130-131 or the equivalent.

Meets language requirement; does not meet a distribution requirement

H. Arafah

Prereq. Arabic 232 or the 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

A. Kao, The department

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, The department

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

The department

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

The department

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

The department

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); This course is offered as Asian Studies 395 Independent Study; 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
2011-2012**

Art History

360f Seminar in Asian Art: Photography in India

History

101s (FY) Foundation: History and Bollywood

108f Rise of Islam

124f Modern South Asia

137f Modern East Asia 1600–2000

211s Education in Middle Eastern History

331f Twentieth-Century China

335s Conquerors and Conquered: Early Islamic Imperialism

390f South Asian Nationalism

International Relations

211f Middle East Politics

341f Political Islam

Politics

228s East Asian Politics

359f Democratization and Civil Society in East Asia

Religion

109f FY Seminar: Muhammad

202f Introduction to Islam

207s Women and Gender in Islam

241s Women and Buddhism

263f Introduction to Buddhism

311s Sufism: The Mystic Path in Islam

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 Professors Fassett, Levine; Director of the Observatory Stage; Five College Faculty Calzetti, Edwards, Erickson, Fardal, Gialaisco, Greenstein, Gutermuth, 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 related fields, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer or planetary scientist. Thus, advanced courses in physics, mathematics, geology, biology, and/or chemistry, as well as a facility in computer programming, are strongly encouraged.

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

The major in astronomy is based on completion of Mathematics 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.

220f 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

228s 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 in alternate years at Hampshire, Smith, 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 228 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, though others will be able to register during Add/Drop if spaces remain available.; 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-C requirement

J. Levine, D. Dyar

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 this course (110) must attend a weekly 4th hour section.; 4 credits

223s 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

C. Fasset, D. Dyar

Prereq. Mathematics 100/101 and one semester of 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 and Math 202; Physics 216 and Math 203 strongly suggested; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph; 1-4 credits

***330f Seminar: Topics in Astrophysics**

Fall 2011

***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; Astronomy 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; Astronomy 223 recommended; 4 credits

330f(3) Astrobiology

(Writing-intensive course) Are we alone in the universe? The essence of that question has likely been a source of inspiration since the dawn of humanity. We will look at the history of extraterrestrial debate and analyze

the transdisciplinary science behind astrobiology. We will investigate the properties of life as we know it and extrapolate their properties to consider the potential for simple life forms to exist on Mars and elsewhere in our solar system, to the possibility of intelligent life on habitable planets near distant stars, and finally the implications of extraterrestrial life to life on Earth. Assessments will include critical reading and writing about scientific literature on this topic.

D. Dyar

Prereq. Permission of instructor; offered at Hampshire College fall 2011; 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 (or 160), 201, 202, 302, and 308; Biological Sciences 145 (or 160), 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 (or 160) and 201 and Biological Sciences 145 (or 160) and 200 during the first year. The committee further recommends Biological Sciences 220 and Chemistry 325 to students planning graduate work in biochemistry. 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 (or 160) and 201, General Chemistry I and II; 202 and 302, Organic Chemistry I and II; and 308, Chemical Thermodynamics
- Biological Sciences 145 (or 160) 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 145 (or 160), 200; Chemistry 101 (or 160), 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 pre-health 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

111f Life's Matrix: Water, Water, Every Where ... Nor Any Drop to Drink

(First-year seminar; writing-intensive course) Water, the ideal solvent in which life-granting reactions occur, makes up 70 percent of the planet and our body. We will examine the remarkable chemical, physical properties of water that sustain life, and study its involvement in two critical biochemical processes: cellular respiration and photosynthesis. We are running out of this precious resource, due to population expansion, unsustained usage of water by industrialized societies, pollution of waterways, and the redistribution of water due to engineering, climate change, and commerce. Steven Solomon's book, *Water: The Epic Struggle for Wealth, Power and Civilization* (2010), will inform our discussions. *Meets Science and Math II-C requirement*
L. Hsu
4 credits

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 311, Chemistry 311) 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 314, Chemistry 314) 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); 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 or Biochemistry 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, Knight, Rachootin, Woodard; Associate Professors Bacon (*chair*), Brodie, Frary, Gillis, Hoopes, Stranford; Visiting Assistant Professors Pope, Rounds, Sacchetti.

Contact Persons

Nancy Lech, *senior administrative assistant*
Ellie Perrier, *administrative assistant*
Sarah Bacon, *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 Licen-

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 2011

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) Diversity of Life

We will survey the great diversity of life on earth from the archae-bacteria 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

24 first years and 12 sophomores; 4 credits

145f(5) Complexity of Life

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) 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(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 2012

***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 160L). Recommended for students interested in com-

pleting pre-health requirements or advanced study in biochemistry or neuroscience.

Meets Science and Math II-B requirement
R. Brodie, M. Nunez

Prereq. fy; 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
R. Fink, A. Frary

Prereq. Biological Sciences 145, 146, or 160; 4 credits

206s Local Flora

Offers plant identification and natural history, emphasizing native and introduced trees, and wildflowers. On- and off-campus field trips.

Does not meet a distribution requirement
A. Frary

Prereq. 4 credits in department; 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
J. Knight, C. Woodard

Prereq. Biological Sciences 200, Chemistry 101 must also be taken prior to or as a co-requisite 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
P. Sacchetti

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
The department

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. Course credit will not be granted to students who do not receive safety training. See department for requirements.; 1-4 credits

301s 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. permission of instructor; 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 engi-

neering. 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 either 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

(See Biochemistry 311; also Chemistry 311)

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 314, Chemistry 314)

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 316) 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.

Does not meet a distribution requirement

R. Brodie

Prereq. Biological Sciences 223 or 226; 4 credits

*319s 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-B 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.

lio. 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

S. Lancelle, M. Rice

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 2011

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 Biological Sciences 200; 2 credits

321f(B) Advanced Topics in Vertebrate Structure and Function

This course will take a comparative approach to examine the diverse structure and function found within vertebrates. Why can an eagle fly, but not an ostrich or a dog? Focus will be placed on understanding the specializations in skeletal, muscular, and sensory systems within the context of the ecology and behavior of the organism. These topics will be approached with the ultimate goal of understanding the evolutionary significance of vertebrate diversity. The course will include discussions of examples from the primary literature, comparative dissections, and observation of prepared specimens.

L. Macesis

Prereq. two courses above Biological Sciences 200; 4 credits

321f(C) Art, Music, and the Brain

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; students studying art and music are encouraged to enroll; 2 credits

321f(D) Response to Environmental Contaminants and Evolution: Communicating the Science to the Public

(Speaking- and writing-intensive course; Same as Environmental Studies 321) It is essential for scientists to communicate their findings to the public. Students will learn the basic concepts of toxicology—the study of chemical contaminants—and they will consider how toxicity is both a product and a selective force in the evolution of particular groups of organisms. They will research particular toxicants—their chemistry, physiological effects in different kinds of organisms, and the environmental and evolutionary contexts for varying susceptibilities and responses. Their findings will be the basis of articles written for online publication in the Encyclopedia of Earth, a freely available, expert-reviewed collection of articles written in non-technical language.

E. Monosson

Prereq. 8 credits from environmental studies, chemistry, biochemistry, biological sciences, or geology; or permission of instructor; 4 credits

321f(F) Molecular Physiology of the Cell

DNA and protein are just part of what makes a cell alive; without the compartments, membranes and chemical gradients of the cell they could do nothing. In this course we will ex-

plore the ways molecular biology informs our understanding of cell physiology. The course will include in-depth discussions of protein trafficking, membrane transport, cell motility, membrane potential, and respiration. We will also cover cell structure and the implications of the endosymbiotic events that have led to the eukaryotic cell's form. The laboratory section of the course will include the use of molecular techniques and fluorescence microscopy in several different cell types.

C. Rounds

Prereq. Biological Sciences 220; 4 credits

Spring 2012

321s(E) The Biology of Neurological Disorders (Speaking-intensive course) The course will present an overview of basic anatomical, biochemical, cellular, and physiological concepts behind the organization of the nervous system. After defining how neural cells perform complex motor, sensory, and cognitive processes, we will examine the impact of developmental abnormality, chemical imbalance or injury on behavior and cognition. Students will analyze primary literature and present current data on possible causes and mechanisms underlying major neurological and degenerative disorders affecting the human population. Trauma, cell death, alterations in neurotransmission, and regeneration and other potential cures will be some of the topics covered.

P. Sacchetti

Prereq. Biological Sciences 220 and instructor permission; 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 find-

ings relevant to these pathogens and the diseases they cause.

S. Stranford

Prereq. Biological Sciences 319; 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 improve their abilities to read, analyze and discuss primary literature. Those progressing to graduate school in the next year or two will feel more confident in delving into the literature surrounding their research interests and in discussing published findings and current ideas with colleagues.

R. Brodie

Prereq. Biological Sciences 223 or 226; 2 credits

***321s(H) Topics in Invasion Ecology**

(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 biodiversity 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.

M. Hoopes

Prereq. 8 credits above Biological Sciences 200 with Biological Sciences 223 or 226 or ES200; 4 credits

***321s(I) Acquired Immune Deficiency**

Syndrome Seminar

(Speaking-intensive course) What is our current understanding of HIV-induced AIDS? What factors favor disease progression or re-

sistance? 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

***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 Biological Sciences 200.; 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, or permission of instructor; 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

***331s Theory and Application of Conservation Biology**

This course focuses on advanced ecological theory applied to conservation. Class will combine lectures and discussions of primary scientific literature. Labs will include field trips to collect observational and experimental data and indoor exercises to explore the concepts of rarity, coexistence, and population viability with mathematical models. A community-based learning aspect is possible for the final project in this class.

Meets Science and Math II-B requirement

M. Hoopes

Prereq. Biological Sciences 223 or 315; or Biological Sciences 226 with permission of instructor; or Environmental Studies 200 with 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

S. Barry

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

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, Hamilton (*chair*); Associate Professors Cotter, Gomez, Nunez; Assistant Professor McMenimen.

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 current social matrix, and within the historical scope of human knowledge.

These courses of study are not mutually exclusive, and students following either as their principal route to the major are encouraged to consider incorporating some of the spirit of the other track into their educational program.

Track A (Predoctoral)

Credits

- A minimum of 32 credits in chemistry including six 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
 - 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/State of Massachusetts Secondary Teaching Licensure)

Credits

- A minimum of 32 credits in chemistry, including five 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
 - 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

These two requirements may be waived for a student enrolled in Education 331, Student Teaching during the second semester of her senior year.

The chemistry major can be pursued at several levels of intensity. To get to the junior and senior years and enjoy the greatest opportunity for advanced courses and inde-

pendent 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 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 the biochemistry major, see Biochemistry.

Requirements for the Minor

Credits

- At least 16 credits at the 200 level or above
- At least 4 of these credits must be at the 300 level.

Teacher Licensure

Students interested in pursuing licensure in the field of chemistry can combine their course work in chemistry with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of chemistry, please consult your advisor or the chair of the chemistry department. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Ms. Lawrence in the psychology and education department. Licensure 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 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.

Choosing a First Chemistry Course

The chemistry department offers three points of entry into the curriculum. Chemistry 101, General Chemistry I, is usually the first course for an entering Mount Holyoke student who has taken fewer than two years of high school chemistry. Chemistry 101 provides such a student with an opportunity to develop her understanding of the foundations of reaction chemistry, thermochemistry, electronic structure, chemical bonding, and acid-base chemistry.

Students interested in studying biochemistry, or interested in satisfying pre-health requirements, may find it helpful to take both introductory biology and introductory chemistry in their first semester. Biology 160 and Chemistry 160 integrate topics from biology and chemistry to give an introduction to both disciplines. The 8-credit course has about six hours of lecture/discussion and one four-hour lab per week. The course prepares students to continue in both second semester chemistry (Chemistry 201) and second semester biology (Biology 200) in the spring semester.

Many students enter Mount Holyoke College with a substantial background in chemical principles. These students should strongly consider one of the chemistry department's 200-level courses. Such students include those who have taken two years of high school chemistry, completed A-level chemistry or the International Baccalaureate, taken the Advanced Placement examination in chemistry with a score of 4 or 5, or taken the Achievement Test in chemistry with a score of 650 or higher. Chemistry 201, General Chemistry II, is usually the appropriate choice. In addition, one year of high school calculus with a grade of B or better is required for the fall version of Chemistry 201. In this course, students extend their understanding of electronic structure, kinetics, equilibrium, spontaneity and electrochemistry. Special topics based on faculty interests

and expertise are also introduced to provide context for discussion.

Course Offerings

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
W. Cotter
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

W. Chen, D. Cotter

Prereq. Chemistry 101 and Mathematics 101, first year only, and permission of instructor (weichen@mtholyoke.edu); prereq. for 201s: Chemistry 101 with a 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
K. McMenimen, S. Browne
Prereq. Chemistry 201 with grade of C or better, or permission of instructor; 4 credits

*212s Chemistry of Biomolecules

An examination of the major ideas of biochemistry from the point of view of the chemical sciences rather than the life sciences. Structures of important biomolecules. The role of energetics and reaction dynamics in biochemical processes. Major metabolic pathways are considered, including those of proteins, carbohydrates, lipids, and nucleic acids.

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 his-

tory 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, K. McMenimen

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

S. Browne, K. McMenimen

Prereq. Co-requisite or prerequisite of Chemistry 302; second half of semester; 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

The department

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

(See Biochemistry 311; also Biological Sciences 311)

Meets Science and Math II-B requirement

L. Hsu

4 credits

314s Nucleic Acids Biochemistry and Molecular Biology

(See Biochemistry 314; also Biological Sciences 314)

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

325s Atomic and Molecular Structure

This course is an introduction to experimental and theoretical approaches to the determination of the structure of atoms, molecules, and chemical bonds. Classroom work provides background in the theory of atomic and molecular structure and an introduction to quantum mechanics and spectroscopy.

Meets Science and Math II-B requirement

M. Gomez

Prereq. Chemistry 201, Chemistry 202, Mathematics 202, Physics 216, Chemistry 308 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, or permission of instructor; 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: Professors Debnar, Sumi; Associate Professor Arnold.

Contact Persons

Kay Klippel, *senior administrative assistant*
Ombretta Frau, *chair*

The discipline of classics comprises the study of the language, literature, history, culture, and society of the Greeks and Romans and of the ancient Mediterranean world from about the eighth century BCE to the fifth century of our own era (c. 476 CE). Literary genres (such as epic poetry, drama, and historiography), political institutions and ideals (such as democracy and free speech), as well as principles of philosophy and science are all part of the rich legacy that the ancient Greeks and Romans bequeathed to western Europe. Many of their ideas and institutions were consciously revived in the Renaissance and Enlightenment and remain with us today.

The department offers courses in ancient Greek and Latin at all levels (for Sanskrit, see Asian Studies), as well as a wide array of courses (in English) approaching the culture and history of Greek and Roman antiquity from a variety of perspectives. Majors have the opportunity to spend part or all of their junior years abroad (e.g., in Rome, Athens, or Great Britain).

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 department have spent part of their junior years at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Some have pursued their studies at Oxford, Saint Andrews,

and other institutions in Great Britain. Arcadia College and College Year in Athens both offer programs in Greece. Students who anticipate taking an advanced degree in archaeology, ancient art history, ancient history, or classics can also apply to summer sessions of the American School of Classical Studies at Athens.

Course Offerings

Classics Courses (No Greek or Latin Required)

106f Tragedy Ancient and Modern

(First-year seminar; writing-intensive course) This course will examine the conventions of tragedy in the ancient Greek theater and their influence on modern American drama. Readings will include representative plays from the three celebrated ancient Athenian dramatists, Aeschylus, Sophocles and Euripides, and from the moderns, Eugene O'Neill, Tennessee Williams, and Arthur Miller. Tragic forms and themes in *The Book of Job* from the Hebrew Bible will provide a further interesting point of comparison.

Meets Humanities I-A requirement

B. Arnold

Prereq. fy or permission of instructor; 4 credits

***127f Ancient Greece**

(Same as History 127) 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

128f 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 and the rise of Constantine. We shall strive to recreate the entire experience of the peoples of the Roman Empire and those who came in contact with it as it rose to become the dominant power in the Mediterranean. Topics include their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics, and the Roman family. Sources include Polybius, Sallust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.

Meets Humanities I-B requirement

J. Moralee

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 sophisticated drama through the contributions of the three most important tragedians: Aeschylus, Sophocles, and Euripides. Attention is given both to the political context in which the plays were performed and to the dramatic effects employed by the playwrights that made the stage an influential medium of powerful artistry. Students will also study the influence of ancient tragedy on film by examining dramatic strategies modern directors employ

and the allusions to Greek tragedy found in some innovative films by Roman Polanski, Woody Allen, Jules Dassin, Michael Cacoyannis, and others.

Meets Humanities I-A requirement

B. Arnold

2 meetings (75 minutes) plus 1 screening; 4 credits

225s Athenian Democracy and its Foes

(Same as History 225) Democracy first took root in Athens in the late sixth century BCE and flourished, with only brief interruptions, until the city came under the power of Macedonia in the latter part of the fourth century BCE. This course will trace the development of Athenian democracy and examine such topics as citizenship; the role of women, the family, and non-citizens in Athens; the legal system; education; and public entertainment. It will also compare democratic Athens with its antithesis, Sparta. Sources will include Herodotus, Thucydides, Aristophanes, Plato, Aristotle, Demosthenes, and others.

Meets Humanities I-A requirement

P. Debnar

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, pan-hellenism, 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

The department

Prereq. Greek 201; 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

The department

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 and permission 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

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

J. Moralee, B. Arnold

Prereq. fy,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

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

B. Arnold

Prereq. Latin-102 or permission of instructor; 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

***225s The Dido/Aeneas Story**

Second-year level study of Latin with readings in prose and poetry focused around the Roman foundation myth of Dido and Aeneas, which can be read on many different

levels: as a myth of the origins of Rome; as an historical allegory of the Punic wars and the later war against Cleopatra, Queen of the East; as a psychological analysis of romantic love; as moral and political philosophy; and as a classical tragedy with interesting allusions to several of the best Greek tragedies. Selections are from Vergil, Ovid, Livy and Pompeius Trogus. Offers further review of grammar and syntax.

Meets either language requirement or Humanities I-A requirement

B. Arnold

Prereq. Latin 201 or permission of instructor; 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 examine the role of public oratory in the political process in this period with a close reading of Cicero's speeches and letters concerning one of his political enemies (Catiline, Clodius, or Mark Antony).

Meets either language requirement or Humanities I-A requirement

G. Sumi

Prereq. Latin 222 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

309s 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 or permission of instructor; 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

313f Myth, Memory, and History: Writing the Past in the Roman Republic

Livy and Sallust, the best known historians of the Roman Republic, viewed history writing as a moral enterprise, presenting events from the past as exemplary tales to inform and enlighten the lives of their readers. Their narratives thus are highly rhetorical, combining myth, memory, and history to reconstruct the past. Close reading of selections from Livy's *Ab Urbe Condita* and/or Sallust's monographs—the *Bellum Catilinae* and *Bellum Jugurthinum*—will lead to discussions about how Romans viewed their past and how they wrote about it.

Does not meet a distribution requirement

G. Sumi

Prereq. Latin 222 or permission of instructor; 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 sav-

ior 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

Prereq. Latin 222 or permission of instructor; 4 credits

350fs Junior/Senior Tutorial

Studies in Roman lyric, elegy, didactic poetry, the Roman novel, Roman use of myth in literature, or other authors or genres.

Meets 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.

***145f Western Civilization: An Introduction through the Great Books**

(First-year seminar; writing-intensive course)
Beginning with works emerging from Athens and Jerusalem and proceeding to the modern world, this course will explore the prominent ideas of Western civilization. The course material will be centered on the Great Books from across disciplinary boundaries and will include authors such as Dante, Darwin, Homer, Nietzsche, Plato, Shakespeare and the writers of the Old and New Testaments.

Does not meet a distribution requirement

J. Hartley

Prereq. fy or permission of instructor; 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

P. Gill

This class satisfies the methods requirements of all Nexus minors. Those thinking of doing an internship/research project in summer 2012 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 situa-

tions 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

Meets Mondays, 7-10pm. Meeting dates: 9/12, 9/19, 9/26, 10/3, 10/17, plus day of LEAP symposium (TBA).; 2 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); Visiting Assistant Professor Steven Schmeiser.

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
307	Seminar in Industrial Organization
338	Money and Banking
	<i>International Relations</i>
270	American Foreign Policy
	<i>Politics</i>
266	Environmental Politics in America
346	Seminar in Public Policy

Course Offerings

***204f Poverty in the United States**
(Community-Based Learning course; 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 expla-

nations 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

J. Fox, C. Pyle

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. so, jr, sr; 4 credits

212f Individuals and Organizations

(Same as Psychology 212) 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, or permission of instructor; 4 credits

***232s Ethical Issues in Complex Organizations**

(Same as Philosophy 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

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; 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

100fs 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

The department, 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 your own programs, based on core programming concepts and analytical problem solving approaches. You will develop dynamic programs by first using Adobe Flash CS4 and AS3 (ActionScript 3), the technology behind many Web applications. The last portion of the course will teach you Java, a very popular modern programming language. We assume no prior study of computer science. Programming intensive.

Meets Science and Math II-A requirement

A. St. John, A. StJohn

4 credits

105f The Computer Science Revolution Is Here

(First-year seminar) Social software such as Facebook and Skype and mobile devices like smartphones and iPads have revolutionized personal computing in recent years. In this course we will look at issues surrounding this revolution in personal computing, such as privacy and free speech. We will also look at how computing is revolutionizing other disciplines, e.g., medicine, assistive technology for the disabled, and scientific research. Topics will include understanding the potential of Watson to build smarter search engines, the role of computing in drug discovery, and how countries can censor or even turn off the Internet.

Meets Science and Math II-A requirement

B. Lerner

Prereq. fy; 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

B. Lerner

Prereq. Computer Science 101; 4 credits

211fs 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

The department

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 concur-

rent and fault tolerant systems. Programming intensive.

Meets Science and Math II-A requirement

B. Lerner

Prereq. Computer Science 102 or 201; 4 credits

221s Introduction to Computing Systems

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

The department

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. StJohn

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 pro-

gramming, 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

***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

322f 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

The department

Prereq. Computer Science 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

The department

Prereq. Computer Science 101, 211 (may be

taken concurrently), and at least one of

Mathematics 203, Mathematics 211,

Mathematics 232, or permission of instructor;

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; 4 credits

341s Topics

Spring 2012

***341s(1) Robotics and HCI**

This is a seminar-based course, drawing on a combination of traditional lectures, student presentations and projects. We will cover core robotics and HCI (Human Computer Interaction) concepts, with additional topics directed by student interest.

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

341s(2) 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 2-D and 3-D 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: Professor Alderman (English), Cocks (politics, *director of advising*), Cotter (chemistry, *chair*), Grayson (religion), Hornstein (psychology), Martin (English), Remmler (German studies), Rundle (theatre arts, gender studies), Wilson (economics).

Affiliated faculty: Blaetz (film studies), Datla (history), Davis (art history), Douglas (psychology), Gabriel (economics), Gill (politics), Gudmundson (Latin American studies), Gundermann (Spanish, gender studies), Lawrence (educational studies), Markovits (politics), Moseley (economics), Renda (gender studies), Savoy (geology, environmental studies), Smith (politics), Tucker (sociology), Wartenberg (philosophy)

Contact Persons

Patricia Ware, *senior administrative assistant*
Donald Cotter, *chair*
Joan Cocks, *director of advising*

Critical Social Thought Website

<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, Marx-ian 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@mtholyoke.edu) and/or the director of advising, Joan Cocks (jcocks@mtholyoke.edu) at their earliest convenience.

CST 100s, Experiments in Critical Social Thought, is designed especially for entering students curious about the program. Students may also consider other first-year seminars such as: CST 133, Gods and Monsters: Science and Scientist in the Modern Work; Politics 100 (03), The Self and Political Thought; German Studies 100, Memory and War

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 website 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 First-Year Seminar

Fall 2011

**100f(1) War and Memory*

(First-year seminar; speaking- and writing-intensive course; taught in English; Same as German Studies 100, European Studies 100) How do nations, groups, and individuals remember war? We explore the conflicting narratives of war that emerge at memorial sites, in museums, in film and other visual media, and in oral testimony. With an emphasis on case studies of actual national and transnational controversies arising out of competing versions of the past by the multiple participants in war, we investigate the impact of war in the last century up to the present for defining national, ethnic, gender, and racial identities; for establishing responsibility and rendering justice; and for remembering the dead. Cases focus on the remembrance of WW II and its legacies in Germany, Japan, and the U.S.

Meets Humanities I-A requirement

K. Remmler

Prereq. fy; No knowledge of German necessary; 4 credits

100f(2) Self and Political Thought

(First-year seminar; writing-intensive course; Same as Politics 100f(02)) 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

4 credits

100f(3) What Is Performance?

(First-year seminar; writing-intensive course; Same as Theatre Arts 150 (02)) 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

E. Rundle

Prereq. fy or permission of instructor; 4 credits

100f(4) Goodbye, Conventional Wisdom

(First-year seminar; speaking- and writing-intensive course; Same as European Studies 100 (01)) One of the hallmarks of a liberal arts education is to draw on a broad base of knowledge in order to interrogate common assumptions. No one exemplifies this critical approach better than French philosopher Michel Foucault. One of the most influential thinkers of recent times, Foucault revolutionized several academic disciplines and even questioned the very notion of a discipline itself. He did so by revealing the history and transformations of ideas now viewed as self-evident. This first-year seminar invites students to develop similar analytical skills. Following Foucault's lead, the course pays special attention to preconceptions about government, freedom, identity, and sexuality.

Meets Humanities I-B requirement

J. Crumbaugh

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 under-

standing of science and technology influenced by the stories we tell about the past?

Meets Humanities I-B requirement

D. Cotter

Prereq. so, jr, or permission of instructor;

Gateway course for minor in Conceptual Foundations of Science; 4 credits

250f Introduction to the Philosophy of Religion

(Same as Philosophy 226fs, Religion 226) 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 Humanities I-B requirement

J. Grayson

4 credits

***251s Twentieth-Century Theory and Its Discontent: Psychoanalytic Theory**

(Speaking-intensive course; Same as Psychology 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. so, jr, sr. One prior course in either Psychology or CST; 4 credits

252fs Art and Politics: Histories of Performance I

(Same as Theatre Arts 251) 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

***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, or permission of instructor; 4 credits

254s Postcolonial Theory:

Postcolonialism/Postructuralism

(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, or permission of instructor; 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. so, 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

L. Wilson

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. so, jr, sr. or permission of department; 1-8 credits

Curricular Support Courses

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.)

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, and citizens. Successful community-based learning depends on familiarity with communities and methods to study and assess conditions in them, and on familiarity with the history, politics, policies and practices of campus-community partnership. Students will analyze and interact with nonprofit and civic organizations, issues, and leaders to refine personal interests and skills for social justice advocacy. Students will identify and prepare to address critical needs and opportunities via community partnerships through readings, discussions, panel sessions and assignments.

Does not meet a distribution requirement
A. Bloomgarden
2 credits

102f Community-Based Learning: Networks, Reflection, and Meaning

(Community-Based Learning course) Community-based learning that effectively develops civic leaders and engages purposefully in community development requires students to develop networking, reflection, and analytic practices. Readings on civic engagement, discussions and exercises will advance campus and community networks, writing and oral reflection on field experiences, and information-sharing so students will better understand themselves and communities. This course is designed to facilitate learning and impact for CBL Program student staff pursuing

ing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

Does not meet a distribution requirement
A. Bloomgarden

Prereq. Permission of the instructor;
Wednesdays, Monthly, 7-9pm, dates TBA; 1 credit

103s Integrating Learning, Service, and Social Action

(Community-Based Learning course) Connecting community-based learning to social justice advocacy requires experience with asset-based community analysis, and skills for project planning, implementation, and assessment. Students will develop logic models for social change and participate in exercises and reflections that enhance their capacity to support organizational community partnership development. This course is designed to facilitate learning and impact for CBL Program student staff pursuing concurrent fellowships and mentorships. Students in C.A.U.S.E. leadership, off-campus work-study, and independent study positions may also enroll by permission.

Does not meet a distribution requirement
A. Bloomgarden

Prereq. permission of the instructor;
Wednesdays, Monthly, 7-9pm, dates TBA; 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

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; 2 credits

222fs Peer Mentoring in the Natural Sciences and Mathematics

PLUMS mentors collaboratively create weekly content-driven workshops for science and math courses. This course prepares the PLUMS mentors and provides a venue for reflection on connections (and areas of disconnect) between pedagogical theory and teaching reality as the semester progresses. Topics include differences in learning styles, active vs. passive learning, metacognition, managing effective group work, assessment, responding to student crises, and dissemination of educational materials.

Does not meet a distribution requirement

M. Nunez

Prereq. permission of instructor; Meets for 8-12 hours at the start of the semester, then 1 hr/week. May be repeated once. 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, McLaughlin, Salyers, Sylla, Trenner, Vega, Weber, Wolfzahn

Five College Faculty

Professors Blum (Smith), Hill (FCDD), Lowell (Hampshire), Nordstrom (Hampshire), 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 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 rotating offerings in West African dance, tap, jazz, Indian classical dance, contact improvisation, musical theatre, and other forms. Theory courses range from Scientific Foundations of Dance to Twentieth-Century Dance History, Analysis of Rhythm and Choreography. This range of courses is further augmented by more than 100 theory and studio courses offered annually through the Five College Dance Department.

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 and 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

Majors, minors, and special majors are required to crew one MHC dance concert.

Credits

- A minimum of 45 credits

Courses

Required courses for the major:

- Dance 171: Twentieth Century Dance History (4 cr)
- Dance 241: Scientific Foundations of Dance -(4 cr)
- Dance 272: Dance and Culture
- Dance 151: Elementary Composition (4 cr)
- One 200-level theory course from the following (4 cr):
 - Dance 252: Intermediate Composition (4 cr)
 - Dance 287: Analysis of Rhythm from a Dancer's Perspective (4 cr)
 - Dance 255: Dance Pedagogy (4 cr)
 - Dance 285: Laban Movement Analysis (4 cr)
- Two 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 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.

Senior Honors Thesis Requirements and Procedures

Dance 395 fs (8 credits, 4 credits per semester)

A student interested in pursuing an honors thesis must submit a detailed project proposal the spring semester of her junior year. If the project is approved by the full department, research work begins in the summer and extends over both semesters of her senior year, culminating in the presentation of a longer work of original choreography and creative process paper or a scholarly research paper. For more information, see Thesis under the major and minor listing at left on the dance department website.

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 of Dance (4 cr)
- Dance 151: Elementary Composition (4 cr)
- Dance 272: Dance and Culture
- A minimum of two courses of dance technique or repertory (Dance 305) (4 cr)
- An additional 4 credits at the 300 level, either in theory or technique (4 cr)

Please consult the Five College Dance Department website at <http://www.fivecolleges.edu/sites/dance> for up-to-date listings, faculty, and guest artists.

Course Offerings

Dance Theory

101s Introduction to Dance - First-Year Seminar: Dance as an Art Form

This course offers an experiential introduction to dance as a performing art. Its goals are to provide students with an understanding of the body as a source of movement, imagery, and expression, and to broaden students' capacities for seeing, describing, and interpreting dance. No previous formal dance training is required. Course work will include regular movement practice, a series of introductory master classes in different dance idioms, video and concert viewings, experiments in group improvisation and choreography, and readings on the aesthetic and cultural contexts of different dance traditions.

Meets Humanities I-A requirement

The department

4 credits

151f 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 Dance Pedagogy

Spring 2012

255s(1) Explorations

This course explores the pedagogical methods and materials used for teaching dance. Course work is geared towards uncovering and understanding the elements in ways that

will build towards a cohesive curriculum for a dance course. The course includes, but is not limited to, the following: formulating lesson plans stating goals with physical and intellectual progression; studying teaching methodologies and philosophies; observing classes; teaching practicum with faculty mentoring; and articulating personal statements for teaching.

Meets Humanities I-A requirement
The department
4 credits

**255s(2) Ballet*

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.

R. Flachs, C. Flachs
4 credits

272s Dance and Culture

What are the functions that dance serves in society? How does the dancing body signify cultural values? How is dance a vehicle for the articulation of cultural identities? This course attempts to answer these questions from the perspective of dance anthropology and, on occasion, dance history. We will analyze documentaries and texts that illustrate the diverse manners in which dance ethnographers and historians approach the study of dance as a cultural expression. Balancing breadth and depth, the course focuses on a handful of dance forms from North America, Latin America, Africa, Asia, the Middle East, and Europe.

Meets Humanities I-A requirement
L. Tome
4 credits

287f 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

Students interested in independent study in dance (Dance 295) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week).

Does not meet a distribution requirement
The department
Prereq. soph, jr, sr, and permission of department; 1-4 credits

305f Dance Repertory

Fall 2011

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.

T. Freedman, J. Coleman
Prereq. By audition; 2 credits

305f(3) Classical Indian Repertory

This course is designed for advanced students interested in performing. The work devel-

oped will be performed on the fall Faculty Concert.

R. Devi

Prereq. By audition; 2 credits

***305f(4) 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 classical ballets. Requirements outside of the classroom include viewing videotapes, researching choreography, and participating in lecture demonstrations. Pointe shoes are required.

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, in-

jury prevention and rehabilitation, and other systems.

Meets Humanities I-A requirement

T. Freedman

Prereq. Dance 241; 4 credits

353fs Comp III: Senior Choreography Lab

This course will provide advanced choreographers with an opportunity to research, develop, and complete a new work, to be presented on an informal concert at the end of the semester. Improvisational and choreographic experiments, video screenings, and select readings, focusing on key issues from the collective research, will supplement regular, works-in-process critiques.

Meets Humanities I-A requirement

J. Coleman

Prereq. Significant prior choreographic experience and permission of the instructor; All students are expected to submit a preliminary project proposal at the beginning of the course; 4 credits

377f Advanced Studies: Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop

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, particularly the civil rights/black power movement, anti-war/student movement, and the women's movement, with its proliferation of feminist performance works, informed the work of succeeding generations of dance artists.

Meets Humanities I-A requirement

C. Hill

4 credits

***387fs 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 visualiza-

tion 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

390s Senior Seminar

This course is required of all senior dance majors. Course work covers a range of topics related to the senior projects of the participants, as well as research methods, choreographic critiques, and strategies for peer mentoring. Course work also focuses on preparation for post-graduation, including resume writing, video documentation of choreography, personal website design, concert production and publicity, and developing connections with MHC and FCDD alumni. In addition, the latter part of the semester will focus on the collective creation of a new choreographic work to be presented on the Commencement Concert.

Does not meet a distribution requirement

The department

Prereq. sr; 1 credit

395fs Independent Study

Students interested in independent study in dance (Dance 395) must provide convincing reasons for pursuing independent work and be self motivated and directed in their work. Students are responsible for choosing and receiving approval from a faculty advisor, with whom workload expectations, meeting times, and outcomes will be mutually negotiated and set for the semester. Credit load (1-4) will reflect the workload level and outcomes of the proposed study (e.g., a 2-credit independent study requires a minimum of 2-4 hours of outside work each week).

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

S. Simpson

2 credits

114s Advanced Beginning Modern

Advanced beginning modern technique. The course will concentrate on aspects of strength, flexibility, and anatomical integra-

tion 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

127fs Renaissance and Baroque Dance I

(See Music 147f(D))

Does not meet a distribution requirement

N. Monahin, M. Pash

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 compositions, and rhythmic structures. A study of mudras (hand gestures) will include practice and memorizing an established vocabulary of gestures from a ninth-century classical dance text. Using these gestures we will explore their application within a traditional/contemporary framework of movement, poetry, and spoken ideas. Readings and videos will be assigned to augment class work for historical, religious, and cultural understanding of dance in India.

Does not meet a distribution requirement

R. Devi

2 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

3 hour class once a week.; 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

T. Freedman

2 credits

216fs Intermediate Advanced Modern

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

Does not meet a distribution requirement

P. Dennis, C. McLaughlin

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

223s 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

The department

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

Advanced study in modern technique focuses on body-level issues of strength, support, alignment, articulation, initiation, and performance issues of rhythmic and spatial clarity, intention, embodiment, intricate coordinations, and expanding personal vocabularies. The course is taught by a rotating array of guest artists offering students experience and insight into a variety of stylistic traditions in contemporary dance technique.

Does not meet a distribution requirement

The department

Prereq. Students must pass the Advanced

Placement Audition to enroll in this course.; 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

R. Flachs, C. 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, Hartley (*chair*), Moseley, Paus (Director of Global Initiatives), Robinson; Associate Professors Wilson; Assistant Professors Adelman, Katherine Schmeiser; Visiting Professor Khan; Visiting Assistant Professor Steven Schmeiser.

Contact Persons

Dawn Larder, *senior administrative assistant*
James Hartley, *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.

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 compara-

tive economic systems, economic development, economic history, economics of corporate finance, economics of race, environmental economics, health economics, history of economic thought, economics of cyberspace, industrial organization, international economics, labor economics, money and banking, and public finance.

Requirements for the Minor

Students are encouraged to consult a faculty member for advice in planning a coherent economics minor.

Credits

- A minimum of 16 credits at the 200 level and above with at least 4 credits at the 300 level

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 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

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

L. Wilson, J. Hartley, 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

S. Khan, S. Schmeiser, 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.

201s Game Theory

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.

Meets Social Sciences III-A requirement

M. Robinson

Prereq. Not open to first-year students as their first course in economics; 4 credits

203f 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

S. Khan

Prereq. not open to first-year students as their first course in economics; 4 credits

209s United States Economic History

(Same as History 209) 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

Prereq. Economics 103 and 104 and

Mathematics 101 or permission of instructor; 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, S. Schmeiser

Prereq. Economics 103 and 104 and

Mathematics 101 or permission of instructor;

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.

Meets Social Sciences III-A 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 or permission of instructor; 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. Economics 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 and Class

(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

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, and one of the following courses: Economics 218, 216, or 212; alternates with Economics 313; 4 credits

314s Economic Development in the Age of Globalization

(Speaking- and writing-intensive course) A topical coverage of development economics used in conventional textbooks does not do justice to the evolution of integrated thinking in the field. A topical organization also does not do justice to the topic linkages or to the important debates in the field. This course adopts a history of macro development economics thought approach with an emphasis on alternative approaches right up to the current debates. While the field started in the 1940s, the influence of classical economists and Marx on the pioneering development economists and the field will also be traced. *Meets multicultural requirement; does not meet a distribution requirement*

S. Khan

Prereq. jr, sr with Economics 213 and either 211 or 216 or 217 or 218; 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

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: Economic Development in the Age of Globalization: Corporate Governance

This seminar course studies the theory and practice of corporate governance. Topics include the legal and regulatory environment in which corporations operate, agency theory, executive compensation, the board of directors, debt covenants, corporate control, and stakeholder rights. We will analyze and evaluate current events in corporate governance using the tools discussed in class.

Does not meet a distribution requirement

S. Schmeiser

Prereq. jr, sr with Economics 211 and 212; 4 credits

350f Lessons from South Asian Economic Development

The theme of this course is partnerships for development, including public-private, public-civil society and foreign-national. The initiatives include harnessing social capital for rural development, micro-credit, and producer cooperatives; industrial clusters and export promotion; devolution for service delivery, forest management and employment guaranteed schemes; containing population growth; attaining human development; economics of happiness; tourism; value-chains and garment exports. In addition, debates pertaining to country performance will be explored. Students will also prepare and present their own case studies and discussant reports and submit brief article responses.

Does not meet a distribution requirement

S. Khan

Prereq. jr, sr, Economics 211, 212, and 220 or Economics 213 and 220 or permission of instructor; 4 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

J. Hartley

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.

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: Professor 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

110s Facebook, Twitter, YouTube, Google (and More): Learning in the Twenty-first Century

(First-year seminar) How often do you update your Facebook status? Do you use Twitter to follow world crises? What's your favorite resource for information about a new topic? This course focuses on ways digital media are being used to enhance learning in private and public spaces. Students will have the opportunity to learn about 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

S. Lawrence, M. Glackin

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. ReillyCarlisle

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

265f Children's Literature for Educators

(Same as English 265) This course introduces various genres of children's literature, including literature for adolescents; explores issues in interpretation and critique; and examines approaches to using literature in the preK-12 curriculum with an emphasis on making literature accessible to English language learners. Students will read a variety of texts across genres and discuss ways to integrate literature into content-area learning as they expand their knowledge and appreciation of children's literature. Literature will be examined

from multiple perspectives including literary, sociopolitical, and historical.

Does not meet a distribution requirement

L. ReillyCarlisle

Prereq. Permission of instructor. Priority given to licensure students and students with 8 credits beyond the 100 level in the English department; Students must email the professor during advising week to ask permission to register for the course; 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. ReillyCarlisle, The department

Prereq. Education 205, 220 or Educational Studies 215 and permission of instructor; 2 credits

English

The English major and minor are administered by the Department of English: Professor Emeritus Collette, Professors Benfey (on leave 2011–2012), Brown, Brownlow, Demas, Hill, Lemly, Quillian, Shaw, Weber, Young; Associate Professor A. Martin; Five College Associate Professor Jane Degenhardt; Assistant Professors Ahmed, Alderman, Day (on leave fall 2011), Singer, Yu (on leave 2011–2012); Lecturers Glasser, Greenfield, Pyke, Sutherland; Visiting Professors V. Martin, Pemberton; Visiting Assistant Professors Holder, Osborn; Visiting Senior Lecturers Bass, Manegold; Visiting Lecturer London.

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.

An English major offers students the opportunity to study various texts written in English, both those in traditions of British and American literature as well as those from other parts of the world. A student of English should be acquainted with works from different historical periods and different national traditions, and different genres—fiction, nonfiction, poetry, and drama.

This discipline consists of a variety of intellectual-interpretive approaches. Each major should take advantage of the department's diverse offerings by thoughtfully devising her own path of study while becoming familiar with all genres. Core requirements encourage a modest acquaintance with writings and critical methodologies generally thought essential to a mastery of the field.

We also urge majors to explore the creative process by taking writing courses and to link the study of literature in English with the study of history, the arts, and other literatures. Courses in classical and modern languages and literatures, art history, music, dance, theater, film, politics, anthropology, psychology, philosophy, religion, history, and the sciences complement and supplement courses in English. "Nothing human is alien" (Terence) to an English major.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- Two courses at the 200 level *and*
- Two courses at the 300 level

Other

- At least one course at each level should be taken at Mount Holyoke. The choice of courses is at the discretion of the student, with no departmental approval required. Members of the department are, of course, available for consultation about possible minor programs. The approval of the chair is necessary for any exception to the requirements.
- English 295/395, Independent Study, do not count 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 offers two courses specifically designed for first-year students: 101 and 200, taught in multiple sections every fall and spring. English 101, a writing-intensive first-year seminar on varied topics, strengthens a student's proficiency and confidence as a writer. English 200, also writing-intensive, is an introduction to literary studies and a required gateway to the major. Students who take English 101 or another first-year semi-

nar in the fall and are considering a major in English ordinarily take English 200 in the spring. First-year students interested in English 201, Introduction to Creative Writing, require the permission of the instructor. Sophomores, juniors, and seniors may elect English 201 or 200-level genre courses such as Journalism (202), Short Story Writing (203), Verse Writing (204), and Playwriting (205).

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 write frequently and have an opportunity to revise their work. By active participation in class discussion, students 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 2011

101f(1) 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. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101f(3) 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 Wharton's *Summer*, Morrison's *The Bluest Eye*, 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. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101f(4) *How to Read a Poem*

(First-year seminar; writing-intensive course)

This course is 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. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101f(5) *The Nonhuman*

(First-year seminar; speaking- and writing-intensive course) This course will examine representations of figures not considered human, focusing on the nonhuman animal, with attention to the monster and the machine. We will analyze the verbal and visual techniques with which these figures are depicted, the social and political concerns they address, and the tenuous boundary between human and nonhuman. Authors, filmmakers, and critics may include Bierce, Cronenberg, Dunbar, Kafka, London, Martel, Moore, Poe, Ritvo, Scott, Wells, and Sewell.

Meets Humanities I-A requirement

E. Young

Prereq. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101f(6) *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. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101f(7) *Irish Literature and Culture*

(First-year seminar; writing-intensive course)

This course will examine some key works of Irish literature and culture to understand issues central to the history and politics of Ireland, including colonialism, nationalism and national identity, gender relations, the politics of the Irish language, and sectarianism. We will also explore how the history of Ireland has led to particular literary and cultural forms. In addition to viewing films and examples of visual culture, we will read authors such as Swift, Edgeworth, Lady Wilde, Yeats, and Joyce.

Meets Humanities I-A requirement

A. Martin

Prereq. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101f(8) *Portraits of the Self*

(First-year seminar; speaking- and writing-intensive course) This writing- and speaking-intensive course focuses on conceptions of self, moments of vital self-realization, acts of daring and transformative self-creation. We will consider how portraits of the self are shaped by environment, audience, and perspective, as well as by class, era, race, gender, and religion. Our materials will include fiction, film, paintings, poetry, essays, and autobiographies, and feature works by writers such as Charles Chesnutt, Rita Dove, Charlotte Perkins Gilman, Langston Hughes, Edna St. Vincent Millay, Pablo Neruda, and Henry David Thoreau.

Meets Humanities I-A requirement

L. Brown

Prereq. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of

class); 4 credits

101f(9) *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. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

*101f(12) *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. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

*101f(14) *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. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

Spring 2012

101s(1) *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 may be drawn from Milton, Rousseau, Coleridge, Mary Shelley, Austen, Christina Rossetti, and 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(2) *Women Speaking Out*

(First-year seminar; speaking-intensive course) This course will investigate the role of women’s spoken voices in the public sphere. We will begin with speeches from the nineteenth and twentieth centuries in the United States, but will then consider a global arena in the present day. How have women used speech to achieve particular social and political aims? What role does gender play in a speaker’s rhetorical choices and the audience’s reception? In what ways is a speaker’s experience with gender contingent upon other identity markers, such as race, class, sexuality, or religion? We also will consider

our own voices as public texts, developing confidence in and concrete strategies for effective persuasive speaking.

Meets multicultural requirement; meets Humanities I-A requirement

L. Greenfield

Prereq. fy (soph, jr, and sr may inquire if there is space available during the first two weeks of class); 4 credits

101s(3) 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

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 narratives of heroic identity. As we study poetry, novels, and a film, some of the topics we'll examine will include tropes of death, disappearance, metamorphosis, rebirth, and the relevance of the mythographical as a device used by poets, novelists, and filmmakers throughout time.

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

***101s(5) 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. 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

The department

4 credits

104s English for Multilingual Speakers II

(Speaking- and writing-intensive course) Intended for students whose native language is not English and who would like to refine their academic reading and writing skills by composing short essays in response to a variety of academic and literary texts. There will be oral presentations to develop public speaking skills as well as exercises in style, usage, and research techniques at the college level. It is the second in a two-course sequence (103f-104s), and international students who have already taken English 103f may register. However, 103f is not required, and the course is open to all students.

Does not meet a distribution requirement

The department

4 credits

105s Vocabulary and Comprehension of Academic English

(Speaking- and writing-intensive course) Intended for students whose native language is not English; increases the size and expands the range of vocabulary of advanced ESOL students for academic writing, speaking, and listening. Develops fluency through study and practice of lexical phrases. Promotes mastery of the most frequently found words in authentic texts in various academic disciplines. For high-advanced nonnative speakers of English as well as international exchange students.

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

L. Brown, S. London, H. Holder, E. Meadows, E. Hill, I. Day, N. Alderman

4 credits

Creative Writing and Journalism

201fs Introduction to Creative Writing

(Writing-intensive course) This course offers practice in writing various kinds of narrative. Assignments emphasize clarity, concision, and creativity. Exercises lead to longer work: sketches, or short stories. Students hone critical as well as writing skills. Student papers are duplicated and discussed in class, along with selected works by published authors.

Does not meet a distribution requirement

C. Demas, K. Osborn, S. London

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

(Community-Based Learning course; 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. Manegold, A. Bass

Prereq. soph, second-semester fy with permission of instructor; 4 credits

203fs 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

V. Martin, K. Osborn

Prereq. soph, jr, sr, 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

S. London

Prereq. soph, or permission of instructor; 4 credits

*300s 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 2011

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 stories 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. so, jr, sr; meets English department seminar requirement; 4 credits

301f(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. Manegold

Prereq. jr, sr; meets English department seminar requirement; 4 credits

Spring 2012

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 feature story, and an opinion piece on an important issue in medicine or 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) Magazine Writing - Sequence I
(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

Prereq. Intro. to Creative Writing, Narrative Non-fiction, or permission of the instructor; meets English department seminar requirement; 4 credits

301s(3) Narrative Nonfiction
(Writing-intensive course) This class is designed to immerse students in some of the most powerful nonfiction being published today. Here we will read extensively to explore the art of telling factual stories with drama, accuracy, imagination, and skill by examining works on topics ranging from business to science to history and politics. Outside the classroom students will be expected to apply these skills to their own writing through a series of assignments culminating in the production of one magazine-length work. Throughout, we will focus on challenges of structure, "voice," and sustaining a narrative. Our goal will be to produce work distinguished by simple, accurate, and compelling prose.

Meets Humanities I-A requirement

C. Manegold

Prereq. jr, sr, English 202; meets English department seminar requirement; 4 credits

***301s(4) Magazine Writing - Sequence II**
(Writing-intensive course) This course is designed for students committed to moving their writing to the next level. In this class we will read extensively from *New Yorker*, *Slate*, *Vanity Fair*, *The New York Times Sunday Magazine* and other mainstream publications as we study the impact and the techniques of the best magazine writing in America today. Students will produce their own magazine-

length work on topics of their own choosing. These pieces will be distinguished by extensive reporting and research coupled with compelling and original prose.

Meets Humanities I-A requirement

C. Manegold

Prereq. Intro to Journalism, Narrative Non-fiction, Magazine Sequence I or permission of the 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

R. Shaw

Prereq. jr, sr, 8 credits in department beyond English 101, including 204, or permission of instructor; 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

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

220s Introduction to British Literary and Cultural Studies since 1660: Culture and Society: 1798-1900

This course offers a broad study of selected figures in modern literary and intellectual history and helps prepare students for more advanced classes in British and/or postcolonial studies. We will use these figures to probe the dynamic relationship between imaginative practice and social change, which may involve global as well as national contexts. This course will introduce students to writing sustained pieces of critical analysis, challenging them to explore the theoretical relationship between literary form and historical transformation in the modern period. This course will examine a number of major literary texts from the *Lyrical Ballads* of

Wordsworth and Coleridge through Conrad's *Heart of Darkness*. The focus will be on major poets and novelists of the period, but we will also consider some nonfiction prose writers as well. The course will be particularly concerned with the literary response to social change such as the migration from the country to the city, the rise of industry, the situation of women, and the legacy of imperialist expansion.

Meets Humanities I-A requirement

W. Quillian

Prereq. soph, jr, sr; meets English department 1700-1900 requirement; 4 credits

231f British Romanticism: Revolution and Reaction

This class will examine the ways Romantic-era writers figured revolution and the reaction against it, in the wake of the French Revolution's spectacular but failed promises of liberty, fraternity, and equality for all. We will pay special attention to how British writers envisioned their own versions of freedom and equality, extending them to women, slaves, and the poor. Likewise we will explore how this project for social change was necessarily related to revolutions in language and aesthetics. Authors may include Burke, Wordsworth, Coleridge, Smith, Barbauld, Blake, Austen, Keats, Percy and Mary Shelley, Byron, and Hemans.

Meets Humanities I-A requirement

K. Singer

Prereq. soph, jr, sr, or permission of instructor; meets English department 1700-1900 requirement; 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***237f 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 image, 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

239f Novels of the Later Eighteenth Century: Worthy Hearts and Saucy Wits

Cross-listed as Gender Studies 204f(2)) Eighteenth-century England witnessed the birth of the novel, a genre that in its formative years was both lauded for its originality and condemned as intellectually and morally dangerous, especially for young women. We will trace the numerous prose genres that influenced early novelists, including conduct manuals, epistolary writing, conversion narratives, travelogues, romance, and the gothic. In doing so, we will concomitantly examine the novel's immense formal experimentation alongside debates about developing notions of gender and class as well as the feeling, thinking individual. Authors may include Richardson, Fielding, Sterne, Walpole, Burney, and others.

Meets Humanities I-A requirement

K. Singer

Prereq. soph, jr, or sr; 4 credits; meets English department 1700-1900 requirement

239s Literature of the British Isles: From Virtue Rewarded to a Vampire's Kiss: Epistolarity in Eighteenth- and Nineteenth-Century Fiction

In this course we will track the evolution of the epistolary form from the mid-eighteenth

century through the end of the nineteenth. How does this format function differently in a sensation novel of the 1860s than, say, an epistolary novel of the 1740s? What elements of literary and cultural history have assisted in effecting this change? Authors may include Jane Austen, Anne Brontë, Fanny Burney, Wilkie Collins, Charles Dickens, Choderlos de Laclos, Samuel Richardson, and Bram Stoker.

Meets Humanities I-A requirement

E. Meadows

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

241s American Literature II

A continuation of English 240, which explores the diversity of writers and literary forms that arose in U.S. society in the period from the Civil War to World War I. Authors may include Alcott, Chopin, Crane, Dreiser, Dunbar, Dunbar-Nelson, DuBois, Sui-Sin Far, Gilman, Harper, James, Jewett, Stein, Twain, Wharton, and Whitman. Will address the development of realism and naturalism, and the beginnings of modernism, and explore literary redefinitions of race, gender, sexuality, and class as shaped by social and economic pressures during this era.

Meets Humanities I-A requirement

E. Young

Prereq. soph, or permission of instructor; meets English department 1700-1900 requirement; 4 credits

243f American Gothic

(Same as Film Studies 220f-01) An examination of the gothic—a world of fear, haunting, claustrophobia, paranoia, and monstrosity—

in American literature and culture, with an emphasis upon issues of race and gender. Topics include the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors 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. soph, jr, sr, English 240 or 241 recommended; 4 credits

245f Modern American Poetry

A study of major figures and trends in American poetry from the early 1900s through the 1960s. Topics include tradition vs. experiment in poetic style; regionalism vs. cosmopolitanism; responses to the decline of faith and to social and political changes and controversies. Poets include Frost, Eliot, Moore, Stevens, Williams, Lowell, Bishop, and others.

Meets Humanities I-A requirement

R. Shaw

Prereq. soph, jr, sr; or English 200; 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

251s African American Literature II

This course will examine the major writers of the twentieth century, beginning with the poetry and prose of Paul Laurence Dunbar and ending with the fiction of Toni Morrison,

John Wideman, and the poetry of Yusef Kourmankya, Rita Dove, and others. We will discuss the strategies involved in the creation of a "black voice" and its relationship to Anglo-American literature. We will also consider the nature of literary influence along with the attempts, by some writers, to create a distinct "black aesthetic." Finally, we will discuss the difficulties black authors encounter in asserting the literary over the sociological among readers of all intellectual and social strata.

Meets multicultural requirement; meets

Humanities I-A requirement

G. Pemberton

Prereq. English 250; 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 wa Thiong'o, Chimamanda Adichie, Chris Abani, Sindiwe Magona, and Zoe Wicomb. Particular attention to themes of exile and imprisonment, political struggle before and after independence, the convergence of oral cultures and European languages, and the emergence of postcolonial and feminist discourses in contemporary Africa.

Meets multicultural requirement; meets

Humanities I-A requirement

J. Lemly

Prereq. soph, or permission of instructor; 4 credits

254s Introduction to 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,

CST 249 or 250 recommended but NOT required; 4 credits

265f Literature for Children and Young Adults

Fall 2011

265f(1) Children's Literature for Educators (Same as Educational Studies 265) This course introduces various genres of children's literature, including literature for adolescents; explores issues in interpretation and critique; and examines approaches to using literature in the preK-12 curriculum with an emphasis on making literature accessible to English language learners. Students will read a variety of texts across genres and discuss ways to integrate literature into content area learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives including literary, sociopolitical, and historical.

L. Reilly Carlisle

Prereq. Permission of instructor. Priority given to licensure students and students with 8 credits beyond the 100 level in the English department. Students must email the professor during advising week to ask permission to register for the course; 4 credits

**265f(2) A Survey*

(Speaking- and writing-intensive course)

This class provides a broad overview of literature for children and young adults. It will include historical and contemporary considerations, criticism, and representative works from major genres.

The department

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

L. Savoy, J. Lemly

Prereq. Complete the online application form; 4 credits

270s Women Writers: 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

274s 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

276s Mapping Jewish American Generations
(Same as Jewish Studies 276) This course sets canonical Jewish American literature in creative dialogue with contemporary Jewish American writers, filmmakers, and performance artists to explore how early twentieth-century figures (Abraham Cahan, Anzia Yezierska, and Henry Roth) continue to influence—inspire—a rising generation of authors. The key mediating figure in this generational dialogue is Philip Roth, whose work we will examine as well. Topics to be explored include “immigrant” writing then and now; the uses of nostalgia; genealogies of standup comedy and popular culture in general; the emergence of “hipster” Judaism and its various modes of expression (above all via websites).

Meets Humanities I-A requirement

D. Weber

Prereq. soph; 4 cr in English, religion, Jewish studies, history, sociology, film studies; 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

Advanced Literature Courses

Prerequisites for Advanced Courses

The stated prerequisites for 300-level courses are junior and senior standing and 8 credits of work beyond English 101, often including a specified course such as 200, 210, 240, or 250. A sophomore who has completed the specified 8 credits may enroll with prior permission of the instructor. Any student without the prerequisites should consult the instructor.

Seminars and Courses on Special Topics

These courses provide a structure for the most advanced work a student undertakes in her study of literature in English. Reading texts from different periods and genres, seminars aim for depth and specific focus and require of every student both original work and partial responsibility for leading class discussions.

The department offers a variety of upper-level seminars and special topics courses each year. Enrollment in all these seminars and courses is restricted (15 or fewer in tutorials and seminars; 30 or fewer in courses). Students seeking to enroll should pay particular attention to the prerequisites; preference for admission is usually given to seniors.

310f Old English

A study of the language and literature of Anglo-Saxon England (ca. 450-1066 AD) in a series of graduated grammar lessons and readings of Old English poetry and prose. These will include selections from the Bible, the Venerable Bede, the *Anglo-Saxon Chronicle*, “The Wanderer,” “The Dream of the Rood,” “The Wife’s Lament,” and the Exeter Book riddles. We will also learn the 31-character Old English *futhorc* as it was preserved in “The Rune Poem” and used to inscribe verses on the Franks Casket and the Ruthwell Cross.

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

311s Chaucer: Stories of Cupid's Martyrs
(Same as Medieval Studies 300) This course begins with a close reading of Chaucer's great love story *Troilus and Criseyde* together with *The Legend of Good Women*, taking into consideration the multiple cultural contexts a late medieval audience would have brought to both poems and such topics as honour, love, *trouthe* and betrayal. We will conclude by comparing Shakespeare's *Troilus and Cressida* with Chaucer's work as a way of understanding the continuities and changes between a late medieval and early modern understanding of men and women in love and war.

Meets Humanities I-A requirement

C. Collette

Prereq. soph, jr, sr, 8 credits in English or Medieval Studies and permission of instructor; online application required; 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* as 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 or permission of instructor; meets English department 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

315s Renaissance Poetry and Prose

This course concentrates on the later Renaissance in England: including readings from Bacon, Browne, Burton, Clarendon, Donne, Walton (prose); Donne, Jonson, Herrick, Milton, Herbert, Crashaw, Marvell, and Vaughan (poetry).

Meets Humanities I-A requirement

R. Shaw

Prereq. jr, sr, 8 credits in department beyond 101, including 210, or permission of instructor; 2 meetings (75 minutes); satisfies English department pre-1700 requirement; 4 credits

317s Studies in Renaissance Literature

Spring 2012

317s(1) *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*, *Othello*, *The Merchant of Venice*, *Pericles*, *The Renegado*, *The Witch of Edmonton*, *Dr. Faustus*, and others.

Meets Humanities I-A requirement

Jane Degenhardt

Prereq. jr, sr, 8 credits in department beyond English 101, including English 211 or permission of instructor; meets English

department pre-1700 requirement; meets English department seminar requirement; 4 credits

322s “The Silver Link, the Silken Tie”: Marriage in Victorian Prose and Poetry

In this course we will explore links between social and literary forms through the motif of marriage—arguably the most important social form of Victorian England. Along the way, we will address questions of narrative form, lyric stasis, and social change. Authors may include Jane Austen, Charlotte Brontë, Elizabeth Barrett and Robert Browning, George Eliot, George Meredith, Coventry Patmore, Alfred Tennyson, and Anthony Trollope.

Meets Humanities I-A requirement

E. Meadows

4 credits

323fs The Victorian Novel

Fall 2011

323f(1) Realism

(Same as Gender Studies 333f-08) This course will explore the project of Realism in the Victorian novel, watching tensions between a desire for guidance and a desire for mimesis. One critic has said the Victorians brought a sense of social duty to Romantic world-awareness, creating a “duty of awareness” that was almost overwhelming for the novelist and novel. We will explore this “duty of awareness” as we investigate representations of gender, class, and feeling as structuring principles in the novel. Novelists may include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.

Meets Humanities I-A requirement

J. Pyke

Prereq. jr, sr, 8 credits in department including English 220, 230, 236, or permission of instructor; meets English department 1700-1900 requirement; 4 credits

Spring 2012

***323s(1) Gender and Class**

(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, or permission of instructor; 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 visibility 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, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

326s Romantic Epistemologies

In this seminar, we will examine Romantic poetry’s unique contemplation of the problems of perception, cognition, and epistemology. We will investigate how male and female writers explored various theories of knowledge through their play with the figures of

the idiot or savage, drug culture, and new technologies surrounding the Gothic genre and the virtual imagination. Authors including Wordsworth, Robinson, Coleridge, De-Quincey, and Keats will be read alongside philosophers such as Edmund Burke, Immanuel Kant, scientists John Galt and J. G. Spurzheim, and accounts of pre-cinematic entertainment such as the magic lantern and the phantasmagoria.

Meets Humanities I-A requirement

K. Singer

Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

331s Seminar in Modern Poetry: Hilda Doolittle, T. S. Eliot, Ezra Pound, and Mina Loy

This course will chart the development of Modernist poetics from its origins at the beginning of the twentieth century to the publication of *The Waste Land* in 1922. We will focus on four poets (Hilda Doolittle, T. S. Eliot, Mina Loy, and Ezra Pound) and will chart the ways in which they interact with one another to produce experimental poetry of extraordinary force.

Meets Humanities I-A requirement

N. Alderman

Prereq. jr, sr; 8 credits in department including English 200; preference will be given to students who have taken English 235 or English 245; meets English department seminar requirement; 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 nar-

ative 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, or permission of instructor.

Preference will be given to students who have taken English 274, Introduction to Asian American literature; meets English department seminar requirement; 4 credits

341s American Literature III

This course explores the range and variety of American literary expression from the 1920s through the early 1940s. Topics include the role of regionalism; the emergence of a “modernist” aesthetic; ethnicity and modernism; debates within African American literary culture. Authors include Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Zora Neale Hurston, Richard Wright, Henry Roth, and Pietro Di Donato.

Meets Humanities I-A requirement

D. Weber

Prereq. 8 credits in English beyond 101 or permission instructor; 4 credits

345fs Studies in American Literature

Fall 2011

345f(1) Henry James on Film

(Same as Film Studies 380) This seminar will examine the various screen adaptations of assorted novels by Henry James. We will read the novels against the films, exploring how James’s texts translate—or do not translate—into film. Novels and films to be studied include *Washington Square*, *The Europeans*, *Portrait of a Lady*, *The Turn of the Screw*, and *Wings of the Dove*.

Meets Humanities I-A requirement

D. Weber

Prereq. jr, sr, 8 credits in department beyond English 101, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

*Spring 2012***345s(1) 150 Years of American Theater**

(Same as Theatre Arts 350s(02)) This course will move from April 1865, when Lincoln was assassinated in a Washington theater while laughing at a hugely successful British comedy, to the present day, when revivals of the classic American playtexts grace major theaters in London. We shall follow the emergence of a distinctively national drama, responding to British precedents early, and more recently incorporating further diverse, even international, perspectives. Playwrights studied include Susan Glaspell, Langston Hughes, Eugene O'Neill, Edward Albee, Miguel Piñero, August Wilson, David Mamet, Suzan-Lori Parks, David Henry Hwang, Lynn Nottage, and Will Eno.

Meets Humanities I-A requirement

H. Holder

Prereq. jr, sr, 8 credits in department beyond English 101 or permission of instructor; 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; 8 credits in department including English 200; 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

350fs Studies in African American Literature*Fall 2011***350f(1) 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, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

*Spring 2012***350s(1) Race, Grace, and the Politics of Salvation in African American Writing**

(Speaking- and writing-intensive course)

Our course will focus on the ways in which African American writers from the eighteenth century through today have conceptualized salvation as a spiritual, social,

romantic, and political enterprise. In what ways have historical realities such as migration, enslavement, civil war, colonization, and segregation shaped literary and cultural debates about salvation and, as a result, the contrasting state of damnation? Writings by authors such as Butler, Chesnutt, Douglass, Forten, Hopkins, Hurston, Naylor, Stewart, Truth, and Wheatley will inform our considerations of how salvation is imagined, problematized, and romanticized in African American writing.

Meets multicultural requirement; meets Humanities I-A requirement

L. Brown

Prereq. jr, sr, 8 credits in department beyond English 101, including at least one of the following: English 200, 240, 241, 250, or permission of instructor; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

359f Emily Dickinson in Her Times

(Same as Gender Studies 333f-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; online application required, see

<http://www.mtholyoke.edu/acad/gender/300lev.el.html>; 1 meeting (3 hours) in Amherst; 4 credits

360s Readings in Contemporary Fiction

A study of post-World War II traditional and experimental fictions. The reading list will be regularly revised but will be selected from the work of novelists such as John Fowles, Graham Swift, Joan Didion, John Berger, Nadine Gordimer, Peter Carey, Salman Rushdie, Arundhati Roy, David Mitchell, and Margaret Atwood.

Meets Humanities I-A requirement

W. Quillian

Prereq. jr, sr, 8 credits in department beyond English 101, including English 200 or English 280, or permission of instructor; previous courses in the novel highly recommended; 4 credits

368f African American Literature at Midcentury

The Harlem Renaissance was over. The most intensive period of the Civil Rights Movement was yet to be. From the late 1930s through the 1950s, African American novelists and poets were nonetheless writing important, sometimes wonderful books. We will study the writers and their times, gauging the influence of the past and their influence on the future. Writers will include Richard Wright, Gwendolyn Brooks, Robert Hayden, William Attaway, Chester Himes, Ann Petry, James Baldwin and Ralph Ellison.

Meets multicultural requirement; meets Humanities I-A requirement

G. Pemberton

Prereq. jr, sr, or permission of instructor; meets English department seminar requirement; 4 credits

369s American Fiction: Lost and Found

This course will examine a number of great literary works that are read infrequently, or not at all these days, by authors whose other work is known and by those whose names are not familiar to us. We will study these texts with an eye to their quality and significance; the literary, political, and social contexts of their publications; and their relationships to other literature. Authors will include Herman Melville, Harold Frederic, Mark Twain, Henry Roth, Flannery O'Connor, Nelson Algren.

Meets Humanities I-A requirement

G. Pemberton

Prereq. jr, sr, English 241, or other course in nineteenth- or twentieth- century American Literature; 4 credits

373s Nature and Gender: Representations of Women and Nature in American Literature (Nineteenth-Twentieth Century)

(Same as Gender Studies 333 and Environmental Studies 373) This course will focus on portrayals of women in nineteenth through

mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography.

Meets Humanities I-A requirement

L. Glasser

Prereq. jr, sr, 8 credits from the department or permission of instructor; meets English department 1700-1900 requirement; 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. You must apply for admission to this course by completing the online application form; 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 cul-

tural 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

386f George Eliot, Virginia Woolf, and Doris Lessing

(Same as Gender Studies 333f(06)) This seminar will focus on major works of fiction by these three writers and will be particularly concerned with their response to the social and cultural worlds around them. Considering each as a major voice for the concerns of women of her time, the course will examine their critical and theoretical prose as well as their fiction.

Meets Humanities I-A requirement

W. Quillian

Prereq. jr, sr, 8 credits in department including English 200, or permission of instructor; English 220, 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 American, 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, adequate 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 counts toward course requirements for the major or minor.

Sophomores, juniors, and seniors with particular interests may take 295 for 1 to 4 credits, if suitable directors for the proposed projects are available.

Juniors and seniors who have devised projects in literary criticism and scholarship, or in creative writing and journalism, and demonstrate strong preparation, are encouraged to take 395 for 4 credits. They should discuss their ideas for projects with their academic advisor and others in the department who might serve to direct the project. In most cases, a student should seek out department members with whom she has already studied; but if this is not possible, her advisor or the department chair will help her find someone to supervise the project. (Students studying off campus may pursue such arrangements by email.) The department will try to find such advisors for students, but cannot guarantee a student will be allowed to undertake an independent project. Planning ahead increases the probability of success. Again, preference is given to students who can demonstrate thorough preparation, normally through appropriate course work at the 300 level.

Seniors who have shown promise in one semester of 395, and who meet the College requirement of a 3.00 grade point average, may, with the approval of the director of the project, continue the independent work for an additional 4 credits, with the intent of writing a thesis to be submitted for honors.

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, on leave 2011–2012), Dunn (geology), Kebbede (geography), Rachootin (biological sciences), Savoy (environmental studies, on leave spring 2012), Schwartz (history), Werner (geology); Associate Professors Farnham (environmental studies), Hoopes (biological sciences, on leave 2011–2012), Millette (geography, on leave fall 2011); Assistant Professor Corson (environmental studies).

Contact Persons

Lauret Savoy *chair, fall 2011*

Jill Bubier and Tim Farnham, *cochairs, spring 2012*

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
- Seven courses (28 credits) at the 200 and 300 level in an area of concentration (see details for each concentration). Independent study may be substituted for one of the required advanced level courses, with approval of advisor, but may not substitute for Environmental Studies 390. A maximum of two 200-level courses in the concentration may be used to fulfill core (Group A/Group B) 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

nary 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 prerequisites and intermediate courses provide necessary breadth and foundation. The advanced courses afford the opportunity to concentrate on a detailed exploration of a particular environmental topic.

Selecting Initial Courses

Students interested in environmental issues should register for Introduction to Environmental Studies (Environmental Studies 100) during their first year. This course is required for both the major and the minor in environmental studies and provides a broad overview of the field. It also gives students a good sense of how to continue their studies in the environmental field. Other courses that are very useful for first-year students include Biology 145, Chemistry 101, Geography 105, Geography 107, Geology 100, Geology 101/107, Geology 103, Physics 103, Physics 115, and Statistics 140.

All students must take a 100-level lab science course (required for the 200-level lab science courses in environmental studies) 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, Environmental Studies 210, Political Ecology, 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 website, 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 at least four 300-level courses; one *must* be Environmental Studies 390, Senior Seminar, and three to four 300-level courses within the concentration (the number of 300-level courses is dependent on the concentration). 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, Bubier, Farnham); Ecosystem Science (Bubier, Hoopes); Environment and Development, *formerly Sustainable Development* (Corson, Farnham, Kebbede, Savoy); Environmental Politics, Policy, and Economics (Amy, Christiansen, Corson); Geoscience (Dunn, Werner); Natural History, *formerly Organismal Biology* (Rachootin); and Nature/Culture/History (Farnham, Savoy, Schwartz). 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 Advisory Committee.

Requirements for the Minor

Credits

- A minimum of 20 credits

Courses

- Environmental Studies 100, Introduction to Environmental Studies
- A minimum of 16 credits above the 100 level, including 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 website, 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 department chair.

Course Offerings

100s Introduction to Environmental Studies

This course introduces students to the field of environmental studies and to some of the scientific, historical, political, economic and cultural aspects of environmental concerns. Through interdisciplinary lenses, we explore the complexities of many issues and problems such as climate change, threats to biodiversity, and toxic environments. In addition to fostering an understanding of their origins, the course focuses on potential solutions.

Does not meet a distribution requirement

C. Corson

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

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

Prereq. soph; 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; gateway course in minor in conceptual foundations of science; 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 will 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
L. Savoy, J. Lemly

Prereq. You must apply for admission to this course by completing the online application form; 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) We explore the history of human-environment interactions in North America from precolo-

nial 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

321fs Conference Courses in Environmental Studies

Selected topics in areas of environmental interest, determined by faculty expertise and student needs. Study in small groups or by individual students working with faculty.

Fall 2011

321f(1) Response to Environmental Contaminants and Evolution: Communicating the Science to the Public

(Speaking- and writing-intensive course; Same as Biological Sciences 321D) It is essential for scientists to communicate their findings to the public. Students will learn the basic concepts of toxicology—the study of chemical contaminants—and they will consider how toxicity is both a product and a selective force in the evolution of particular groups of organisms. They will research particular toxicants—their chemistry, physiological effects in different kinds of organisms, and the environmental and evolutionary contexts for varying susceptibilities and responses. Their findings will be the basis of articles written for online publication in the Encyclopedia of Earth, a freely available, expert-reviewed collection of articles written in non-technical language.

E. Monosson
Prereq. 8 credits from any of the following departments: environmental studies, chemistry,

biochemistry, biological sciences, geology; or permission of instructor; 4 credits

Spring 2012

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 CO₂ and CH₄ 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

***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

340s 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

341f 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

373s Nature and Gender: Representations of Women and Nature in American Literature (Nineteenth-Twentieth Century)

(Same as English 373 and Gender Studies 333) This course will focus on portrayals of women in nineteenth through mid-twentieth century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography.

Meets Humanities I-A requirement

L. Glasser

Prereq. jr, sr, 8 credits from the department or permission of instructor; 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; 4th hour TBD; 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 website, 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. See individual concentrations for recommended off-campus programs.

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, Environmental Studies 210, Political Ecology, 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*
- Environmental Studies 210, Political Ecology *or*
- Politics 266, Environmental Politics in America

Students may take more than one of the above courses and the remaining course(s) 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
- Environmental Studies 241, Environmental Issues
- Geography 204, Human Dimensions of Environmental Change
- International Relations 241, Global Resource Politics (Five College Course)
- Politics 242, Oil and Water Don't Mix

Humanities:

- Architectural Studies 280, Topics in Architectural Studies: Issues in Sustainability: Adaptive Re-Use
- 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, Environmental History: 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 at least four 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 website, or from any member of the advisory committee. Other courses may be taken with approval of environmental studies advisor.

Seven 200-level and 300-level courses are required for each concentration (the number of 300-level courses is dependent on the 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, Bubier, Farnham)

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, Hoopes)

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.)

Environment and Development (Corson, Farnham, Kebede, Savoy)

The Environment and Development concentration deepens student understanding of the relationship between global environmental issues and human well-being around the world. Courses ranging from the political economy to environmental justice offer students opportunities to explore factors that shape human-environment relations across both the industrialized world and the global South.

Environmental Politics, Policy, and Economics (Amy, Christiansen, Corson)

The Environmental Politics, Policy, and Economics concentration focuses on the study of the political, economic, historical, and cultural forces that shape environmental policies. Topics include: how environmental policies are made, which interests are most powerful in determining policies, how effective those policies are, and which groups are harmed or helped by those policy decisions.

Geoscience (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.

Natural History (Rachootin)

Natural History: the narratives of the natural world. Students in this concentration study the living worlds that have been and are being evolved, and can, if they wish, connect the living world to the physical processes that shape the Earth and produced the geological record. Planetary science, geology, biology, and physical anthropology guide these stories. Field experience is often an integral part of this endeavor.

Nature/Culture/History (Farnham, Savoy, Schwartz)

The Nature/Culture/History concentration allows students to explore the changing relationships between human beings and the natural world through time, using the perspectives and tools of the humanities (such as history, ethics, literature, or creative writing). Major aspects of study could include the effects of shifting cultural conceptions of nature on environmental change, how environments affect human communities, and how environments are shaped through cultural and historical change. By integrating different perspectives, students also consider the meanings and representations of "environment" in language and culture.

European Studies

The major and minor in European studies are administered by the European Studies Committee: Professors Christiansen (economics), Wittig Davis (German studies, *chair*), Gill (politics), Jones (Russian), Lass (anthropology), Remmler (German studies), Schwartz (history), Vaet (French), Varriano (art); Associate Professors King (history), LeGouis (French), Romero-Diaz (Spanish); Crumbaugh (Spanish), Frau (Italian).

Contact Persons

Carmen Sullivan, *senior administrative assistant*

Gabriele Wittig Davis, *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 through interdisciplinary study of European topics within a global context. 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 premodern. The minor is structured in a related fashion. Students should consult the list posted on the European studies website 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 (German Studies 331), Europe and Islam: From 1,001 Nights to the Nightmare of Al Qaida?

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 (German Studies 331), Europe and Islam: From 1,001 Nights to the Nightmare of Al Qaida?
- 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.

Study and Internships Abroad, Undergraduate and Graduate Research, and Teaching Fellowships

For information regarding opportunities for study and internships, undergraduate and graduate research, and teaching fellowships in all academic fields, arts, humanities, social sciences, and sciences, please check the European studies website and contact the chair.

Course Offerings

100f First-Year Seminar

Fall 2011

100f(1) Goodbye, Conventional Wisdom
(First-year seminar; speaking- and writing-intensive course; Same as Critical Social Thought 100-04) One of the hallmarks of a liberal arts education is to draw on a broad base of knowledge in order to interrogate common assumptions. No one exemplifies this critical approach better than French philosopher Michel Foucault. One of the most influential thinkers of recent times, Foucault revolutionized several academic disciplines and even questioned the very notion of a discipline itself. He did so by revealing the history and transformations of ideas now viewed as self-evident. This first-year seminar invites students to develop similar analytical skills. Following Foucault's lead, the course pays special attention to preconceptions about government, freedom, identity, and sexuality.

Meets Humanities I-B requirement

J. Crumbaugh

4 credits

100f(3) Stalinist Europe
(First-year seminar; Same as History 101f-02) An exploration of revolutionary terror. Centered on the Hungarian and Czech experience from the start of the Cold War, this course covers the Communist takeovers and expropriations of the late 1940s, the Yugoslav deviation, and various policies and spectacles of the Rakosi and Gottwald regimes, including the show trials. It then turns to the unraveling after Stalin's death, in which memories of terror played an important role. Assignments balance historical studies with memoir, art, fiction, and film. Emphasis lies on comparative analysis of politics high and low.

Meets Humanities I-B requirement

J. King

4 credits

100f(4) Fire and Sword in the Caucasus: A Family Saga

(First-year seminar; writing-intensive course; taught in English; Same as Politics 151, Russian Eurasian Studies 151f(01)) Situated be-

tween the Black and Caspian Seas, and squeezed between Europe and Asia, the political and cultural landscape of the Caucasus is an intriguing reflection of over 2,000 years of imperial contestation, migration, and occupation. Tracing the fate of one Georgian family through empire, war, revolution, and independence, we explore the politics and culture of everyday life in the Caucasus. This interdisciplinary course will incorporate music, literature, history, and politics to understand the comprehensive and complex nature of change in this region, its connection with global developments, and its impact on ordinary citizens' lives over the last 200 years.

Meets Social Sciences III-A requirement

S. Jones

Prereq. fy; 4 credits

151fs Modern and Contemporary European Civilization

(Same as History 151f-01) 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

221f The Civilization of the Renaissance in Italy

(Same as History 221) This course focuses on the Italian peninsula and urban life in Florence, Naples, Rome, Milan, and Venice from the fourteenth through the early seventeenth centuries; it follows the little people (*popolo minuto*), artisans, and elites in their challenges to government, law, church, and society. It looks broadly at the economic, political, social, and cultural factors that gave rise to disturbing questions about traditional conceptions of temporal and cosmic order, about men and women's relationships to one another and the world about them, about

wealth, guilt, the shortcomings of human nature, and the potential of the human spirit.

Meets Humanities I-B requirement

F. McGinness

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 2011

223f The Art and Science of Revolution in German Cultures

(Speaking- and writing-intensive course; same as German Studies 223f-01) Revolutions are deeply embedded in cultural, economic, political, and environmental structures. Some are violent, some are peaceful; some evolve out of historical processes over long periods of time; and others emerge spontaneously without warning. Still others are material in nature, such as the industrial revolution or the end of the Berlin wall. The seminar explores the causes, forms, and impact of major revolutions in German cultures from the invention of the printing press to the most recent "Wende" that led to unification. Other revolutions include the French Revolution, the German Revolution of 1848, the founding of the Weimar Republic, and the student movement in 1968.

Meets either language requirement or

Humanities I-A requirement

K. Remmler

Prereq. Previous study of German; 4 credits

Spring 2012

223s What's So Funny? Humor and Comedy in German Cultures

(Speaking- and writing-intensive course; same as German Studies 223s, Film Studies 220s(04)) Germans have no sense of humor, right? Yet preeminent cultural critic Marcel Reich-Ranicki claims that, next to England, no other country demonstrates a cultural tradition as deeply steeped in humor and comedy. Who is right? Are Germans humorless robots or born with funny bones? We will

challenge the notion of humor as a universal concept and examine the comic as a cultural phenomenon. Based on selections from works by Freud et al, we will explore diverse forms of the comic in a range of media: from Goethe's erotic poetry to film classics like *The Blue Angel*, and recent films about popular humorist successes of the 1920s such as the Comedian Harmonists, the first Boy Band.

Meets Language requirement or Humanities I-A requirement

G. Wittig Davis

Prereq. Previous study of German; 4 credits; expected enrollment 25; Students enrolled in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224). The 224 tutorial will stress current forms of humor, comedy, and satire in film and popular media.

230fs Topics on Culture and Literature:

Introduction to the Civilization of France

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. (Speaking-intensive course; Same as French 230f-01) 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

240s Russian Politics: From Communism to Capitalism

(Taught in English; Same as Politics 209, Russian and Eurasian Studies 240) Russia was transformed by communist revolution into a global superpower that challenged the domi-

nant 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

254s Doubt, Dissent, and Heresy in the Age of the Inquisition

(Same as History 254) The Holy Office of the Inquisition of the Roman Catholic Church proved an effective instrument for controlling religious and political orthodoxy from the Middle Ages through the early modern era. Its range of activity spanned investigations into doctrinal purity, groups of dissenters, Jews and Muslims who converted to the Christian faith, scientific discoveries, witchcraft, cunning folk, the black arts, and popular dissent. This course examines this institution and the social political, mental, and imaginary world it monitored to safeguard "faith and morals" in this life and access to salvation in the next.

Meets Humanities I-B requirement

F. McGinness

4 credits

260fs Topics in European History

260f(1) Environmental History: Ecological Thinking and Practice in Europe, 1500 to the Present

(Speaking-intensive course; Same as History 256) Studies European views of nature and the natural world from the late middle ages to the present, using historical accounts, Shelley's *Frankenstein*, poetry, paintings, and other primary sources. 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). No background in GIS is expected.

*Meets Humanities I-B requirement**R. Schwartz**4 credits***260s(1) Market Cultures in Western Civilization, 1600 to the Present**

(Same as History 207) The history of the modern world has often been told as the history of markets and their expansion over time and place, culminating with what is often called “market society,” a society in which market relations are said to shape all of our everyday lives. What does it mean to live in a market society and how have past cultures responded to the supposed intrusion of market relations? We will explore the cultural history of markets and market relations over the past several hundred years, with particular emphasis on European and North American cultures. We will also study institutional histories of markets—how they were built and organized—alongside the ways in which people thought about and responded to forms of market exchange in everyday life.

*Meets Humanities I-B requirement**D. Fitz-Gibbon**4 credits***260s(2) City Life in Modern Europe, 1750-1950**

(Same as History 255s-01) “Our age is preeminently the age of great cities,” wrote Robert Vaughan in 1843. Many Europeans questioned whether the greatness of cities was such a good thing, but most agreed that the history of nineteenth-century Europe could not be written without reference to them. We will examine that history from the perspective of Europe’s largest cities between the mid-eighteenth and twentieth centuries. Taking greatness in its broadest sense, our readings will treat both the feats of urban transformation and the murkier histories of streets, sewers, sex, and slums. We will learn of the unruliness of cities and of their being ruled through government, social reformers, planners, and engineers.

*Meets Humanities I-B requirement**D. Fitz-Gibbon**4 credits***260s(3) History in Literature: Historical Times, Historical Places, and Novel Spaces**

(Same as History 260s-01) Studies the connections between history, geography, and literature in 19th and 20th century Europe. Case studies on Mary Shelley’s *Frankenstein* (1818), Victor Hugo’s *Les Misérables* (1862), and Thomas Hardy’s *Tess of the D’Urbervilles* (1891) will be undertaken in relation to broader comparative perspectives on the history and geography of European novels from Jane Austen’s *Persuasion* (1817) to Eric Marie Remarque’s *All Quiet on the Western Front* (1929), as suggested by secondary accounts such as Franco Moretti’s recent *Atlas of the European Novel, 1800-1900* (1998).

*Meets Humanities I-B requirement**R. Schwartz**4 credits***315fs Topics in German and European Studies in a Global Context**

315f(1) “Uncommon Women” Conquer the World: Archival Memories Come to Life (Speaking- and writing-intensive course; Same as German Studies, Gender Studies 333) A gift of a voluminous scrapbook by an alumna (1912) studying German at MHC serves as the basis for this hands-on investigative course about global learning and daily life at MHC, in Germany, and Europe. Each student researches her individual area of interest to explore this crucial era when women in Europe pushed open all doors to higher education (1908), when women scientists, artists, and public leaders achieved prominence. Key question: how did women’s education support women in defining and constructing their own paths to professional success, commitment to global public service, and desire for pleasure and personal happiness? Research outcome: bilingual media project.

*Meets either language requirement or Humanities I-A requirement**G. WittigDavis*

Prereq. open to students who have completed at least 8 credits beyond German Studies 201 or permission of department; 4 credits; Students with interest in this topic and in global and European studies, but insufficient or no prior knowledge of German, should enroll in

German Studies 330 (2 cr.) taught in English.

***315s(1) 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) 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

Spring 2012

*316s European Studies Seminar
Europe and Islam: From 1,001 Nights to the Nightmare of Al Qaida?*

(Same as German Studies 331s; Speaking- and writing-intensive course; taught in English.) What defines European or Islamic “culture” and “civilization”? Europe has dreamt of the Tales of 1,001 Nights, has created “exotic” images of “Orientalism.” But what about the blossoming of art and science under Islam: the Alhambra, Avicenna’s Canon of Medicine? Yet recent global events have triggered an ancient European angst based on the collective memory of the Cru-

sades and tales of the legendary assassini; the Ottomans’ siege of Vienna and conquest of the Balkans. What role do the media play in the representation of Europe and Islam? Our sources: films, fatwas, facts and fiction, presented by Muslim filmmakers, scholars, and religious authorities. Note: Discussions with European and U.S. scholars, including an MHC alumna at the University of Chicago Law School.

Meets multicultural requirement; meets

Humanities I-A requirement

G. WittigDavis

Note: Language requirement in German met only if seminar is taken in conjunction with 2-credit tutorial (German Studies 332) taught in German. For credit toward minimum major or minor in German Studies, students must also complete the 2-credit German Studies 332 complementary tutorial, in German. 4 credits

323s Germans, Slavs, and Jews, 1900-1950

(See History 323)

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) required; 4 credits

365f(01) Modern Europe: The Twentieth Century: Minority Rights in Modern Europe

(European Studies 316f-01) 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

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

level_application.html) required; 4 credits;
expected enrollment 15

395fs Independent Study

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

European Studies Courses and Related Courses Offered in Other Departments

Apart from the required courses (European Studies 316s and History 151fs), there are many courses offered on campus that could be included in the European studies major. For a detailed list, consult the Courses page of the European studies website. Contact the chair to clarify if other MHC and Five College courses qualify for the specific major or minor requirement in question.

Check course catalogue for additional courses offered by European studies faculty.

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 Professors Blaetz (film studies, *chair*), Crumbaugh (Spanish); Assistant Professor Rundle (Theatre Arts); Visiting Instructor Eisenstein; 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

101fs First Year Seminar

Fall 2011

101f(1) African Cinema

(First-year seminar; speaking-intensive course; taught in English; Same as French 120) This seminar will explore the genesis, evolution, and different themes of African cinema. We will also discuss the current issues and challenges facing the production, distribution, and critique of films made by Africans in Africa and about Africa. Lectures will be coupled with screening of films.

Meets Humanities I-A requirement

S. Gadjigo

Prereq. fy; 4 credits

Spring 2012

101s(1) History and Bollywood

(First-year seminar; speaking- and writing-intensive course; Same as History 101) This course will concentrate on the relationship between Bollywood (or the Bombay Film Industry) and history. How do Bollywood films produce the past? What historical moments are they interested in capturing? How do these images and narratives compare to those produced by historians? The purpose of this course is to introduce students to South Asian history, to challenge them to think critically about film production, and to test and strengthen their writing skills.

Meets multicultural requirement; meets

Humanities I-B requirement

K. S.Datla

Prereq. fy; 4 credits

201fs 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

K. Eisenstein, 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 Cinema

(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 or permission of instructor; Taught in Spanish; 4 credits

210f Production Seminar in the Moving Image: The Personal and the Political in Documentary: Beginning Video Production
In this introductory video production course we will study and make documentaries that

highlight connections between the private and the public, the local and the global, the personal and the political. We may use our own stories as a jumping off point to explore larger historical, economic, environmental, or social forces. Conversely, we might begin by looking at events on the world map and then trace a path back to our own coordinates. Through screenings, readings, and discussion, as well as video projects, students will develop their own points of view while learning the vocabulary of moving images and gaining production and postproduction technical training.

Meets Humanities I-A requirement

B. Mellis

Prereq. Introduction to Film Studies.

Application and permission of instructor.

Application available through FS website.; 1 meeting (3 hours), 1 screening (2 hours); a lab fee may be charged; 4 credits

220fs Special Topics in Film Studies

Fall 2011

220f(1) American Gothic

(Same as English 243f (01)) (Film Studies Component Course.) An examination of the gothic—a world of fear, haunting, claustrophobia, paranoia, and monstrosity—in American literature and culture, with an emphasis upon issues of race and gender. Topics include: the gothic; gothic sexuality; Southern, Northern, and national gothic; freakishness and grotesquerie; and visual gothic. Focus on fiction, with some film and photography. Authors 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

220f(2) 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 pic-

ture, 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; permission of instructor required for registration in Film Studies 220.; 4 credits

220f(3) Sound for Theatre and Film

(Same as Theatre Arts 220) This course examines the theory, practice, and history of theatrical sound design. The course will make use of classroom projects and the current Rooke Theatre productions to develop the students' sound designs. While sound and music for theatre will be the focus, students of film, TV, and music composition are encouraged to apply.

Meets Humanities I-A requirement

B. Connelly

Prereq. one theatre arts course or permission of instructor; 4 credits

Spring 2012

220s(1) The Seventh Art

At its earliest presentations, comparisons were drawn between the cinema and other arts (e.g., Lumière and Pre-Raphaelite painters); soon afterward, the new medium was christened the seventh. The youngest and its elders have consistently energized each other, and this course will trace key points along that circuit. Beginning on recently turned ground (Moving Pictures: American Art and Early Film and Picasso and Braque Go to the Movies) we will track movements, figures, and technologies (German Expressionism and Soviet Constructivism, Duchamp and Warhol, 16mm film and video) that have bridged the visual arts and the cinema, harvesting what grows out of such cross-fertilization.

Meets either language requirement or

Humanities I-A requirement

K. Eisenstein

4 credits

220s(2) Reel America: History and Film
(See History 283s(01)) 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

Component course for Film Studies Minor; 4 credits

220s(3) Advanced Russian Film and Literature
(Same as Russian and Eurasian Studies 252) Students will view films, read excerpts from Soviet and Russian prose about childhood and coming of age, and study the sociocultural aspects of becoming an adult in Russia. Films will include: *Ivan's Childhood*, *The Scarecrow*, *The Thief*, *The Return*. Readings will include literary texts and film reviews. We will continue to work on oral and writing skills, and vocabulary. Russian 252 prepares students to express opinions, ideas, points of view and critiques on films, social issues, and cultural phenomena using more complex and rich language

Meets Humanities I-A requirement

E. Dengub

Prereq. Russian and Eurasian Studies 251 or the equivalent, or permission of the instructor; Taught in Russian. Component Course for Film Studies.; 4 credits

220s(4) What's So Funny?: Humor and Comedy in Contemporary German Film, TV, and Song
(Speaking- and writing-intensive course; Same as German Studies 223s(01)) Germans have no sense of humor, right? Yet preeminent cultural critic Marcel Reich-Ranicki claims that, next to England, no other country demonstrates a cultural tradition as deeply steeped in humor and comedy. Who is right? Are Germans humorless robots or born with funny bones? We will challenge the notion of humor as a universal concept and examine the comic as a cultural phenomenon. Based on selections from works by Freud et al, we will explore diverse forms of the comic in a range of media: from Goethe's

erotic poetry to film classics like *The Blue Angel*, and recent films about popular humorist successes of the 1920s such as the Comedian Harmonists, the first Boy Band.

Meets Humanities I-A requirement

G. WittigDavis

Prereq. Previous study of German; Component course for Film Studies.; 4 credits

**220s(5) The Remembrance of the Holocaust in Film*

(Speaking- and writing-intensive course; Same as German Studies 223) (In German) 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. Same as German Studies 223. Previous study of German; Students enrolled in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224).; 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; 4 credits

250s History of World Cinema: The Second 100 Years (1932-2032)

This historical survey will chart the cinema's life from the arrival of sound on. We will cover the triumph and collapse of the Hollywood studio system, the prewar French cinema, the postwar Italian Neo-Realists, New Waves, Independents, and contemporary world cinema, all with an eye toward shifting aesthetics and exhibition/distribution practices (especially in terms of the digital).

Meets Humanities I-A requirement

K. Eisenstein

Prereq. Film Studies 201, 202 or 203; 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 2011

260f(1) Film Genre and Gender

(Same as Gender Studies 204f (01)) This course examines the development of Hollywood film genres largely in the post-studio era, particularly the Western, the Melodrama, the Science Fiction and Horror film, and film noir. 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 2012

*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; 2 meetings (75 minutes) and 1 screening (2 hours, 30 minutes); 4 credits

270fs National and Transnational Cinema

This course offers a critical, historical, and theoretical approach to the cinema of a single country or group of countries. Some examples that might be studied are: French cinema, Francophone cinema, Indian cinema, Eastern European cinema, or Latin American cinema. Fall 2011

*270f(1) Silent Cinema

This course is an introduction to silent cinema in the U.S. and the contexts of its reception. We will consider issues of gender, age, race, and ethnicity in the making of the cinematic audience. Contemporary forms of live entertainment, such as vaudeville, minstrelsy, burlesque, pugilism, and ethnic theatre, will be discussed in order to illuminate the broader cultural origins of American film.

Meets Humanities I-A requirement

The department

Prereq. Film Studies 201 or 202; 2 meetings (75 minutes) and 1 screening (2 1/2 hours); 4 credits

Spring 2012

270s(1) Literature and Film on Trial

(Taught in English; Same as Russian and Eurasian Studies 211) Art and artists in twentieth-century Russian society were especially challenged by cataclysmic violence—revolutions, wars, and totalitarian oppression. We will study major works of literature and film and place them in the aesthetic and political contexts that influenced their creation and their reception in Russia. Artists to be studied include Chekhov, Vertov, Babel, Eisenstein, Kupreyanva, Zamyatin (*We*), Solzhenitsyn, Tarkovsky, Erofeev, Brodsky.

Meets Humanities I-A requirement

E. Cruise

Component course for Film Studies.; 4 credits

*280s Film Authorship

This course offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also

focus on designers, technicians, performers, producers, or some combination of these personnel.

280(s) 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 (Andre 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.

Meets Humanities I-A requirement

K. Eisenstein

4 credits

290s Film Theory

This course offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

Spring 2012

290s(1) 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

**290s(2) Philosophy and Film Theory*

(Same as Philosophy 275-01) An exploration of philosophical issues encountered in the study of film. Why do we need a theory of film? What is a film anyway? Do films have “authors”? How do films engage our emotions? Can films be socially critical? What can we learn from films? These are examples of the topics to be discussed in this course as we investigate the nature of film and its relation to philosophy. There will be weekly required film screenings.

Meets Humanities I-B requirement

T. Wartenberg

Prereq. 4 credits in department or in film

studies, or permission of instructor; 2 meetings (75 minutes), 1 screening (1.5 hours); 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: Advanced Documentary Production Workshop

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 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 non-fiction. 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 2011

320f(1) *Montage: Millimeters or Miles*
Hollis Frampton claimed that it was "from [Eisenstein's] montage that we, all of us, measure our distances, in millimeters or in miles." Frampton's "all" extends beyond those directly involved with the cinema, echoing Eisenstein who stated that he was "interested in everything besides the cinema," and who once began an essay with this epigraph from Goethe: "In nature we never see anything isolated, but everything in connection with something else which is before it, beside it, under it, and over it." This seminar will focus on Eisenstein's films and writings, pursuing their reverberations in Hollywood (e.g., Lang, Sirk) and the avant-garde (e.g., Brakhage, Sonbert, Child).

Meets multicultural requirement; meets Humanities I-A requirement

K. Eisenstein

Prereq. 8 credits in film studies including 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

Spring 2012

320s(1) *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 instructor; Component course for Film Studies.; 4 credits

320s(2) *Hitchcock and After*

See English 374f.

Meets Humanities I-A requirement

E. Young

Prereq. You must apply for admission to this course by completing the application; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

*320s(3) *Theatre on Film/Film on Theatre*
(Same as Theatre Arts 350s(01)) 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.

Meets Humanities I-A requirement

E. Rundle

Prereq. Film Studies 201; 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 2011

*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 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

Spring 2012

***340s(1) Women Experimental Filmmakers**
(Same as Gender Studies 333-10) 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 201,202,or 203; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

***370fs Topics in National/Transnational Cinemas**

Film Studies 370 offers a critical, historical, and theoretical approach to the cinema of a single country or group of countries. Some examples of national cinemas that might be studied are: French cinema, Francophone cinema, Indian cinema, Eastern European cinema, or Latin American cinema.

Fall 2011

***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. LeGouis

Prereq. Two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor.;

Taught in French; 4 credits

***370f(2) 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, or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

***370f(3) Courses in Francophone Studies: Ousmane Sembene**

(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 2012

***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, or permission of instructor; 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) 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; others by permission of instructor; Taught 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, or permission of instructor; 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(5) 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, or permission of instructor; 1 meeting (3 hours), 1 screening (3 hours); 4 credits

380fs Topics in Film Authorship

This course offers a critical, historical, and theoretical approach to a specific cinematic author. While most courses focus on a director or group of directors, courses may also focus on designers, technicians, performers, producers, or some combination of these personnel.

Fall 2011

380f(1) Henry James on Film

(Writing-intensive course; Same as English 345f-(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, or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

Spring 2012

380s(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?

Meets Humanities I-A requirement

J. Crumbaugh

Prereq. Film Studies 201, 202, or Spanish 221 or permission of instructor; Weekly evening screenings; taught in Spanish; 4 credits

**380s(2) 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**

Offers a consideration of one or more of the methods through which the medium of film is understood aesthetically and/or culturally.

Spring 2012

**390s(1) Feminist Theory and Film*

(Writing-intensive course; See 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 the 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; See Philosophy 375s (01))

Meets Humanities I-A requirement

T. Wartenberg

Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (2 hours), 1 screening (2 hours); 4 credits

**390s(3) 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 liberational 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; or permission of instructor; 4 credits

**390(5) Philosophy and Film Theory*

(Writing-intensive course; See Philosophy 375f (01))

Meets Humanities I-A requirement

T. Wartenberg

Prereq. 8 credits in department including Film Studies 201 or 202 or permission of instructor; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

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, Gelfand (on leave spring 2012), Le Gouis, Rivers (*chair*), Vaquet; Senior Lecturer Holden-Avard; Visiting Professor Margolis; Visiting Lecturers Bloom, Matta, and Shread.

Contact Persons

TBA, *senior administrative assistant*
Chris Rivers, *chair*

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 independent study). They also should have completed at least one course in culture and literature at the 200 level (215, 219, 225, or

230). By taking appropriate courses, 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 and two courses toward the minor. 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 and one course at the 300 level toward the minor. 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.

Department Website

<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/Foreign Language Requirement

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/placement_exam.html.

In order to fulfill the College's foreign language requirement, students beginning French at the 100 level must successfully complete two semesters of course work: i.e., either 101–102 or 199 plus 201. Students who begin in 201 (or any course above 201) will have fulfilled the language requirement by the successful completion of one semester of course work.

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.

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

C. Bloom, N. Holden-Avard

Prereq. no previous study of French or a placement score of 0 - 100; NOTE: Does not meet the language requirement. In order to meet the language requirement, a student must successfully complete both French 101 and 102.; 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

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 African Cinema

(First-year seminar; speaking-intensive course; taught in English; Same as Film Studies 101f-01) This seminar will explore the genesis, evolution, and different themes of African cinema. We will also discuss the current issues and challenges facing the production, distribution, and critique of films made by Africans in Africa and about Africa. Lectures will be coupled with screening of films.

Meets Humanities I-A requirement

S. Gadjigo

Prereq. fy; 4 credits

199f Advanced Elementary French

A course in language and culture for elementary-level students with some previous study of French. The videotape-based method French in Action provides a lively story line and cultural context for a thorough review of grammar, and the development of listening and speaking skills. The course concentrates

on vocabulary building, writing, and developing ease and competence in spoken French.

Does not meet a distribution requirement

C. Shread

Prereq. placement score of 100-200; NOTE:

Does not meet the language requirement. In order to meet the foreign language requirement, a student who begins in French 199 must successfully complete both French 199 and 201.; 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, J. Pons, C. Shread

Prereq. French 102 or 199, or placement score of 200 - 350, or department placement; NOTE: 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

C. Shread, C. LeGouis, N. Vaget, L. Matta
Prereq. French 201, or placement score of 350 - 450, or department placement; **NOTE:** Students registering for this course must also register for a required weekly conversation lab.; 4 credits

215fs Intermediate Level Courses in Culture and Literature

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, C. Rivers, S. Gadjigo, C. LeGouis
Prereq. French 203, or placement score of 450+, or department placement; 4 credits

219fs Intermediate Level Courses in Culture and Literature

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

S. Gadjigo

Prereq. French 203, or placement score of 450+, or department placement; 4 credits

225fs Intermediate Level Courses in Culture and Literature

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.

Introduction to Contemporary Culture and Media of France and the French-Speaking World

(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.

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

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 2011

311f(1) *Marvelous Places: Desire and Deceit*

An exploration of why literary heroes and heroines traveled and where they went—whether for love, escape, or education—from the Middle Ages to the Enlightenment. Readings: Marie de France's *Lais*, Mandeville's *Livre des Merveilles*, Christine's *Chemin de longue étude*, Du Bellay's sonnets, Marguerite de Navarre's *Heptaméron*, Montaigne's *Essais* and *Journal de Voyage*, Fénelon's *Aventures de Télémaque*, Crébillon fils's *Egarements du coeur et de l'esprit*.

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; Note:

Class format will involve introductory lectures for background, while students should expect to participate actively in open discussion of each text, to submit a midterm paper and somewhat longer final research paper.; 4 credits

Spring 2012

311s(1) *Eros, Intrigue, and Adventure*

This course will examine varied interactions of amorous desire, ingenuity, and adventure (including gender bending) in medieval and Renaissance poetry and prose. Readings include: selections from the troubadours and trouvères, Marie de France's *Lais*, Chrétien's *Lancelot*, Heldris's *Roman de Silence*, some *fabliaux*, Guillaume de Lorris's and Jean de Meun's *Roman de la rose*, Christine de Pizan's *Cité des Dames*, and Marguerite de Navarre's *Heptaméron*.

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; Note: Class format will involve introductory lectures for background, while students should expect to participate actively in open discussions and debate on each text, to submit a midterm paper and somewhat longer final research paper.; 4 credits

311s(2) *Enlightenment and Revolutions in Films*

Using contemporary films, multimedia material and texts, we will approach the ideas and events that rocked France in the eighteenth century. We will study revolutionary luminaries such as Rousseau, Voltaire, Diderot, Robespierre, Napoléon, Toussaint L'Ouverture, and will study the French revolution of 1789 and its consequences on the Haitian revolution of 1804. We will discuss each film in class, and students will give PowerPoint presentations on topics relevant to French art of the Ancient Regime and historical events of the period. Using visual documentation from artists such as Watteau, Boucher, Fragonard, Chardin, and David, students will produce an iMovie as a term paper.

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

321s Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

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) Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

Meets Humanities I-A requirement

O. Frau

Prereq. Two of the following courses: French 215, 219, 225, or 230, and permission of course instructor; NOTE: 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: Writing and Politics: Literature as Social Engagement

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. Study of French and Francophone writers, filmmakers, and artists, in their specific contexts, whose works engage with important political and social issues of their time and place. Preliminary readings theorize how texts can communicate, explicitly or implicitly, an ideological stance. We will then con-

sider imaginative works, from the Middle Ages to the present, whose thematic, narrative, cinematic, stylistic, or linguistic techniques connect with movements for social or cultural change.

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 course instructor; 4 credits

341f Courses in Francophone Studies

These courses study nonmetropolitan French-speaking cultures and literary works written in French outside Europe. Areas of focus are one or more of the following regions: Africa, the Caribbean, or Canada.

Women and Writing in French-Speaking Africa

This course explores writings by women in French-speaking Africa from its early beginnings in the late 1970s to the present. Special attention will be given to social, political, gender, and aesthetic issues.

Meets either language requirement or Humanities I-A requirement

S. Gadjigo

Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; 4 credits

351s Courses on Women and Gender

These courses explore cultural, literary, and social issues relating to women and gender identities in France and French-speaking countries. Topics may include women's writing, writing about women and men, the status of women, feminist criticism, and theories of sexuality and sexual difference.

Disease, Destruction, and Death: The Figure of the Femme Fatale in French Narrative Fiction

(Same as Gender Studies 333) An examination of vivid literary incarnations of the *femme fatale*, female characters eerily and inextricably linked to untimely, unseemly, or tragic death. Characters fall roughly into two categories: women who directly or indirectly bring about someone else's death; or women who serve as scapegoats, whose symbolically sacrificial death, at the conclusion of the novel, allows the other characters to continue their own lives. We will discuss these works as

expressions of misogyny and fear of female sexuality while also attempting to reach broader conclusions about the implications of both individual texts and the *femme fatale* novel as a sub-genre.

Meets either language requirement or Humanities I-A requirement
C. Rivers

Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor; 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 2011

370f(1) *The Detective Novel in France*

The French detective novel found its origins in Poe and in the disillusionment and malaise of the increasingly urban universe of the nineteenth century. It generally centered on a dark, mysterious Parisian atmosphere that spoke to a growing public awareness of the worlds of crime and of the police. Realist novelists, in particular Dostoevsky, enriched the genre's conventions, but the detective novel evolved beyond realism as it moved into the twentieth century, combining unsettling social critique with reassuringly flawless reasoning.

Meets either language requirement or Humanities I-A requirement
C. LeGouis

Prereq. 12 credits including two courses at the advanced level, or permission of department chair and instructor; 4 credits

Spring 2012

370s(1) *Proust: À la Recherche du temps perdu*

À la Recherche du temps perdu is the greatest literary masterpiece of the twentieth century

and is both rooted in a specific past and universal in its analysis of human intellect and emotion. We will concentrate on themes of love and desire in three relationships:

Swann's adoration of Odette; the narrator's fixation on Albertine; and the Baron de Charlus's homosexual passions. Assignments will include most of *Du Côté de chez Swann*, *Sodome et Gomorrhe*, and *Le Temps retrouvé*; excerpts from the other four novels; selections from important criticism; and film.

Analysis of construction of the entire work will facilitate reading unassigned sections for ambitious Proustians.

Meets either language requirement or Humanities I-A requirement
C. LeGouis

Prereq. 12 credits including two courses at the advanced level, or permission of department chair and 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 Morgan, Remmler, Townsley (on leave spring 2012); Associate Professor Gundermann; Assistant Professors Douglas, Rundle, Willey; Visiting Assistant Professor Zuckerwise; Senior Lecturer Ackmann; Visiting Instructors Pryor, Fernandez-Anderson.

Contact Persons

Bridget Barrett, *senior administrative assistant*
Lynn Morgan, *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 artis-

tic 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, or another 300-level course with a significant community-based learning component and a focus on women, gender, and/or sexuality
- 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.

For permission to have a course other than Gender Studies 390 fulfill the field placement/community-based learning requirement, see the gender studies website for permission form. This course may be taken outside the gender studies department. The requirement may not be fulfilled by an internship or an independent study.

Each gender studies major shall also submit 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. Focus statement forms are available at the department website.

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 2011

101f(1)

(Speaking-intensive course) This course introduces students to social, cultural, historical, and political perspectives on gender and its construction, with particular attention to performance as a method of analysis. Through discussion, writing, and somatic exercises, we explore the intersections among gender, race, class, and sexuality in multiple contexts. Taking an interdisciplinary approach, we consider the distinctions between sex and gender, the relationship between individual identity and state power, the making of masculinity and femininity, queer movements, racism, and the possibilities for social change. We also examine the promises and challenges of feminism as a theoretical and activist frame.

Meets Humanities I-A requirement

J. Pryor

4 credits

101f(2) First-Year Seminar

(First-year seminar; speaking- and writing-intensive course) This course introduces students to social, cultural, historical, and political perspectives on gender and its construction, with particular attention to performance as a method of analysis. Through discussion, writing, and performance making, we explore the intersections among gender, race, class, and sexuality in multiple contexts. Taking an interdisciplinary approach, we consider the distinctions between sex and gender, the relationship between individual identity and state power, the making of masculinity and femininity, queer movements, racism, and the possibilities for social change. We also examine the promises and challenges of feminism as a theoretical and activist frame.

Meets Humanities I-A requirement

J. Pryor

4 credits

Spring 2012

101s(1)

This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, and the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

Meets Social Sciences III-A requirement

The department

4 credits

101s(2) First Year Seminar

(First-year seminar) (Writing-intensive) This course is designed to introduce students to social, cultural, historical, and political perspectives on gender and its construction. Through discussion and writing, we will explore the intersections among gender, race, class, and sexuality in multiple settings and contexts. Taking an interdisciplinary approach to a variety of questions, we will consider the distinctions between sex and gender, women's economic status, the making of masculinity, sexual violence, queer movements, racism, and the challenges of feminist activism across nations, and possibilities for change. We will also examine the development of feminist theory, including its promises and challenges.

Meets Social Sciences III-A requirement

L. Zuckerwise

4 credits

101s(3)

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-A requirement

C. Gundermann

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 101) 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

A. Willey

Prereq. Gender Studies 101; one laboratory course in a natural or physical science (completed or taken concurrently); or permission of instructor; 4 credits

204fs Women and Gender in the Study of Culture

Fall 2011

204f(1) Film Genre and Gender

(Same as Film Studies 260) This course examines the development of Hollywood film genres largely in the post-studio era, particularly the Western, the Melodrama, the Science Fiction and Horror film, and film noir. 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. soph, jr, sr; 2 meetings (75 minutes) and 1 screening (2 hours, 30 minutes); 4 credits

204f(2) Worthy Hearts and Saucy Wits

(Same as English 239) Eighteenth-century England witnessed the birth of the novel, a genre that in its formative years was both lauded for its originality and condemned as intellectually and morally dangerous, especially for young women. We will trace the numerous prose genres that influenced early novelists, including conduct manuals, epistolary writing, conversion narratives, travelogues, romance, and the gothic. In doing so, we will concomitantly examine the novel's immense formal experimentation alongside debates about developing notions of gender and class as well as the feeling, thinking individual. Authors may include Richardson, Fielding, Sterne, Walpole, Burney, and others.

Meets Humanities I-A requirement

K. Singer

Prereq. so, jr, sr; 4 credits

**204f(3) 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

Spring 2012

204s(1) Nineteenth-Century American Women Writers

(Same as English 270) 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

204s(2) Women Writing in India

(Taught in English; Same as Asian Studies 220) 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 construc-

tions 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

204s(3) Androgyny and Gender Negotiation in Contemporary Chinese Women's Theater (Taught in English; Same as Asian Studies 215) Yue Opera, an all-female art that flourished in Shanghai in 1923, resulted from China's social changes and the women's movement. Combining traditional with modern forms and Chinese with Western cultures, Yue Opera today attracts loyal and enthusiastic audiences despite pop arts crazes. We will focus on how audiences, particularly women, are fascinated by gender renegotiations as well as by the all-female cast. The class will read and watch classics of this theater, including *Dream of the Red Chamber*, *Story of the Western Chamber*, *Peony Pavilion*, and *Butterfly Lovers*. Students will also learn the basics of traditional Chinese opera.

Meets multicultural requirement; meets Humanities I-A requirement

Y. Wang

4 credits

**204s(4) Through Women's Eyes* (Same as Russian 252s(01)) A study of contemporary Russian language based on texts by women, including works by Ulitskaya, Petrushevskaya, Rubina, Tolstaya, and Zemfira. Discussion-based course. Short oral and written reports. Conducted in Russian.

Meets Humanities I-A requirement

E. Dengub

Prereq. Russian & Eurasian Studies 251 or the equivalent of 5 semesters' study of Russian language, or permission of the instructor; 4 credits

**204s(5) 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 mas-

culinity, 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 relations 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

206fs Women and Gender in the Study of History

Fall 2011

206f(1) American Women's History, From Settlement to Reconstruction (Same as History 275) 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

206f(2) The Culture of AIDS in the U.S. (Same as History 283f(02)) An examination of the powerful unleashing of literary and political activism in the wake of the AIDS outbreak. We will look at literary texts such as Tony Kushner's play *Angels in America*,

Larry Kramer's novel *Faggots* and play *The Normal Heart*, Sarah Shulman's novel *People in Trouble*, and Jonathan Larson's play, *Rent*. We will look at the AIDS quilt and other memorializing efforts, political groups such as The Gay Men's Health Crisis, ACT UP and Queer Nation for the ways that it redefined activism and recrafted the politics of medical trials and drug distribution, and will conclude with the role AIDS played in the consolidation of the Christian New Right.

Meets Humanities I-B requirement

J. Gerhard

4 credits

Spring 2012

206s(1) U.S. Women and Gender History since 1880

(Same as History 276s(01)) This course introduces students to the major themes of U.S. women's history from the 1880s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's social and cultural activism.

Meets Humanities I-B requirement

J. Gerhard

4 credits

**206s(2) 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(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) 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

210fs Women and Gender in Philosophy and Religion

Fall 2011

210f(1) Women and Philosophy

(Same as Philosophy 249) Some say that philosophers pursue objective knowledge. Feminist philosophy is a body of scholarship that questions the extent to which traditional philosophy has pursued or can pursue knowledge in an objective way. This course is an introduction to issues in feminist philosophy, including its critique of traditional

Western philosophy and its contributions to major areas of philosophy such as metaphysics, ethics, epistemology, social and political philosophy, and the philosophy of language.

Meets Humanities I-B requirement

S. Hawthorne

4 credits

Spring 2012

210s(1)

(See Jewish Studies 222s(01) and Religion 222s(01))

Meets Humanities I-B requirement

L. Fine

4 credits

210s(2) 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. Steinfelds

This course counts toward the Asian Studies major.; 4 credits

**210s(3) Women and Buddhism*

(Same as Religion 241) This course explores women and Buddhism during different historical periods and in different cultures.

Through a variety of sources, this course will illuminate Buddhist concepts of gender and sexuality, views of women's spiritual capacities, the diversity of women's images, roles, experiences, concerns, and contributions in Buddhist societies, and scholarly approaches to women in Buddhism. Special attention will be given to how gender is constructed in each cultural and religious context encountered, with particular emphasis on Buddhist women in Southeast Asia. We will look into the reasons why texts on religion have not always included the voices of women, and we will investigate ways to uncover them through research techniques and alternative hermeneutical strategies.

Meets multicultural requirement; meets

Humanities I-B requirement

L. Battaglia

This course counts toward Asian Studies major.; 4 credits

212fs Women and Gender in the Social Sciences

Fall 2011

212f(1) What Is Memory?

(Speaking-intensive course; Same as Psychology 208) Memory has a wide range of meanings and applications in many different contexts. What, for example, is the difference between artificial intelligence and human memory? How are national identities constructed around the commemoration of great events? What is the importance of memory in relation to concepts like justice and progress? How do rituals and performances work to determine gender and other identities? How can we understand the differences in episodic, implicit, long term, short term or working memory? For individuals and societies, what are the implications of the absence of memory? In this course, we examine psychological, social, political, and cultural approaches to memory.

Meets Social Sciences III-A requirement

A. Douglas

Prereq. Prereq. Gateway course for the thematic minor on Memory. Prereq sophomore or junior; first years with permission of the instructor; 4 credits

Spring 2012

**212s(1) Psychology of Women*

(Speaking-intensive course; Same as Psychology 211) 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

216s Women and Gender in Sport: Women in Sport

(Same as Physical Education 261) 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

221fs Feminist Theory

Fall 2011

221f(1) Introduction to Feminist Theory

(Same as Politics 233f-01) This course is designed to introduce students to 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 popular feminist ideas, such as women's rights, reproductive freedom, and agency.

Meets Social Sciences III-A requirement

E. Markovits

Prereq. soph, jr, sr; 4 credits

Spring 2012

221s(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

**221s(2) Invitation to Feminist Theory*

(Same as Politics 233) 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

223s Queer Theory, Performance, and Public Practice

(Speaking-intensive course; Same as Theatre Arts 234s(02)) How are gender and sexuality constructed, rehearsed, and contested through performance? How can queer cultural production serve as a method of activist intervention in dominant culture? In this course, students are introduced to the central theories and debates in queer studies, with attention to the intersections among gender, sexuality, race, and class. Students also see, write about, and discuss performances that critically engage queer discourses. Additionally, this course asks students to put theory into practice: students stage scenes from selected plays, create original performances inspired by course readings, and experiment with other performative interventions in public culture.

Meets Humanities I-A requirement

J. Pryor

*4 credits***241s Women and Gender in Science: Gender in Science**

(Same as Physics 211s-01) 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

250fs Gender and Power in Global Contexts

Fall 2011

250f(1) The Politics of Abortion in the Americas

The Americas have been characterized by the strictness of their laws in the criminalization of abortion. In some countries abortion is criminalized even when the woman’s life is at risk. What role have women’s movements played in advancing abortion rights? What has mattered most for a movement’s success, its internal characteristics or external forces? Has the way the movement framed its demands mattered? How has the political influence of the Catholic and Evangelical churches influenced policies in this area? We will answer these questions by exploring examples from across the region through primary and secondary sources.

Meets multicultural requirement; meets Social Sciences III-A requirement

C. Fernandez-Anderson

4 credits

*Spring 2012**250s(1) Women and Social Movements in Latin America*

In the last 30 years, Latin America has seen the emergence of a large array of social movements that have shaped the political and economic processes in the region. From human rights to peasants’ movements, from indigenous to unemployed movements, women have been increasingly involved in political activism. What has been the role of women in these movements? How have traditional women’s roles been at the same time useful and an obstacle to their activism? How have women influenced the repertoires, frames, identities and strategies of these movements? We will answer these questions through the exploration of case studies in the region using academic readings, testimonies, and documentaries.

Meets Social Sciences III-A requirement

C. Fernandez-Anderson

4 credits

270s Feminism and Capitalism

(Writing-intensive course) This course will explore the relationship between feminism and capitalism in a contemporary context, particularly ways in which they reinforce and contradict each other. Examining this question through Marxist, liberal, post-structuralist, and post-colonial feminist theory, as well as the recent history of feminist and anti-capitalist movements, we will consider the economic and political underpinnings of feminist thinking and practice. Do certain feminisms carry implicit anti-capitalist commitments? To what extent are particular feminisms, especially liberal feminism, reliant upon capitalist structures and processes? What stakes might feminists have in preserving or uprooting capitalism?

Meets Social Sciences III-A requirement

L. Zuckerwise

4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. soph; 1-4 credits

333fs Advanced Seminar*Fall 2011***333f(1) *Psychology of Trauma***

(Same as Psychology 329) What happens after a traumatic event? Why do some people develop psychological disorders and others do not? This course will explore the psychological theories and research on trauma and stress. Topics covered will include childhood abuse, domestic violence, combat violence, community violence, and interpersonal violence. The seminar will explore psychological dysfunction, disorders, as well as adaptation and coping following exposure to traumatic stress. In addition, the course will explore the concept of "cultural trauma."

Meets Social Sciences III-A requirement

A. Douglas

Prereq. Jr, Sr, 100 level psychology course, Psychology 200; course in abnormal psychology preferred. Online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.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 or permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.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 340) 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. jr, sr, and permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

333f(4) "Uncommon Women" *Conquer the World: Archival Memories Come to Life*

(Speaking- and writing-intensive course; Same as German Studies 315, European Studies 315) A gift of a voluminous scrapbook by an alumna (1909) studying German at MHC serves as the basis for this hands-on investigative course about global learning and daily life at MHC, in Germany, and Europe. Each student researches her individual area of interest to explore this crucial era when women in Europe pushed open all doors to higher education (1908); when women scientists, artists, and public leaders achieved prominence. Key question: how did women's education support women in defining and constructing their own paths to professional success, commitment to global public service, and desire for pleasure and personal happiness? Research outcome: bilingual media project.

Meets either language requirement or

Humanities I-A requirement

G. WittigDavis

Prereq. open to students who have completed at least 8 credits beyond German Studies 201; required online application, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; Taught in German. Students with interest in this topic and in global and European studies, but insufficient or no prior knowledge of German, should enroll in

German Studies 330 (2 cr.) taught in English;
4 credits

333f(5) Liberalism and Its Critics

(Same as Politics 328) This course is designed to engage students in central questions of liberalism, as well as critical responses to it. We will explore the development of liberal thinking, drawing from classic seventeenth-century texts as well as contemporary works. Together we will consider concepts such as rights, individualism, choice, and equality, with particular attention to liberal feminism and feminist critiques of liberalism.

Meets Social Sciences III-A requirement

L. Zuckerwise

Prereq. 8 credits in gender studies and required online application, see

<http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

333f(6) George Eliot, Virginia Woolf, and Doris Lessing

(Same as English 386) This seminar will focus on major works of fiction by each of these three writers and will be particularly concerned with their response to the social and cultural worlds around them. Considering each as a major voice for the concerns of women of her time, the course will examine their critical and theoretical prose as well as their fiction.

Meets Humanities I-A requirement

W. Quillian

Prereq. jr, sr, 8 credits in English including English 200; English 220, 280 highly recommended; online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; meets English department seminar requirement; 4 credits

333f(7) Factors Affecting the "Math Path" of Young Women

(Same as Psychology 330) 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 SummerMath 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: online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; 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

333f(8) The Victorian Novel

(Same as English 323) This course will explore the project of Realism in the Victorian novel, watching tensions between a desire for guidance and a desire for mimesis. One critic has said the Victorians brought a sense of social duty to Romantic world-awareness, creating a "duty of awareness" that was almost overwhelming for the novelist and novel. We will explore this "duty of awareness" as we investigate representations of gender, class, and feeling as structuring principles in the novel. Novelists may include Dickens, Eliot, Gaskell, C. Bronte, and Hardy. Supplementary readings in literary criticism and theory.

Meets Humanities I-A requirement

J. Pyke

Prereq. jr, sr, 8 credits in English including 220, 230, 236; required online application, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; meets English department 1700-1900 requirement; 4 credits

**333f(9) Feminist Theologies*

(Same as Religion 323) Mary Daly, Elisabeth Schussler Fiorenza, Phyllis Trible, and Judith Plaskow, among others, have argued that traditional Jewish and Christian theological systems have overlooked the needs, concerns, histories, and contributions of women. Their challenges range from the historical modification of a presumably unbiased religious system to the outright rejection of a so-called patriarchal establishment. Whatever their approach, feminist theologies offer diverse and incisive tools for understanding how a theological system operates, how transitory cultural assumptions become embedded in

ongoing doctrines, and how apparently minor adjustments can have significant ripple effects.

Meets Humanities I-B requirement

J. Crosthwaite

Prereq. 8 credits in religion or permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

**333f(10) 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(11) 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 or permission of instructor; online application required, see <http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

**333f(12) 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) is required; 4 credits

**333f(13) 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

Spring 2012

333s(1) *Wasserstein and Her World*

(Same as Theatre Arts 350s(01)) This course coincides with MHC's yearlong celebration of renowned American playwright Wendy Wasserstein '71. Readings include Wasserstein's complete works, Julie Salamon's new biography *Wendy and the Lost Boys*, and critical essays that place Wasserstein in the context of feminist theatre practice. Students will have the opportunity to conduct archival research using the Wasserstein Papers, and will participate in numerous campus events, including the Weissman Center's playwrighting symposium and guest lectures by visiting scholars and artists. As dramaturgs for the department's production of *Uncommon Women*, the class will create a substantial program honoring Wasserstein and her legacy.

Meets Humanities I-A requirement

E. Rundle

Prereq. permission of instructor, with preference to Theatre Arts and Gender Studies majors; online application required, see
<http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

333s(2) *Bodily Desires: Sexuality in the U.S. from 1900 to the Present*

(Same as History 301) In this seminar, we will study the history of sexuality, desire, and bodies. The premise of this interdisciplinary seminar is that sexuality is both historically constructed (fluid and changing over time and culture) and embodied and lived (experienced for many as essential and unchanging). We will study experts who set out terms and frameworks for understanding modern sexuality; how in different ways and in different times communities of sexual minorities strategically used selected elements of expert discourse to forge their own narratives of self and desire. Students will examine sexual clas-

sifications—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; online application required, see
<http://www.mtholyoke.edu/acad/gender/300level.html>; 4 credits

333s(3) *The Art of Fact: Writing the Lives of Women*

(Writing-intensive course) This course will examine narrative non-fiction biographies written by women biographers in order to determine the specific ways in which women tell the stories of other women's lives. We will investigate stylistic and theoretical approaches to writing biographies in which gender is a central focus. We will ask if “feminist biography” constitutes a literary genre. We will experience the challenges (and thrills) of conducting archival and primary research. The course will culminate in students writing chapter-length biographies.

Meets Humanities I-A requirement

M. Ackmann

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

333s(4) *Disease, Destruction, and Death: The Figure of the Femme Fatale in French Narrative Fiction*

(Same as French 351) (Taught in French) An examination of vivid literary incarnations of the *femme fatale*, female characters eerily and inextricably linked to untimely, unseemly, or tragic death. Characters fall roughly into two categories: women who directly or indirectly bring about someone else's death; or women who serve as scapegoats, whose symbolically sacrificial death, at the conclusion of the novel, allows the other characters to continue their own lives. We will discuss these works as expressions of misogyny and fear of female sexuality while also attempting to reach broader conclusions about the implications of both individual texts and the *femme fatale* novel as a sub-genre.

Meets either language requirement or

Humanities I-A requirement

C. Rivers

Prereq. two of the following courses: French 215, 219, 225, or 230, or permission of department chair and course instructor:online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

333s(5) Latina Feminisms

(Same as Latin American Studies 387s(01), Spanish 330s(01)) This course offers an interdisciplinary approach to the study of feminist ideologies among Latinas throughout the United States. Employing a range of sources from archival texts to artistic images and ethnographies, we will study the histories and representations of Latina feminist theories across academic and aesthetic approaches. Focusing on the multiplicity of lived experiences among Puertorriqueñas, Chicanas, Mexicanas, Centroamericanas, Dominicanas, Suramericanas and many other communities in the United States, we will interrogate how gender and sexuality have informed the development of Latina feminist movements and political histories.

Meets multicultural requirement; meets

Humanities I-A requirement

M. Díaz-Sánchez

Prereq. online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

333s(6) Nature and Gender: Representations of Women and Nature in American Literature (Nineteenth-Twentieth Century)

(Same as English 373 and Environmental Studies 373) This course will focus on portrayals of women in nineteenth- through mid-twentieth-century America, particularly in the context of nature and landscape. We will explore how women, often objectified in visual images of the period, appropriated established devices or developed new images and structures to represent womanhood in their own terms. Texts will include selected poetry, sketches, autobiographical essays or memoirs, short stories, novels, paintings, films, and photography.

Meets Humanities I-A requirement

L. Glasser

Prereq. jr, sr, 8 credits from the department 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(7) Anthropology and Sexualities

(Same as Anthropology 331) This seminar focuses on contemporary anthropological scholarship concerned with the varieties of sexual expression in diverse cultural settings. We will read ethnographic accounts of sexual ideologies and the politics and practices of sexuality in Brazil, Japan, Native North America, India, and elsewhere. We will examine anthropological theories of sexuality with an emphasis on contemporary issues, including performance theory, "third gender" theories, sexual identity formulation, and techniques used by various societies to discipline the body.

Meets multicultural requirement; meets Social Sciences III-A requirement

L. Morgan

Prereq. sr or jr major in department or gender studies, plus 8 credits in department; online application required, see <http://www.mtholyoke.edu/acad/gender/300lev el.html>; 4 credits

**333s(9) "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 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>; Taught in French; 4 credits

**333s(10) Women Experimental Filmmakers* (Same as Film Studies 340s(01)) 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. jr or sr; 8 credits in gender studies, application required, see:

<http://www.mtholyoke.edu/acad/gender/300lev el.html>; 1 meeting (3 hours), 1 screening (2 hours); 4 credits

**333s(11) 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>

el.html; meets English department 1700-1900 requirement; meets English department seminar requirement; 4 credits

**333s(12) 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

**333s(13) 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, or permission of instructor; online application required, see
<http://www.mtholyoke.edu/acad/gender/300lev el.html>; meets English department seminar requirement; 4 credits

333s(14) *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(16) *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; 4 credits

390f 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 struc-

tured 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

The department

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

The department

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

English

101s(01) Seminar: Women Speaking Out

243f(01) American Gothic

308s(01) Contemporary Women's Short Fiction

374s(01) Hitchcock and After

French

- 341f(01) Women and Writing in French-
Speaking Africa (in French)

Religion

- 352s(01) The Women Who Shaped the Mind
of Frederick Douglass

Theatre Arts

- 251f(01) Histories of Performance I
252s(01) Histories of Performance II

Geography

Professors Dunn, Kebbede, McMnamin, Millette (on leave fall 2011), Werner; Associate Professor Markley (*chair*); Assistant Professor Houston; Visiting Lecturer Kelley.

Contact Persons

Michelle Markley, *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
- Geography 107, Introduction to the Physical Environment
- Three of the following 200-level thematic and regional courses:
 - Geography 202, Cities of the Twenty-first Century
 - Geography 203/Geology 203, Surface Processes
 - Geography 204, Human Dimensions of Environmental Change
 - Geography 205, Mapping and Spatial Analysis
 - Geography 206, Political Geography
 - Geography 212, Global Economic Geography

- Geography 214, Geography of South Asia
- Geography 215, Geography of the Middle East and North Africa
- Geography 216, North America in Context: A Region in Transition
- Geography 217, The African Environments
- Geography 224, Atmosphere and Weather
- 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: Selected Topics
 - Geography 313, Third World Development
 - Geography 319, Africa: Problems and Prospects
 - Geography 321, Geographic Information Systems
 - Geography 322, Field Methods for Ecological Research
 - 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 *and*
- Geography 107, Introduction to the Physical Environment
- Any three of the following 200-level thematic and regional courses:
 - Geography 202, Cities of the Twenty-First Century

- Geography 203/Geology 203, Surface Processes
- Geography 204, Human Dimensions of Environmental Change
- Geography 205, Mapping and Spatial Analysis
- Geography 206, Political Geography
- Geography 212, Global Economic Geography
- Geography 214, Geography of South Asia
- Geography 215, Geography of the Middle East and North Africa
- Geography 216, North America in Context: A Region in Transition
- Geography 217, The African Environments
- Geography 224, Atmosphere and Weather
- Any one of the following 300-level courses:
 - Geography 304, Regional and Town Planning: Special Topics
 - Geography 307/Geology 307, Remote Sensing
 - Geography 311, Seminars: Selected Topics
 - Geography 312, Seminar: Selected Topics
 - Geography 313, Third World Development
 - Geography 319, Africa: Problems and Prospects
 - Geography 321, Geographic Information Systems
 - Geography 322, Field Methods for Ecological Research
 - Geography 395, Independent Study

Course Offerings

105f World Regional Geography

Surveys physical and human geographic patterns, providing a comprehensive background discussion of individual regions. Analyzes each region in terms of its environmental base and resource distribution, agricultural systems and rural development, population growth and characteristics, and patterns of urbanization and industrial growth.

Meets multicultural requirement; meets Social Sciences III-A requirement

*S. Houston
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
*C. Kelley
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 interrelations 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 postcolonial 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
S. Houston

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 alterna-

tive 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

C. Kelley

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

*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

*215f 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

217f The African Environments

The course provides an integrated analysis of biogeography, environmental change, and hydrology within each of the biomes found in the African continent: forest, savanna, desert, coast, wetland, mountain, and Mediterranean environments. It also discusses the impact and significance of human activity on African environments by exploring debates about soil erosion, desertification, biodiversity and depletion, and conservation and development.

Meets multicultural requirement; meets Social Sciences III-A requirement

G. Kebbede

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 Planning - Special Topics

This course examines the shift from planning as an urban issue to the recognition that planning decisions often have broader regional impacts. The first part of the semester will survey urban planning efforts from the

early 1900s through the 1960s. The second half of the semester will focus on the “new” comprehensive planning efforts, using growth management of urbanization to protect rural areas, agricultural lands and sensitive environments. Emphasis will be placed on current “Smart Growth” approaches to development.

Meets Social Sciences III-A 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: Global Movement: Migrations, Refugees, and Diasporas

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 voluntary and involuntary movement of people around the globe is the core focus of this course on migrations, refugees, and diasporas. Questions of borders, nativism, transnationalism, the global economy, and legality thread through this seminar as we consider the many social, cultural, environmental, economic, and political factors shaping decisions to leave a home or homeland. Historical and contemporary case studies, compelling theoretical texts, and geographic perspectives on these topics collectively animate our discussions.

Meets multicultural requirement; does not meet a distribution requirement
S. Houston

Prereq. jr., sr., 4 credits in department and 4

credits in related social sciences at 200 level or permission of instructor; 4 credits

312s Seminars: Sense of Place, Sense of Planet

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 complex intersections of local and global processes underpin this exploration of a sense of place and an extended sense of planet. Specifically, we examine human-environment relations at various geographic scales and consider themes such as emotional connections to place, exclusions and displacement, social movements, and sustainability. Several theoretical perspectives, in-class and out-of-class exercises, and thematic readings will further situate us both within South Hadley and the global context.

Meets multicultural requirement; does not meet a distribution requirement
S. Houston

Prereq. jr, sr and 4 credits from the department and four 200-level related social science credits; 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 underdevelopment. It then addresses more specific aspects of development such as trends in population growth, migration, and urbanization; agrarian change; livelihood strategies and aspects of social welfare such as health, education, and shelter; poverty and the environment; and external economic relationships. The latter part of the course draws extensively on selected case studies.

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

Prereq. Prereq. jr., sr., 4 credits in department

and 4 credits in related social sciences at 200 level or permission of instructor; 4 credits

319s 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. Kebede

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 learn basic and intermediate GIS skills and apply them to study natural hazards. Data from various sources are combined to create a spatial databases from which spatial models will be used to help in the study of different aspects of natural disaster management.

Meets Science and Math II-C 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, McMenamin, Millette (on leave fall 2011), Werner; Associate Professors Markley (*chair*); Assistant Professor Houston.

Contact Persons

Michelle Markley, *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@mholyoke.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, yet it can be an unpredictable and sometimes dangerous home. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. This course examines earth processes, how these affect our lives, and how we can best live with and sustain our environment. The labs covers selected geologic topics including methods for recognizing and interpreting environmental hazards, and developing strategies to address environmental problems.

Meets Science and Math II-B requirement
S. Dunn

Prereq. 4 credits; 2 meetings (75 minutes), 1 lab (3hours), field trips.; Preference given to first- and second-year students with 25 spaces held for first-year students. Junior and seniors should register at the academic fair on a first-come, first-served basis. The lecture for this course meets at the same time as the lecture for GEOL 107.; 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 oceans, 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, yet at the same time it can be an unpredictable and sometimes dangerous home. Floods, earthquakes, volcanic eruptions, and other natural processes challenge our ingenuity, while we also contend with self-induced problems such as pollution, desertification, and even global climate change. This course examines earth processes, how these affect our lives, and how we can best live with and sustain our environment.

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 include a lab.; 4 credits

115fs First-Year Seminar

Fall 2011

115f(1) 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 indus-

trial uses of synthetic diamonds. Students will lead and participate in class discussions, complete assignments in groups, make oral arguments about difficult and complicated topics, and write short papers.

Meets requirement

M. Markley

Prereq. fy; 4 credits

Spring 2012

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

Prereq. a one-year high school earth science class or any 100- or 200-level geology course or Geography 107; 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 dif-

ferent 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 or permission of instructor; 4 credits

***227s Groundwater**

The demand for and the contamination of groundwater resources are major environmental concerns. To better understand the dynamics of the groundwater system, we will cover topics including the hydrologic cycle, surface and subsurface hydrology, groundwater resource evaluation, and groundwater geotechnical problems. Students prepare

weekly problem sets, labs, a term paper, and an oral presentation.

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

(See Biological Sciences 316)

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.

Meets Science and Math II-B 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 or permission of instructor; 4 credits

333f Structural Geology and Orogenesis

This course covers the basic techniques of field geology and structural analysis: 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 and a final paper 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: Water Resources Evaluation

Seminars offer directed study and discussion of one or more selected topics in geology.

Topics vary from year to year.

The hill town of Shutesbury, Massachusetts, is concerned about its water resources. Simply put, the town needs to know if there are limitations regarding water supply or water quality that should influence decisions of development and zoning. This lab and field based course will collect samples and gather (from existing town records) data in order to provide a better understanding of the hydrologic conditions in the town. Weekly meetings will involve field sampling and laboratory analysis of water samples and the mapping of soil and bedrock hydrologic properties. Each student will pursue her own research project and present their results in a final report.

Does not meet a distribution requirement

A. Werner

Prereq. Geology 203 or Geology 227 or

Environmental Studies 200 and permission of instructor.; 4 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 nine-day field trip to Death Valley National Park, March 16-24, 2012. A participation fee is required. Students will be responsible for researching particular topics and presenting a final report.

Does not meet a distribution requirement

M. Markley, M. McMenamin

Prereq. two geology courses and permission of

instructor; 1 meeting (2 hours) and nine-day field trip (Friday, March 16 to Saturday, March 24); 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 (*chair*), Remmler; Senior Lecturer Van Handle, Lecturer Lauer

Contact Persons

Gabriele Wittig Davis, *chair*
Carmen Sullivan, *senior administrative assistant*

German Studies Website

<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 provide opportunities for students to integrate their interest in other subjects with material in our upper-intermediate and advanced-level courses.

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

- 220/221 and at least one topics course, 223/224. 223 may be taken more than once as long as topics do not overlap. Normally, no more than a total of four credits of independent study (295) may be counted toward the major. Prerequisites for 300-level courses include 220/221 and 223/224.
- Four courses at the 300 level, including advanced-level topics course, 315, and the senior seminar, 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.) 315 and 325 may be taken more than once as long as topics do not overlap.
- Eight additional credits beyond 201
- Courses in Topics in German and European Studies (231, 331) 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, 332 the 2-credit discussion course taught in German 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

- 220/221 and at least one topics course, 223/224. 223 may be taken more than once as long as topics do not overlap. Normally, no more than a total of four credits of independent study (295) may be counted toward the minor. Prerequisites for 300-level courses include 220/221 and 223/224.
- One course at the 300 level in the Department of German Studies
- Four additional credits beyond 201
- Courses in Topics in German and European Studies (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 discussion course taught in German 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 website: <http://www.mtholyoke.edu/acad/german/programs.html>. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Study and Internships Abroad in German-Speaking Countries

The junior year in Germany is open to both majors and 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. In addition, the department participates in the College's exchange with the Berlin School of Economics and Law.

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, libraries, archives, and other places of professional interest to them.

Our graduating seniors have consistently been awarded such highly regarded national and international graduate fellowships as DAAD (German Academic Exchange Service), Fulbright, PAD (*Pädagogischer Austauschdienst*), Congress/Bundestag Fellowship for Young Professionals, Bundestag Internship Program (*Internationale Parlaments-Praktika Internship Programm*), 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/placement.html>.

All students with prior knowledge of German who plan to elect German in either semester

must complete this questionnaire carefully. Final course placement will be based on the following considerations: the student's specific training in German, the results of the student's online placement exam, and scheduling possibilities. Students should take the online placement exam prior to registration, if possible. It is available at <http://www.mtholyoke.edu/acad/german/placement.html>.

Students contemplating spending all or part of their junior year in Germany should elect German in the first semester of their first year, since two continuous years of German in college are normally required for junior-year programs in Germany.

Courses that satisfy the College language requirement only are designated as such. Other courses can satisfy either the language requirement or fulfill a Humanities I-A distribution requirement.

German Studies 100, the first-year seminar offered in the spring this year, and German Studies 231, Topics in German and European 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 compre-

hensive 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 and European 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.

Does not meet a distribution requirement

M. Lauer, A. Holden

required conversation session (50 minutes)

Meets language requirement with completion of 102; 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.

Does not meet a distribution requirement
M. Lauer, A. Holden

Prereq. See department for placement if you have not taken German 101 at Mount Holyoke College; required conversation session (50 minutes) 101 and 102 meets language requirement; 4 credits

103fs Intensive Elementary German

(Speaking-intensive course) 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. VanHandle

4 meetings (75 minutes) plus required conversation session (50 minutes); 8 credits

201fs Intermediate German

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. Combined: German Studies 101 & 102, or 103; 3 meetings (75 minutes), mandatory conversation session (50 minutes); 4 credits

211s Creation and Production of a German Play

(Speaking-intensive course) Students write and stage an original play in German. Students develop proficiency in the language through reading and acting out several scenes from a variety of German plays. In addition,

students will discuss theoretical writings on the theatre as well as recorded play performances (movies) of the plays discussed in class. Students will perform a play at the annual LRC Language Theatre Contest and 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

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

G. Wittig Davis, K. Remmler

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 in German Language and Culture

Fall 2011

221f(1) Speaking Workshop: Time Travels (Speaking-intensive course) Tutorial enhances students' speaking abilities through analysis and discussion of DVD-based interactive cultural historical materials. Students perform speaking tasks specifically designed to meet their intellectual interests. They thereby also increase their ability to express ideas in a number of discourses related to

topics covered in 221 and 220 and in preparation for university study abroad.

G. Wittig Davis

Prereq. Previous study of German; Students in 220 are expected to enroll in the complementary two-credit tutorial (German Studies 221). GRMST 221 may, however, also be completed for additional language/culture practice either on its own or in conjunction with such 4-credit courses as 223, 301, or 315.; 2 credits

Spring 2012

221s(1) Speaking Workshop

(Speaking-intensive course) Tutorial enhances students' speaking abilities through analysis and discussion of DVD-based interactive cultural historical materials. Students perform speaking tasks specifically designed to meet their intellectual interests. They thereby also increase their ability to express ideas in a number of discourses related to topics covered in 221 and 220 and in preparation for university study abroad.

The department

Prereq. Previous study of German; Students in 220 are expected to enroll in the complementary two-credit tutorial (German Studies 221). GRMST 221 may, however, also be completed for additional language/culture practice either on its own or in conjunction with such 4-credit courses as 223, 301, or 315.; 2 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 2011

223f(1) The Art and Science of Revolution in German Cultures

(Speaking- and writing-intensive course; Same as European Studies 223f-01) Revolutions are deeply embedded in cultural, economic, political, and environmental structures. Some are violent, some are peaceful; some evolve out of historical processes over long periods of time; and others emerge

spontaneously without warning. Still others are material in nature, such as the industrial revolution or the end of the Berlin wall. The seminar explores the causes, forms, and impact of major revolutions in German cultures from the invention of the printing press to the most recent "Wende" that led to unification. Other revolutions include the French Revolution, the German Revolution of 1848, the founding of the Weimar Republic, and the student movement in 1968.

Meets either language requirement or

Humanities I-A requirement

K. Remmler

Prereq. Previous study of German; 4 credits

Spring 2012

223s(1) What's So Funny? Humor and Comedy in German Culture

(Speaking- and writing-intensive course; Same as Film Studies 220s(04)) Germans have no sense of humor, right? Yet preeminent cultural critic Marcel Reich-Ranicki claims that, next to England, no other country demonstrates a cultural tradition as deeply steeped in humor and comedy. Who is right? Are Germans humorless robots or born with funny bones? We will challenge the notion of humor as a universal concept and examine the comic as a cultural phenomenon. Based on selections from works by Freud et al, we will explore diverse forms of the comic in a range of media: from Goethe's erotic poetry to film classics like *The Blue Angel*, and recent films about popular humorist successes of the 1920s such as the Comedian Harmonists, the first Boy Band.

Meets either language requirement or

Humanities I-A requirement

G. Wittig Davis

Prereq. Previous study of German; Students enrolled in 223 are expected to enroll in the complementary two-credit tutorial (German Studies 224). The 224 tutorial will stress current forms of humor, comedy, and satire in film and popular media.; 4 credits

224fs Tutorial in German Culture

Spring 2012

224s(1) Writing Workshop: What's So Funny?: Humor and Comedy in Contemporary German Film, TV, and Song
(Writing-intensive course; Same as Film Studies, European Studies) Focus on the discussion and analysis of films and other media and DVD-based interactive cultural historical materials and on topics of interest to students. Emphasis on developing oral presentations for both German and U.S. academic audiences. Students in 223 are expected to enroll in this complementary, yet self-standing, two-credit tutorial, i.e., German Studies 224. Students not enrolled in 223 may also participate in 224.

Does not meet a distribution requirement
G. Wittig Davis
Prereq. Previous study of German; 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

315f Topics in German and European Studies in a Global Context: "Uncommon Women" Conquer the World: Archival Memories Come to Life (Taught in English)

(Speaking- and writing-intensive course; Same as European Studies 315(1), Gender Studies 333(1)) A gift of a voluminous scrapbook by an alumna (1912) studying German at MHC serves as the basis for this hands-on investigative course about global learning and daily life at MHC, in Germany, and Europe. Each student researches her individual area of interest to explore this crucial era when women in Europe pushed open all doors to higher education (1908), when women scientists, artists, and public leaders achieved prominence. Key question: how did women's education support women in defining and constructing their own paths to professional success, commitment to global public service, and desire for pleasure and personal happiness? Research outcome: bilingual media project.

Meets either language requirement or Humanities I-A requirement
G. Wittig Davis

Prereq. open to students who have completed at least 8 credits beyond German Studies 201 or permission of department; Students with interest in this topic and in global and European studies, but insufficient or no prior knowledge of German, should enroll in German Studies 330 (2-4 cr.) taught in English; 4 credits

325s Senior Seminar: Topographies of Berlin: Case Studies in the Meaning of Space, Place, and Identity

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) Post-Unification Berlin provides a testing ground for seeing how space shapes identity.

Historic sites within the built environment of contemporary Berlin, whether markers of historical upheaval and reconciliation, or of the transformation of the periphery into productive sites of commerce and cultural exchange, serve as a point of departure to explore the emergence of multidimensional identities in today's Europe. We explore the history, design, function, construction, and, in some cases, destruction, of major historical sites in Berlin, such as the Berlin Wall, the Reichstag, the Museum Island, the Holocaust Memorial, and others through case studies, archival research, and visual media.

Meets either language requirement or Humanities I-A requirement

K. Remmler

Prereq. sr or permission of instructor; 4 credits

332s Topics in German and European Studies within a Global Context:

Deutschland, Europe and der Islam/ismus

Focus on developing argumentation and reading skills in German, and researching, revising and editing seminar papers written in German for German studies seminars taught in English.

With Islam constituting the third largest religious affiliation in Europe today, a vociferous debate has arisen concerning the integration of large groups of immigrants from diverse Muslim cultures and countries, women's rights according to the Q'ran and Sharia law interpretations, and the relations between religious Islam and political extremist Islamism. This tutorial, taught in German, focuses on the debate in German/y and investigates the economic, social, and political subtexts of media representations of Muslim women and men, especially their depictions of Islamist and violent youth cultures.

Does not meet a distribution requirement

G. Wittig Davis

Prereq. Previous study of German; Taught in German. This course alone cannot satisfy the FLR requirement, nor the Humanities 1A nor Multicultural requirements, nor count towards the major or minor in German Studies. To satisfy requirements, you must enroll in this course AND either German Studies 331 or European Studies 316; 2 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 Topics in German and European Studies in a Global Context

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 in 100 and 231 simultaneously enroll in the 2-credit complementary course, German Studies 232 (or 332 with 331).

***100f First-Year Seminar: War and Memory**

(First-year seminar; speaking- and writing-intensive course; taught in English; Same as Critical Social Thought 100, European Studies 100) How do nations, groups, and individuals remember war? We explore the conflicting narratives of war that emerge at memorial sites, in museums, in film and other visual media, and in oral testimony. With an emphasis on case studies of actual national and transnational controversies arising out of competing versions of the past by the multiple participants in war, we investigate the impact of war in the last century up to the present for defining national, ethnic, gender, and racial identities; for establishing responsibility and rendering justice; and for remembering the dead. Cases focus on the remembrance of WW II and its legacies in Germany, Japan, and the U.S.

Meets Humanities I-A requirement

K. Remmler

Prereq. fy; No knowledge of German necessary; 4 credits

231f Topics in German and European Studies in a Global Context: War: What Is it Good For?

(Speaking-intensive course; taught in English) 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 with particular emphasis

on European, American and Asian contexts. It analyzes possible causes of war, including innate human drives, gender differences, socialization, and economic resource competition. In addition, it examines justifications for war from a range of ethical, national, and cultural perspectives. Contributing faculty include: V. Ferraro, O. Frau, L. Glasser, S. Hashmi, R. Schwartz, and J. Western.

Meets Humanities I-A requirement

K. Remmler

Prereq. so, jr or permission of instructor;

Gateway course for thematic minor on War and Society (2009-2012).; 4 credits

330f Special Topics in German and European Studies in a Global Context

Taught in English (Colloquium):

“Uncommon Women” Conquer the World:

Archival Memories Come to Life

German Studies 330 colloquia in English parallel 300-level courses taught in German.

They focus on making topics of extensive cross-disciplinary interest accessible to students majoring in diverse fields of study, and aim to facilitate intellectual discourse among speakers of German and students who do not speak German.

(Speaking-intensive course. Same as European Studies 315(2) and Gender Studies 333(2)) In this course, students participate in researching and preparing the English parts of the bilingual media project for German 315, a hands-on investigative course about global learning and daily life at MHC, in Germany, and Europe. 315/330 mainly draw on resources in the MHC Archives, especially a detailed scrapbook donated by a 1909 MHC alumna who studied German at MHC. Each student researches her individual area of interest to explore this crucial era for women throughout the world. Key question: how did women's education support women in defining and constructing their own paths to professional success, commitment to global public service, and desire for pleasure and personal happiness?

Does not meet a distribution requirement

G. Wittig Davis

For GRMST 330, no knowledge of German is necessary. Students who wish to pursue research papers in English in conjunction with 330 may consult with the instructor and sign

up for GRMST (or EURST or FLMST) 395 credits in addition to 330; 2-4 credits

331s Topics in German and European Studies in a Global Context: Europe and Islam: From 1,001 Nights to the Nightmare of Al Qaida?

(Speaking- and writing-intensive course; taught in English; Same as European Studies 316) What defines European or Islamic “culture” and “civilization”? Europe has dreamt of the Tales of 1001 Nights, has created “exotic” images of “Orientalism.” But what about the blossoming of art and science under Islam: the Alhambra, Avicenna's Canon of Medicine? Yet recent global events have triggered an ancient European angst based on the collective memory of the Crusades and tales of the legendary assassini; the Ottomans' siege of Vienna and conquest of the Balkans. What role do the media play in the representation of Europe and Islam? Our sources: films, fatwas, facts and fiction, presented by Muslim filmmakers, scholars, and religious authorities. Note: Discussions with expert guests, e.g., scholars from Connecticut and Massachusetts, and videoconferences with European scholars and an MHC alumna at the University of Chicago Law School

Meets multicultural requirement; meets

Humanities I-A requirement

G. Wittig Davis

Note: language requirement in German met only if seminar is taken in conjunction with 2-credit tutorial (German Studies 332) taught in German. For credit toward minimum major or minor in German Studies, students must also complete the 2-credit German Studies 332 complementary tutorial, in German, this semester; 4 credits

History

The major and minor in history are administered by the Department of History: Professors Czitrom, Ellis, Garrett-Goodyear, Gudmundson, Hanson, King (*chair*), Lipman, McGinness, Schwartz, Straw; Associate Professors Morgan, Renda; Assistant Professors Datla, Payne, Sbaiti, Shawcross; Visiting Assistant Professors Fitz-Gibbon, 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 five 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 2011

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) Stalinist Europe

(First-year seminar; Same as European Studies 100f-03) An exploration of revolutionary terror. Centered on the Hungarian and Czech experience from the start of the Cold War, this course covers the Communist takeovers

and expropriations of the late 1940s, the Yugoslav deviation, and various policies and spectacles of the Rakosi and Gottwald regimes, including the show trials. It then turns to the unraveling after Stalin's death, in which memories of terror played an important role. Assignments balance historical studies with memoir, art, fiction, and film. Emphasis lies on comparative analysis of politics high and low.

Meets Humanities I-B requirement

J. King

4 credits

101f(3) Chinese Diasporic Communities

around the World: History, Identity, and Race

(First-year seminar; speaking- and writing-intensive course) How does a study of the Chinese diasporic communities in Southeast Asia, the U.S., and other parts of the world help us rethink concepts of “Chinese-ness”? We seek to answer the question in this introductory history seminar on the Chinese diaspora. Coverage spans from the 1500s to the present. Readings focus on the question of Chinese-ness as constructed and negotiated by different groups and individuals. Themes include imperialism, race, ethnicity, gender, nationalism, transnationalism, orientalism, hegemony, and globalization.

Meets multicultural requirement; meets

Humanities I-B requirement

R. Chu

fy mostly, although a few others with permission of instructor; 4 credits

Spring 2012

101s(1) The Civil Rights Movement

(First-year seminar; writing-intensive course; Same as African American and African Studies 100) We will examine the crusade for desegregation both within and beyond the South. Some attention will be given to the movement's Reconstruction precedents, but we will concentrate on the post-1954 period. Readings will cover how segregation was instituted; different phases of the movement; leaders, organization, and followers; the role of women and children; and post-movement history.

Meets multicultural requirement; meets

Humanities I-B requirement

L. J. Morgan

Prereq. fy; 4 credits

101s(2) How Wars End

(First-year seminar) What social processes and institutions are necessary to bring an end to war? Do the efforts of citizens make a difference? What about educational structures? What is the role of visible forms of restorative or retributive justice? This first-year seminar focuses primarily on small, regional conflicts in Africa, in order to explore the social processes and institutions which facilitate the resolution of conflict. We will begin in the late nineteenth century but concentrate on more recent events. Course assignments are designed to develop skills in academic writing, historical research, and collaborative learning.

Meets Humanities I-B requirement

H. Hanson

Prereq. fy; 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.

108f 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

***111 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

124f History of Modern South Asia, 1700 to the Present

This course will explore the history of South Asia between the eighteenth century and the present. Using a combined chronological and thematic approach and against a historical canvas that engages such diverse issues as gender, political economy, conquest, resistance, state formation, economic exploitation, national liberation, and identity politics, the aim of this course is to interrogate the impact of British colonialism and South Asian nationalisms on the state, society, and people of the subcontinent. Using primary and secondary sources, we will address both the most significant historical moments of modern South Asian history and the historiographical debates that surround them.

Meets multicultural requirement; meets

Humanities I-B requirement

K. S. Datla

4 credits

***127f Ancient Greece**

(Same as Classics 127) 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

128f 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 Roman Empire and those who came in contact with it as it rose to become the dominant power in the Mediterranean. Topics include their history, war, trade and technology, religion, republican government and imperial administration, slavery, economics, and the Roman family. Sources include Polybius, Sallust, Livy, Suetonius, Tacitus, Seneca, Plutarch, and others.

Meets Humanities I-B requirement

J. Moralee

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

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****141s Violence and Social Change in Modern Africa**

This course examines processes of change that have shaped modern Africa. It seeks to provide both the information and the conceptual tools necessary for an informed interpretation of African affairs presented (and not presented) by popular media. Using fiction, historical narratives, and a wide range of interdisciplinary sources, the class examines nineteenth-century interactions of Africans and Europeans and the nature of colonial conquest, economic and social change during the colonial period, and the emergence of postcolonial African societies. 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***151fs Modern and Contemporary European Civilization**

(Same as European Studies 151f-01) 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***161s 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**M. Renda**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**M. Renda**4 credits*

180fs Introduction to Latin American Cultures

(See Latin American Studies 180)

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.

203f Strategies, Dark Secrets, and Dangers in the Writing of History

This course is about writing history, commonly called historiography. It examines some of the most successful works of historical writing from the ancient world to the present day. It investigates strategies historians use in interpreting the past, secrets of their trade, and the awful price not a few have paid for challenging orthodox versions of the past. Students will also analyze works of contemporary authors and apply their own hand to the historian's craft.

Meets Humanities I-B requirement

F. McGinness

4 credits

206s 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

207s Market Cultures in Western Civilization, 1600 to the Present

(Same as European Studies 260s(01)) The history of the modern world has often been told as the history of markets and their expansion over time and place, culminating with what is often called "market society," a society in which market relations are said to shape all of our everyday lives. What does it mean to live in a market society and how have past cultures responded to the supposed intrusion of market relations? We will explore the cultural history of markets and market relations over the past several hundred years, with particular emphasis on European and North American cultures. We will also study institutional histories of markets—how they were built and organized—alongside the ways in which people thought about and responded to forms of market exchange in everyday life.

Meets Humanities I-B requirement

D. Fitz-Gibbon

4 credits

209s United States Economic History

(See Economics 209)

Meets Social Sciences III-A requirement

F. Moseley

4 credits

211s Education in Middle Eastern History

A history of education in the 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

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

*216s Romans, Persians, and their Barbarians

Ancient empires tended to create their own barbarians. During late antiquity, two empires dominated western Eurasia—Rome and Persia—and stimulated the formation of peoples along their frontiers—Germans, Moors, Huns, Turks, and Arabs. These “barbarians” were sometimes allies, sometimes enemies, but were always in close cultural and economic contact with the empires. We will examine the interactions between Rome, Persia, and their peripheries in Europe, North Africa, Arabia, and the Russian Steppe and debate how certain “barbarian” groups—Germans in the West, Arabs in the East—precipitated the collapse of two empires. We will address classic questions from a new, transregional perspective.

Meets Humanities I-B requirement

R. Payne

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

221f The Civilization of the Renaissance in Italy

(Same as European Studies 221) This course focuses on the Italian peninsula and urban life in Florence, Naples, Rome, Milan, and Venice from the fourteenth through the early seventeenth centuries; it follows the little people (*popolo minuto*), artisans, and elites in their challenges to government, law, church, and society. It looks broadly at the economic, political, social, and cultural factors that gave rise to disturbing questions about traditional conceptions of temporal and cosmic order, about men and women’s relationships to one another and the world about them, about wealth, guilt, the shortcomings of human nature, and the potential of the human spirit.

Meets Humanities I-B requirement

F. McGinness

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

225s Athenian Democracy and Its Foes

(Same as Classics 225) Democracy first took root in Athens in the late sixth century BCE and flourished, with only brief interruptions, until the city came under the power of Macedonia in the latter part of the fourth century BCE. This course will trace the development of Athenian democracy and examine such topics as citizenship; the role of women, the family, and non-citizens in Athens; the legal system; education; and public entertainment. It will also compare democratic Athens with its antithesis, Sparta. Sources will include Herodotus, Thucydides, Aristophanes Plato, Aristotle, Demosthenes, and others.

Meets Humanities I-B requirement
P. Debnar
4 credits

230f 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

232f Special Topics in Medieval History: Nomads, Merchants, and Monks: Medieval Central Asia

Central Asia stood at the center of global processes of cultural, economic, and political change in Antiquity and the Middle Ages. Its nomads repeatedly conquered the states of the Middle East, Europe, and China, its merchants crisscrossed Asia bearing objects and ideas, and its cities were major centers of artistic, intellectual, and religious innovation. This course will study the Middle Ages from a Central Asian perspective, with a focus on

the nomadic states of the Huns, Turks, and Mongols, trade, exchange, and travel across Eurasia, and the diffusion of Buddhism, Manichaeism, Christianity, and Islam.

Meets multicultural requirement; meets Humanities I-B requirement
R. Payne
4 credits

***240 The Holocaust in History**

An attempt at understanding the Nazi-led assault on Europe's Jews. Course units include an exploration of origins, both German and European; an analysis of the evolving mechanics of genocide (mobile killing squads, death camps, etc.); comparisons (Germany proper vs. Poland, the Holocaust vs. other instances of state-sponsored mass murder); legal dimensions; and an introduction to the politics of Holocaust remembrance since 1945.

Meets Humanities I-B requirement
J. King
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

250f Introduction to Comparative Empires

(Same as Politics 253) This course probes the characteristics of imperial rule, as well as the differences between one empire and another. The course asks: What are empires, and what animates them - economic exploitation, power politics, and/or cultural commitments? How do empires impose and maintain their authority, and what is their impact on centers and provinces, and on elites and

the common people? How do empires deal with the heterogeneous peoples, religions, races, and cultures they conquer and incorporate into their fold? Who is driven to resist imperial power, how do they resist, and what other forces lead empires to dissolve? Finally, what is the relation between empire and the modern nation state?

Meets multicultural requirement; meets Humanities I-B requirement

J. Cocks, R. Payne

Prereq. so, jr or fy with permission of instructor; Gateway course for thematic minor on Comparative Empires.; 4 credits

254s Doubt, Dissent, and Heresy in the Age of the Inquisition

(Same as European Studies 254) The Holy Office of the Inquisition of the Roman Catholic Church proved an effective instrument for controlling religious and political orthodoxy from the Middle Ages through the early modern era. Its range of activity spanned investigations into doctrinal purity, groups of dissenters, Jews and Muslims who converted to the Christian faith, scientific discoveries, witchcraft, cunning folk, the black arts, and popular dissent. This course examines this institution and the social political, mental, and imaginary world it monitored to safeguard "faith and morals" in this life and access to salvation in the next.

Meets Humanities I-B requirement
F. McGinness
4 credits

255s Ideas and Society in Modern Europe: City Life in Modern Europe, 1750-1950

(Same as European Studies 260s-02) "Our age is pre-eminently the age of great cities," wrote Robert Vaughan in 1843. Many Europeans questioned whether the greatness of cities was such a good thing, but most agreed that the history of nineteenth-century Europe could not be written without reference to them. We will examine that history from the perspective of Europe's largest cities between the mid-eighteenth and twentieth centuries. Taking greatness in its broadest sense, our readings will treat both the feats of urban transformation and the murkier histories of streets, sewers, sex, and slums. We will learn of the unruliness of cities and of their being

ruled through government, social reformers, planners, and engineers.

Meets Humanities I-B requirement
D. Fitz-Gibbon
4 credits

256f Environmental History: Ecological Thinking and Practice in Europe, 1500 to the Present

(Speaking-intensive course; Same as European Studies 260) Studies European views of nature and the natural world from the late middle ages to the present, using historical accounts, Shelley's *Frankenstein*, poetry, paintings, and other primary sources. 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). No background in GIS is expected.

Meets Humanities I-B requirement
R. Schwartz
4 credits

260s Topics in the Recent History of Europe: History in Literature: Historical Times, Historical Places, and Novel Spaces

(Same as European Studies 260s-03) Studies the connections between history, geography, and literature in nineteenth- and twentieth-century Europe. Case studies on Mary Shelley's *Frankenstein* (1818), Victor Hugo's *Les Misérables* (1862), and Thomas Hardy's *Tess of the D'Urbervilles* (1891) will be undertaken in relation to broader comparative perspectives on the history and geography of European novels from Jane Austen's *Persuasion* (1817) to Eric Marie Remarque's *All Quiet on the Western Front* (1929), as suggested by secondary accounts such as Franco Moretti's recent *Atlas of the European Novel, 1800-1900* (1998).

Meets Humanities I-B requirement
R. Schwartz
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 Ger-

man 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

***273 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

275f American Women's History, From Settlement to Reconstruction

(Same as Gender Studies 206f(01)) Introduction to major themes in U.S. history through the lens of women's history. Located both near the centers of power in American society and at its margins, the history of women as a social group is one of conflict and diversity. While women do not make up a coherent group, all share the unique experience of being "women" in class, racial, and religiously specific ways. Themes include Native American and Hispanic women during European contact and settlement; the impact of the American Revolution; benevolent women and the "fallen" women they hoped to help; enslaved women and the plantation mistress; women in the multicultural west; women's involvement in the Civil War and Reconstruction.

Meets Humanities I-B requirement

J. Gerhard

4 credits

276s U.S. Women and Gender History since 1880

(Same as Gender Studies 205s(01)) This course introduces students to the major themes of U.S. women's history from the 1880s to the present. We will look both at the experiences of a diverse group of women in the U.S. as well as the ideological meaning of gender as it evolved and changed over the twentieth century. We will chart the various meanings of womanhood (for example, motherhood, work, the domestic sphere, and sexuality) along racial, ethnic, and class lines and in different regions, and will trace the impact multiple identities have had on women's social and cultural activism.

Meets Humanities I-B requirement

J. Gerhard

4 credits

280s Topics in North American History: Democracy and Empire in U.S. History through 1920

These courses examine selected topics in the history of North America. Topics to change from year to year. Some will focus exclusively on the history of the United States; others will treat North American history more broadly.

This course examines the ways in which democracy and empire evolved together and in tension in U.S. history, with an emphasis on international contexts and changing forms of racism, from the Haitian Revolution to the immediate aftermath of World War I. Topics include Jeffersonian Democracy, Native American political innovation, the women's missionary movement, growth of the federal government, African American public leadership, U.S.-Latin American relations, and Wilsonian internationalism. We will consider the role of gender throughout.

Meets Humanities I-B requirement

M. Renda

4 credits

281f African American History, Precolonial to Emancipation

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 2011

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

283f(2) The Culture of AIDS in the U.S.

(Same as Gender Studies 206f(02)) An examination of the powerful unleashing of literary and political activism in the wake of the AIDS outbreak. We will look at literary texts such as Tony Kushner's play *Angels in America*, Larry Kramer's novel *Faggots* and play *The Normal Heart*, Sarah Shulman's novel *People in Trouble*, and Jonathan Larson's play, *Rent*. We will look at the AIDS quilt and other memorializing efforts, political groups such as The Gay Men's Health Crisis, ACT UP and Queer Nation for the ways that it redefined activism and recrafted the politics of medical trials and drug distribution, and will conclude with the role AIDS played in the consolidation of the Christian New Right.

Meets Humanities I-B requirement

J. Gerhard

4 credits

Spring 2012

283s(1) 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

283s(2) American Foreign Policy

(See International Relations 270, Politics 270)

Meets Social Sciences III-A requirement

J. Ellis, V. Ferraro

Prereq. Politics 116; 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 2011

**287f(2) Voices of the Excluded: Latin American History Through Testimonial Literature*

(Same as Latin American Studies 287) 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 2012

287s(1) Afro-Latin America: From Slavery to Invisibility

(See Latin American Studies 260)

Meets multicultural requirement; meets

Humanities I-A requirement

L. Gudmundson

4 credits

288f Modern Mexico

(See Latin American Studies 288)

Meets multicultural requirement; meets

Humanities I-B requirement

L. Gudmundson

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**

**296 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

**296 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 cen-

tury 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

300-Level Courses

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. 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.

301fs Colloquium

Fall 2011

301f(1) The Abolition Movement

This course will examine the maturation of North American slave regimes after the American Revolution and the diverse activities of people who worked to abolish slavery. The assorted motives of white opponents of slavery and the actions of both free and enslaved African Americans to achieve freedom will be highlighted. We will analyze the mechanics of biracial coalition building and assess the historical legacy of these activists for subsequent social movements.

Meets multicultural requirement; meets Humanities I-B requirement

L. J. Morgan

Prereq. permission of instructor, written application

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

301f(2) New York City: Capital of the World
A colloquium focusing on the cultural, social, and political life of New York City, with special reference to its uneasy relationship to American society as a whole. Examination of New York politics, writers and artists, architecture, immigrant communities, economic role, and shifting power relations. Accompanying film series and possible field trip to New York City, with historical walking tours.
Meets Humanities I-B requirement

D. Czitrom

Prereq. permission of instructor, written application

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

Spring 2012

301s(1) 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; written application prior to academic advising period

(http://www.mtholyoke.edu/acad/history/300-level_application.html); 4 credits

301s(2) The Age of Emancipation

This colloquium examines the causes and the course of the Civil War, its social, economic, and political results during Reconstruction, and the early roots of both de jure segregation and the civil rights movement. It will examine the process of emancipation from the perspective of social history. Violent conflicts over free labor, the establishment of sharecropping, and the political and economic policies pursued by various groups—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. J. Morgan

Prereq. permission of instructor; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

301s(3) 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) is required; 4 credits; meets history department pre-1750 requirement

***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) is required; 4 credits

***301(14) Pivotal Moments in the Development of Capitalism**

(See Critical Social Thought 255; see Economics 204)

J. Christiansen

Prereq. jr, sr only, 8 credits in History and the permission of instructor; 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. 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.

322s “Eternal Rome”: The City and Its Peoples throughout the Ages

This course investigates the many-layered levels of the city of Rome’s complex history from its origins to the twenty-first century, focusing on the period beginning in 1420 when the rebuilding of the devastated medieval city begins and gradually gives rise to

Rome of the Renaissance and the Baroque. Special attention will be given to the social and political history of Rome, its catastrophes and triumphs, paupers, princes and popes, myths, legacies, and deep secrets. *Meets Humanities I-B requirement*

F. McGinness

Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

323s Germans, Slavs, and Jews, 1900-1950

(Same as European Studies 323) This course explores relations among Germans, Slavs, and Jews in Central and Eastern Europe before, during, and after the First and Second World Wars. Emphasis lies on tracing continuities and ruptures in nationalist and racist ideologies and policies, from late imperial Germany and Austria through the interwar republics and then on to the Third Reich and the post-Nazi regimes. Topics covered include the Holocaust, Nazi treatment of Poles, and the expulsion of millions of ethnic Germans from Poland and Czechoslovakia after 1945, but also mutual accommodation, assimilation, liberal group rights, and the ambiguities of who was German or Slavic or Jewish in the first place.

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) required; 4 credits

331f Asian History: China's Tumultuous Twentieth Century

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, written application

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

335s Conquerors and Conquered: Early Islamic Imperialism

Within decades of Muhammad's death, the early Muslims found themselves in charge of an empire that extended from the Hindu Kush to the Atlantic. The populations over which the first generation of Muslims ruled were largely Christian, Jewish, Zoroastrian, or Buddhist. This seminar examines the complex interactions between Muslims and non-Muslims, conquerors and conquered, during the first Islamic century. The seminar will attend to two questions: How did the conquerors draw on Islamic-Arabian traditions as well as Roman and Persian institutions to establish enduring structures of rule over non-Muslim populations? How did the conquered respond to the creation of an Islamic empire?

Meets multicultural requirement; meets Humanities I-B requirement

R. Payne

Prereq. permission of instructor, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

341f Topics in African History: Power and Exchange in the African Past

As rising food prices cause distress, starvation, and food riots around the world, we focus on the creation of markets for food. How did food become a marketable commodity, and what have the consequences been? What social expectations lie behind food riots, and what changes have food riots caused? How are agrarian systems that produce food as a commodity different from those that combine cash crops with self-provisioning? Why is greater market integration seen as a panacea by some and an anathema by others? We explore these questions globally, with a focus on Africa.

Meets multicultural requirement; meets Humanities I-B requirement

H. Hanson

Prereq. permission of instructor, written

application

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

349f The Roman Empire in the Age of Justinian and Theodora

The Roman Empire underwent a dramatic transformation during the transition from antiquity to the middle ages. It was an era of great challenges and great achievements. The borders of the empire expanded as lost territories were reconquered. The legal code behind most modern legal systems was created. Some of the most impressive buildings of all time were constructed. Yet foreign invasions and internal revolts caused upheavals, while the traditional fabric of society was threatened by plague. The Christianisation of the state led to the persecution of other faiths. This seminar aims to shed light on political, social, and cultural history. We end by looking at the rise of a new power: Islam.

Meets Humanities I-B requirement

T. Shawcross

Prereq. permission of instructor, written application

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

*351f The Middle Ages: 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, written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

361s Modern Europe: The Nineteenth Century; Darwin

(See Biological Sciences 308)

Meets Humanities I-B requirement

S. Rachootin

4 credits

365f Modern Europe: The Twentieth Century; Minority Rights in Modern Europe

(Same as European Studies 316f-01) 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

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

*371s Early American History: 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; written application prior to academic advising period (http://www.mtholyoke.edu/acad/history/300-level_application.html) is required; 4 credits

381fs Recent American History*Fall 2011*

**381f(1) From Victorianism to Modernity:
American Cultural History 1890-1940*

In this research seminar, students will be introduced to major themes in the history of the US between 1890 and WWII with special attention to the rich and varied cultures of modernity: transformations in morals, manners and marriage, the rise of consumer markets and new modes of entertainments, modern definitions of race, gender and sexuality, and new forms of cultural radicalism make the transition from Victorianism to modernity an exciting period to explore in depth. Students will look at a range of documents with an eye towards developing a research paper topic. The process of researching and drafting is built into the syllabus through skill-based exercises, dates for topics, and first-drafts.

Meets Humanities I-B requirement

J. Gerhard

Prereq. permission of instructor, written application

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits

Spring 2012

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, written application prior to academic advising period
(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 4 credits*

388s Postmodernism and Latin America

(See Latin American Studies 388)

Meets multicultural requirement; meets

Humanities I-B requirement

L. Gudmundson

4 credits

***389s Agrarian America: Sugar, Cotton, Coffee, Wheat**

(See Latin American Studies 389)

Meets Humanities I-B requirement

L. Gudmundson

4 credits

390f South Asian Nationalisms

(Speaking- and writing-intensive course)

This course is a seminar on the formation and workings of South Asian nationalisms. Home to one of the largest and most successful anti-colonial campaigns, the South Asian subcontinent was also the site of one of the most dramatic partitions of the modern age. Topics include the thought and practice of South Asia's nationalist elite, economic nationalism, noncooperation and civil disobedience, the Khilafat movement, the partition of the subcontinent, the emergence of the independent states of India and Pakistan in 1947, and Bangladesh in 1971. Requirements will be structured around writing and presenting a final essay based on intensive research.

Meets multicultural requirement; meets

Humanities I-B requirement

K. Datla

Prereq. permission of instructor, written application

(http://www.mtholyoke.edu/acad/history/300-level_application.html) required; 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,); Associate Professors Cotter (chemistry and critical social thought, *cochair*), Farnham (environmental studies), Mitchell (philosophy); Assistant Professor Singer (English, *cochair*).

Contact Person

Donald Cotter, *cochair*
Kate Singer, *cochair*

The minor in conceptual foundations of science explores the creation, transmission, and use of knowledge about the natural world.

Requirements for the Minor

Credits

- A minimum of 16 credits

Courses

- The Gateway Course: Critical Social Thought 248, Science, Revolution, and Modernity or Environmental Studies 240, The Value of Nature
- Three additional 4-credit courses, at the 200 or 300 level, chosen in consultation with a faculty advisor from the committee, from the following faculty-approved list for the minor.
- One-time or occasional offerings appropriate for the minor not appearing on the list below may be included with approval of the committee chair.
- Students may also take appropriate course work at other schools with approval of the committee chair.

Anthropology

220 Manufacturing Knowledge

235 Development of Anthropological Thought

240 Medical Anthropology

316 Cultural Semantics

Biological Sciences

308 Darwin (same as History 361)

English

301(1) Health and Science Journalism

326 Romantic Epistemologies

Environmental Studies

256 Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present

317 Perspectives on American Environmental History

History

284 History, Ecology, and Landscape

301(13) Renaissance Cosmos

Philosophy

220 Philosophy of Science

235 Medical Ethics

240 Environmental Ethics

350 Philosophy of Medicine

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, Reiter, Schmeiser.

Contact Persons

Linda Chesky-Fernandes, *senior administrative assistant*
Sohail Hashmi, *chair*

The International Relations (IR) Program focuses on the myriad and complex interactions of human beings across state boundaries. It aims to provide students a global perspective on the origins of the current international system, the salient concerns in international relations today, and the emerging challenges humanity will face in the years ahead. These goals can best be achieved through an interdisciplinary approach, drawing upon the theoretical insights and empirical knowledge of several disciplines, including economics, geography, history, and political science. International relations majors are expected to complete a course of study that includes introductory core courses in each of these fields, a course in research methods, as well as advanced courses in a number of more focused tracks. They are expected to attain a level of proficiency in a foreign language that will allow them to do basic research in it. They are also encouraged to study abroad during their junior year. The IR Program strives to educate informed citizens and thoughtful leaders for our emerging global society.

Requirements for the Major

Note: The requirements specified below apply to students in the class of 2014 and beyond. Students in the classes of 2012 and

2013 are exempt from the required course IR 200, Research Methods. All other requirements apply to them.

Credits

- A minimum of 40 credits
- 12 credits must be at the 300 level and undertaken in at least two disciplines. These courses must be taken at Mount Holyoke or another of the Five Colleges. Only 4 credits of independent work can count toward the requirement for courses at the 300 level.

Courses

The following courses are required:

- One of the following: Economics 213, Economic Development or Economics 218, International Economics. Please note that the economics department requires both Economics 103, Introductory Microeconomics and Economics 104, Introductory Macroeconomics as prerequisites for Economics 213 and 218.
- One of the following: Geography 105, World Regional Geography or Geography 206, Political Geography. Students with high school preparation in geography should take Geography 206.
- One of the following: History 151, Modern and Contemporary European Civilization or History 161, British Empire and Commonwealth
- Politics 116, World Politics

These introductory courses provide the foundation for more advanced course work in the IR major. Therefore, they should all be completed within the first five semesters at Mount Holyoke.

- IR 200, Research Methods—intended for IR majors in their sophomore year.

Focus

- Each student's major must have a focus, consisting of at least 12 credits in two different disciplines, only 4 credits of which may be independent study. Students may

elect one of the following five foci: global commons, international institutions, international peace and security, international political economy, or international ethics. They may also design a focus, with the approval of their advisor and the chair.

Foreign Language Requirement

- Each student is expected to possess or acquire proficiency in a foreign language up to the intermediate level. This ordinarily requires two semesters of language study beyond the minimum requirements of the College, or four semesters in total.

Study Abroad

- Students are encouraged to spend at least one semester studying abroad during their junior year. A suitable program and course of study should be chosen with the help of the student's advisor.

Honors Work

- The IR Program reserves its honors for majors who successfully complete a thesis in their senior year. Seniors writing a thesis must enroll in IR 395, Independent Study for two semesters.

Other

- Students should read the IR Handbook for Students carefully for more information on all requirements listed above. The handbook is available online at the IR website and in the IR office.
- Soon after declaring their major, students should plan individual programs of study in consultation with one or more members of the faculty committee, one of whom will be designated the student's academic advisor.
- Exceptions to the requirements above will be made only in rare cases and require the approval of the chair.

The IR Program does not cross-list courses in other departments that satisfy the major's requirements. Generally, all courses taught by members of the IR Program Committee count toward the major. For courses offered by other faculty, 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 whose focus is global commons could conceivably count courses offered by the geology or biological sciences departments. Or a student focusing on international ethics could use certain courses in the religion or philosophy departments to satisfy her requirements in the major. Any questions concerning the appropriateness of a particular course can be answered by the advisor or the program chair. It is important for the student to verify that the course in question will count toward her major *before* she takes it.

The IR major focuses on global issues and institutions, and relationships across regions and nations. This does not preclude students from developing expertise in a particular region or nation; indeed, part of the study of international relations is how global issues find local expressions. But students whose primary interest is in a particular area of the world should elect a more appropriate major, such as Latin American or Asian studies.

International relations is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement.

Course Offerings

200s Research Methods

Develops students' skills in writing expository essays and introduces basic quantitative and qualitative research methods used in the social sciences and history. The course provides a foundation for writing research papers in advanced courses, as well as an honors thesis.

Does not meet a distribution requirement

S. Hashmi

Prereq. International Relations majors; This course is limited to International Relations majors and should be taken in the sophomore year; 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 inde-

pendent 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

K. Khory, J. Western

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 or permission of instructor; 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

***270fs 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, V. Ferraro, J. Ellis

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

307f The Changing Role of Diplomacy in the Twenty-first Century

This seminar examines changes in the ways U.S. foreign policy is implemented since the end of the Cold War. During the Cold War, U.S. foreign policy was made and implemented within established parameters of negotiation procedures with known international players. Today, it is adapting to more creative interactions with a range of new actors. This course analyzes specific

challenges to U.S. foreign policy, such as dealing with ethnically driven conflicts and creating "coalitions of the willing" to respond to crises. Classroom simulations of interagency/international policy procedures are important course components.

Meets Social Sciences III-A requirement

J. CarterPerry

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 or permission of instructor; 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 or permission of instructor; 4 credits

337s International Human Rights Advocacy in Theory and Practice

(Writing-intensive course) This course examines how and why international human rights norms, laws, and institutions have emerged and how they are influencing global politics. The course will examine closely the practices and influence of human rights advocacy organizations and international courts. Students will be introduced to strategies for advocacy including reporting and monitoring of human rights violations and the legal theories and procedures by which cases are adjudicated before domestic and international tribunals.

Meets Social Sciences III-A requirement
J. Western

Prereq. International Relations 237; 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 116; 4 credits

347s Human Rights and Democracy in Africa

The seminar seeks to understand the complexity and diversity of African politics in the 21st century. Africa's varied and deeply rooted traditions are still in many ways alien to and misunderstood by the United States and its Western allies. This course reviews cultural traditions and how they support or challenge human rights and democracy. Special emphasis is on the role of women in light of the Universal Declaration of Human Rights and international conventions on the rights of women and children. We will examine cases of culturally based clashes that underlie contemporary conflicts. The course will include case studies and simulations.

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

Prereq. Politics 116; 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, Visiting Assistant Professor Naitana; Visiting Lecturer Garbin; Language Instructor Svaldi.

Contact Person

Kay Klippel, *senior administrative assistant*
Ombretta Frau, *chair*

The Italian major seeks to foster linguistic fluency and appreciation of the multifaceted culture of the Italian people. In addition to acquiring advanced oral and written proficiency in the Italian language, majors will have the opportunity to access Italy's rich literary and cultural heritage through cinema, literature, music, art, the Web. Besides selecting courses offered at Mount Holyoke and in the more extended Five College community, students are encouraged to investigate the many study abroad options available to them in such culturally diverse cities as Bologna, Florence, and Padova. A major in Italian language and culture can lead to a variety of national and international careers, from foreign service to fashion marketing, from international banking and trade to film, from a career in nonprofits to teaching.

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 (must be approved by the department).

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 (must be approved by the department).

Teacher Licensure

Students interested in pursuing licensure in the field of Italian can combine their course work in Italian with a minor in education. In some instances course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of Italian, please consult your advisor or the chair of the Department of Classics and Italian. For information about the requirements for the minor in education, please consult "Teacher Licensure" in the Other Degree and Certificate Programs chapter and Professor Lawrence in the psychology and education department. Licensure also requires a formal application as well as passing scores on the Massachusetts Test of Educator Licensure (MTEL) in both the literacy component and the subject matter component. Copies of the test objectives for the MTEL are available in the Department of Classics and Italian and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

Guidelines for New Students

All courses satisfy distribution requirements unless otherwise indicated.

Courses are normally conducted in Italian. Courses offered in translation are listed at the end of the Italian course descriptions.

Students with no previous training in Italian should elect 101–102, Elementary Italian. Those who have a superior aptitude for language may elect 103, Intensive Elementary Italian, in the spring semester.

Students with two years of high school study should elect 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, F. Naitana, M. Svaldi

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

B. Garbin, M. Svaldi, F. Naitana, S. Gugliotta

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

M. Svaldi, B. Garbin

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 or permission of instructor; 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

O. Frau

4 credits

227f Florence and the Making of the Renaissance

(Taught in English) Michelangelo's *Poems*, Da Vinci's *Notebooks*, Machiavelli's *Prince*. These are only some of the many windows into the extraordinary genius that was the Renaissance. In these works by Florentine writers, artists, and thinkers, man placed himself at the very center of the universe and claimed the right to decide his own destiny. This course will engage with some of the greatest achievements of the Renaissance experiment, giving special importance to the ways through which—from literature, to the visual arts, to architecture and political science—Florence consciously pursued a mythical status to seal its own supremacy.

Meets Humanities I-A requirement

F. Naitana

Taught in English. Students who wish to take this course as 300-level Italian should 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

***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

320s Redefining the Cosmos: Voyages to the New World in the Italian Renaissance

The Renaissance has long been understood as the very laboratory of modernity. While revolutionary ideas about art, politics, and science took shape, Europe faced an extraordinary challenge: how to integrate into “the Renaissance experiment” the new experience opened by the voyages to the New World. In Italy, this challenge produced a heterogeneous body of literature—epic poems, popular cantari, travelogues—which represents at once a historical account of the “discoveries” and ethnographic exploration with an incursion into the fantastic. Pulci, Columbus, and Vespucci lure us into unexplored territory, where science, poetry, and history merge in an unparalleled metaphor for humanism.

Meets Humanities I-A requirement

F. Naitana

Prereq. Italian 221; conducted in Italian; 4 credits

350f Nouvelle e storielle/Novellas and Tales

From Boccaccio to Calvino, Italian writers experimented with the difficult art of the short story. This course will explore the universe of the short story in modern Italy, with special attention to the phenomenon of the literary magazine, which for the first time offered women writers a small but solid platform to launch their careers. Readings will include: DeAmicis, Neera, Marchesa Colombi, Serao, Pirandello, Ginzburg, Buzzati, Pavese, Landolfi, and Calvino.

Meets Humanities I-A requirement

O. Frau

Prereq. Italian 221 or permission of instructor; 4 credits

361s Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

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 con-

ducted 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, Romance Language 375, French 321) Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

Meets either language requirement or

Humanities I-A requirement

O. Frau

Prereq. for language majors: two courses in culture and literature at the 200-level; Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.; 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 212 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. benMoshe

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. benMoshe

students must complete both Jewish Studies 150 and 151 to satisfy the College language requirement; 4 credits

203fs 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**The department**4 credits***204fs 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**The department**4 credits***212s 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 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***222s Engendering Judaism: Women and Jewish Tradition**

(Speaking-intensive course; Same as Religion 222-01, Gender Studies 210-01) 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, or permission of instructor; 4 credits

235f Introduction to Jewish Mysticism

(Same as Religion 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 *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. benMoshe

Prereq. At least one year of college Hebrew or equivalent or permission of instructor; For Fall 2011, meets at Smith College MWF 11-12:10 (JUD 200). Classes via video-conference may be possible.; 4 credits

***255s Dimensions of Contemporary Judaism in America**

(Same as Religion 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

***265f 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

276s Mapping Jewish American Generations

(Same as English 276) This course sets canonical Jewish American literature in creative dialogue with contemporary Jewish American writers, filmmakers, and performance artists to explore how early twentieth-century figures (Abraham Cahan, Anzia Yezierska, and Henry Roth) continue to influence —inspire—a rising generation of authors. The key mediating figure in this generational dialogue is Philip Roth, whose work we will examine as well. Topics to be explored include “immigrant” writing then and now; the uses of nostalgia; genealogies of standup comedy and popular culture in general; the emergence of “hipster” Judaism and its various modes of expression (above all via websites).

Does not meet a distribution requirement

D. Weber

Prereq. so.; 4 cr in English, religion, Jewish studies, history, sociology, film studies; 4 credits

285s 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**

(Same as English 393, Gender Studies

333(11)) TBA

Meets Humanities I-B requirement

R. Rubenstein

Prereq. 4 credits in religion or Jewish studies, or permission of instructor; 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, Miñana, Romero-Díaz; Associate Professors Crumbaugh, Gundermann (on leave fall 2011), Mosby (on leave 2011-2012); Assistant Professor Díaz-Sánchez; Visiting Assistant Professor Daly; Senior Lecturer Castro.

Contact Person

Sue LaBarre, *senior administrative assistant*
Nieves Romero-Díaz, *chair*

The Department of Spanish, Latina/o, and Latin American Studies engages in the multidisciplinary study of the past, current state, and emerging realities of societies and cultures of Latin America, Spain, the Caribbean, and the Latino/a heritage populations within the United States and their relations with each other and with the wider world. To that end, our courses adopt a variety of disciplinary and interdisciplinary approaches, including literary studies, film and media studies, social history, and politics.

The Department of Spanish, Latina/o, and Latin American Studies also collaborates closely with a number of other departments and programs on campus, frequently cross-listing courses with film studies, gender studies, history, and Romance languages and cultures. Regular cocurricular activities organized by the department (film series, lectures, etc.) also engage the larger college community in the interests of our students and faculty. In addition to providing opportunities for learning on campus, the department also strongly recommends that students study off campus in a Spanish-speaking context in order to enhance their language skills and to forge their own connections to place through language.

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. Marquez
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

180fs Introduction to Latin American Cultures

(Same as History 180) 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

275f Paradigms of New World Thought

This course is devoted to the work of commanding figures of Latin American and Caribbean thought at various times and different places. Thinkers whose work may form its basis in various offerings include among others: Columbus, Bartolomé de Las Casas, José Martí, J. C. Mariátegui, C.L.R. James, etc. Their lives and work exemplify the diversities, varying regional settings, social contexts, and shifting historical coordinates of major epochs of transition. Their assessment of a myriad of key issues has made each a touchstone of continuing authority and influence extending beyond their particular locale, time, or region. Why this should be so is among the many questions we will address.

Meets multicultural requirement; meets Humanities I-B requirement

R. Marquez
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

287fs Topics in Latin American Studies

This course studies significant problems relating to Latin America in greater depth from the perspectives of appropriate disciplines. Some topics may be cross-listed with other departments.

Fall 2011

287f(1) Introduction to Latina/o Studies (Speaking- and writing-intensive course; Same as Spanish 250f(01)) This course offers an introduction to the study of Latina/o communities in the United States. We will explore major concepts and debates in the growing field of Latina/o Studies, through the study of texts across disciplines including history, sociology, performance theory, personal narrative and ethnography. This interdisciplinary approach will provide us with rich frameworks to interrogate how Latinas/os negotiate complex identities across communities and specific geographic and political contexts.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez
4 credits

287f(2) Afro-Latina/o Diasporic Performance (Same as Spanish 230f(01)) This course focuses on performance practices rooted in the African diaspora of the Americas, with par-

ticular attention to how race, ethnicity, sexuality, class, and gender are articulated in multiple aesthetic approaches. We will interrogate how these performances have functioned and continue to inspire political transformation as well as the recovery of shared histories of the Afro-Latina/o diaspora.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez
4 credits

Spring 2012

287s(1) Performance in the Americas (Same as Spanish 240s(01), Theatre Arts 234s(01)) This course offers Latina/o and Latin American transnational approaches to the theory and political practice of performance in the Americas with a focus on issues of race, sexuality, class, gender, indigenous and diasporic identities. Employing multiple modes of performance from theater, dance, performance art, ritual, visual art, and folkloric music, we will explore how these practices have functioned and continue to allow for politically subversive or resistant transformation.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez
4 credits

288f Modern Mexico

(Same as History 288) 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 289) 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, representing 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, or permission of instructor; 4 credits

***386 Central America: Reform, Reaction, Revolution**

(Same as History 386) This seminar explores the diverse experiences of Central American nations in the twentieth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework.

Meets multicultural requirement; meets

Humanities I-B requirement

L. Gudmundson

Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 4 credits

387s Special Topics in Latin American Studies: Latina Feminisms

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.

(Same as Spanish 330s(01), Gender Studies 333s(05)) This course offers an interdisciplinary approach to the study of feminist ideologies among Latinas throughout the United States. Employing a range of sources from archival texts to artistic images and ethnographies, we will study the histories and representations of Latina feminist theories across academic and aesthetic approaches. Focusing on the multiplicity of lived experiences among Puertorriqueñas, Chicanas, Mexicanas, Centroamericanas, Dominicanas, Suramericanas and many other communities in the United States, we will interrogate how gender and sexuality have informed the development of Latina feminist movements and political histories.

Meets multicultural requirement; meets

Humanities I-A requirement

M. Díaz-Sánchez

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 discourses of ethnicity, class, gender, and reason in the twentieth century.

Meets multicultural requirement; meets

Humanities I-B requirement

L. Gudmundson

Prereq. jr, sr, 8 credits in Latin American studies or related field, or permission of instructor; 4 credits

***389 Agrarian America: Sugar, Cotton, Coffee, Wheat**

(Same as History 389) 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, or permission of instructor; 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.

- 230s(04) Studies in Identities and Intersections: Nomadic Imaginaries: The Cosmopolitan Andes
- 240f(01) Visual Cultures: Avant-Garde Image/Text: Locating the New
- 240f(02) Visual Cultures: An Introduction: Introduction to Spanish and Latin American Cinema
- 340s (02) Advanced Studies in Visual Cultures: The Other (in the) Media: New Media and Otherness in the Americas
- 350f(01) Advanced in Concepts and Practices of Power: Community Narratives: Digital Storytelling in Springfield, Massachusetts
- 350s(01) Advanced Studies in Concepts and Practices of Power: Vital Possibilities: Inscribed Bodies and Living Texts in Latin America

For related courses in other departments, please check the major website 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 2012), Gifford (*chair*), O'Shea, Peterson, Pollatsek (on leave spring 2012), Robinson; Associate Professor Sidman (on leave 2011–2012); Assistant Professors Kim, Shepardson (on leave 2011–2012); Visiting Assistant Professors Lee, Miller, Noonan; 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, Calculus I, or Calculus II are required to complete a brief self-assessment. The actual self-assessment is available to all entering students and all students preregistering for Calculus. It is designed so that a student can use it as a learning tool, taking it as many times as she wishes. More information is on the department's website.

Toward the Study of Calculus. If your interests lie in science, economics, or social sciences, calculus is important because it is the language these disciplines use. If the Pre-Calculus Test or your own mathematics background suggests, you should consider a year-long sequence of Math 100, Pre-calculus

lus, 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.

A few students begin their study of mathematics with Linear Algebra (211), Discrete Mathematics (232), or the Laboratory in Mathematical Experimentation (251). Linear Algebra is a good choice for students who have a very solid background in high school mathematics and who enjoy abstraction. If you have taken some calculus, and if you enjoy new topics in mathematics, then you might consider either Discrete Mathematics (232) or the Laboratory in Mathematical Experimentation (251).

Finally, some students begin their study of mathematical sciences with statistics or computer science. For more information see the sections on statistics and computer science in this catalogue.

Advice to Students with Special Interests

Actuarial science: Students interested in this area should plan to cover the material that is included in the first two actuarial exams as part of their undergraduate program. This material is included in Calculus I (Mathematics 101), Calculus II (Mathematics 202), Calculus III (Mathematics 203), Probability (Statistics 342), and Mathematical Statistics (Statistics 343), along with Macroeconomic Theory (Economics 211), Microeconomic Theory (Economics 212), and Economics of Corporate Finance (Economics 215). Students are also encouraged to obtain experience through an internship.

Biostatistics, public health, or natural resources: Students interested in these areas should include substantial work in biology, chemistry, geology, and/or environmental studies in their programs.

Economics or business: Many students with these interests choose the special major in mathematics and economics or the special major in statistics and economics.

Engineering: Students interested in engineering often double major in mathematics and physics and/or participate in one of the College's five-year, dual-degree programs with Dartmouth's Thayer School of Engineering, the California Institute of Technology, or the University of Massachusetts (see the Other Degree and Certificate Programs chapter).

Graduate school: Students preparing for graduate school in mathematics or statistics often participate in an undergraduate research program in the summer after the junior year and continue with an honors thesis in the senior year. For students considering graduate work in mathematics, more than the minimum number of courses for the mathematics major is advisable.

Teacher Licensure

Students interested in pursuing licensure in the field of mathematics can combine their course work in mathematics with a minor in education. In some instances course work in

the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of mathematics, please consult your 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
J. Lee

Prereq. Permission of instructor. Send score from math online self-assessment and background information to
mnoonan@mholyoke.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
G. Davidoff, J. Morrow, M. Noonan, M.

Peterson, 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
The department
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

120fs Explorations in Geometry

Fall 2011

120f(1) Origami and Mathematics

Origami, the art of paper folding, has strong connections with mathematics. The process of folding paper can be explored and modeled with geometry, algebra, number theory, graph theory, and more. In this course we will study origami primarily through geometry, but with connections to other branches of mathematics. Students will fold many origami models for observation and mathematical study. Effective ways to use origami projects to teach and inspire middle-school and high-school mathematics students will be discussed. No prior origami experience is needed.

Meets Science and Math II-A requirement

C. Morrow
4 credits

Spring 2012

120s(1)

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 begin by a careful and close observation of what we can see and physically construct, reasoning informally about those observations. We will then explore a selection of geometry from the time of Euclid to the recent past, including curved surfaces and the hyperbolic plane.

Meets Science and Math II-A requirement
J. Morrow
4 credits

160fs Introductory Seminar

Fall 2011

160f(1) Mathematics and Music

(First-year seminar) For centuries people have explored the connections between mathematics and music. Sounds are waves, and pleasant-sounding musical intervals are simple fractions. Keyboard instruments are tuned following both regular and slightly irregular mathematical rules. Bells in change ringing follow simple patterns. Some musical pieces can be played both backwards and forwards. On the other hand, aesthetics are paramount in music, yet also play a part in mathematics. This course will explore these ideas.

Meets Science and Math II-A requirement
A. Durfee
Prereq. fy, must be able to read music or permission of instructor; 4 credits; expected enrollment 12; 4 credits

Spring 2012

160s(1) Galileo, Mathematics, and the Origins of the Scientific Revolution

(First-year seminar; speaking- and writing-intensive course) We will use the life and work of Galileo to organize a survey and investigation of the many texts and traditions

that came together in the scientific revolution, ranging from classical philosophy and mathematics to the Renaissance arts.

Meets Science and Math II-A requirement

M. Peterson

4 credits

201f Examining Features of Shape and Measuring Space in One, Two, and Three Dimensions

(Same as Education 202) We will work with 2D and 3D shapes, develop mathematical vocabulary regarding features of shapes, and explore definitions and properties of geometric objects. The seminar includes a study of angle, similarity, congruence, and the relationship between 3D objects and their 2D representations. The measurement component will provide opportunities to examine different attributes of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. As we explore the conceptual issues of length, area, and volume and their complex interrelationships, we will also examine how children develop these ideas.

Does not meet a distribution requirement

J. Lester

Prereq. Permission of instructor; 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. Lee, H. Pollatsek, 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. Robinson, M. Noonan

4 credits

211fs Linear Algebra

Topics include elements of the theory of matrices and vector spaces.

Meets Science and Math II-A requirement

G. Davidoff, M. Robinson

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

J. Lee

Prereq. any 100-level mathematics or computer science course, or permission of instructor; 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

H. Pollatsek, M. Robinson

Prereq. 4 credits from the department or permission of instructor; 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
G. Davidoff

Prereq. Mathematics 202 and two chosen from Mathematics 211, 232 and 251, or permission of instructor; 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
M. Noonan

Prereq. Mathematics 203 or Physics 303; offered alternate years at Mount Holyoke and Smith Colleges; 4 credits

309s Topics in Analysis: Hilbert Spaces

The course will begin with studying inner product, orthogonality, Hilbert spaces, and their applications to minimization problem and Fourier analysis. The latter part of the course will serve as an introduction to functional analysis.

Meets Science and Math II-A requirement
J. Lee

Prereq. Mathematics 202, 211; Mathematics 301 helpful but not required; 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
M. Robinson

Prereq. Mathematics 211, and one chosen from Mathematics 232 or 251, or permission of instructor; 4 credits

*319f Topics in Algebra: Topic to be announced

Meets Science and Math II-A requirement
The department
4 credits

*324s Methods of Applied Mathematics (See Physics 324)

Does not meet a distribution requirement
The department
4 credits

327f Advanced Logic

(See Philosophy 327)

Meets Humanities I-B requirement
L. Bowie
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
M. Noonan

Prereq. Mathematics 202; 4 credits

*334s Mathematical Models

Topics include specific examples of mathematical models that have been formulated to deal with problems arising in various applications, together with an outline of the development of particular mathematical tools and techniques used in these models.

Meets Science and Math II-A requirement
The department

Prereq. Mathematics 203 and 211; 4 credits

*339s Topics in Applied Mathematics

Topics to be selected from: the stochastic calculus, review of Black-Scholes, yield curves, swaps, interest rate derivatives, risk measure-

ment and management, statistical analysis of financial data, Monte Carlo simulation.

Meets Science and Math II-A requirement

The department

*Prereq. Mathematics 203 and 211 or
permission of the instructor;; 4 credits*

342f Probability

(See Statistics 342)

Meets Science and Math II-A requirement

S. Miller

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: Professors Emeriti Collette (English), Garrett-Goodyear (history); Professors Davis (art history), McGinness (history), Straw (history); Associate Professor Romero-Díaz (Spanish); Assistant Professors Payne (history), Yu (English); Visiting Professor Margolis (French); Visiting Assistant Professors 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, Mediterranean, and Middle Eastern civilizations. Through the study of art, history, languages, literature, music, and religion, the program leads students to explore the character and creative contributions of the period, to investigate the dynamic interactions of its diverse Christian, Jewish, 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 discipline. Majors are encouraged strongly to take Medieval Studies 300 as one of the courses at the 300 level.

Other

- Majors should study medieval language or literature in English, French, Italian, Latin, or Spanish in a program worked out with the program chair or academic advisor. Students are advised to acquire proficiency in a modern foreign language sufficient to use foreign language sources in advanced courses.

Medieval studies is an interdisciplinary major. Students who pursue an interdisciplinary major automatically fulfill the College's "outside the major" requirement (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

101f Medieval Culture and Society: Seminar in Reading, Writing, and Reasoning: Crossing Medieval Boundaries: European, Mediterranean, and Atlantic Encounters, 1200-1700

(First-year seminar; speaking- and writing-intensive course; Same as History 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

295fs Independent Study

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

300s Seminar in Medieval Studies: Chaucer: *Stories of Cupid's Martyrs*

(Same as English 311) This course begins with a close reading of Chaucer's great love story *Troilus and Criseyde* together with *The Legend of Good Women*, taking into consideration the multiple cultural contexts a late medieval audience would have brought to both poems and such topics as honor, love, *trouthe*, and betrayal. We will conclude by comparing Shakespeare's *Troilus and Cressida* with Chaucer's work as a way of understanding the continuities and changes between a late medieval and early modern understanding of men and women in love and war.

Meets Humanities I-A requirement
C. Collette

Prereq. soph, jr, sr, 8 credits in English or Medieval Studies; online application required;

meets English department pre-1700 requirement; 4 credits

395fs Independent Study

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

Related Courses in Other Departments

Art History

- 222 Age of Cathedrals
- 271 Arts of Islam: Book, Mosque, and Palace
- 290 Renaissance North and South: Court, Monastery, City
- 301 Illuminated Manuscripts Art History
- 320 Chartres Cathedral
- 332 Seminar in Baroque Art

English

- 101 Underworlds (and Otherworlds)
- 210 The Development of Literature in English: Medieval through Commonwealth
- 211 Shakespeare
- 213 The Literature of the Later Middle Ages
- 310 Old English
- 316 Alliteration and the Medieval Poem
- 312 Shakespeare, Adapted and Interpreted

French

- 311 Love and Danger
- 311 Joan of Arc
- 311 Period Courses: Marvelous Places: Desire and Deceit
- 311 Period Courses: Eros, Intrigue, and Adventure

History

- 115 The Medieval World
- 150 Europe and the Atlantic World, 1300-1700
- 216 Romans, Persians, and Their Barbarians
- 217 The Crusades
- 219 The Byzantine Empire

221	The Civilization of the Renaissance in Italy
232	Special Topics in Medieval History: Nomads, Merchants, and Monks: Medieval Central Asia
254	Doubt, Dissent, and Heresy in the Age of the Inquisition
273	The Iranian World from Antiquity to the Middle Ages
301	Martyrdom as Social Protest: Honor and Resistance from Antiquity to Early Modern Europe
349	The Roman Empire in the Age of Justinian and Theodora
351	The Middle Ages: Monasticism and the Making of the Middle Ages
	<i>Italian</i>
222	Dante's Journey
227	Florence and the Making of the Renaissance
	<i>Music</i>
281	History of Western Music I
	<i>Politics</i>
211	Ancient and Medieval Political Thought
	<i>Religion</i>
236	Early Christianity in Iraq and Iran
	<i>Spanish</i>
230	Identities and Intersections: An Introduction: Black Spain
330	Women Writers: Early Feminisms

Music

The major and minor in music are administered by the Department of Music: Professors Greenbaum, Laderach (*chair, spring*), Litterick, Schipull, Spratlan, Steigerwalt (*chair, fall*); Associate Professor Sanford; Assistant Professor Omojola (Five College Ethnomusicologist); Senior Lecturer Eisenstein (Five College Early Music Director); Lecturers Cahn-Lipman, Ng (Director of Orchestra); Visiting Lecturers Cobb, Pope (Interim Director of Choral Ensembles); Performance Instructors de Fremery, Gionfriddo (Director of Jazz Ensembles), Hale, Malek.

Contact Persons

Michèle Scanlon, *senior administrative assistant*

Linda Laderach, *chair, spring*

Gary Steigerwalt, *chair, fall*

Music Department Website

<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, including 12 at the 300 level, and 8 credits in ensemble and performance studies

Courses

- Music 231, Theory I; 232, Theory II; 233, Theory III
- Music 281, History of Western Music I; 282, History of Western Music II
- Music 334, Music Analysis
- Music 371, Topics in Music
- A 4-credit 300-level elective in history, theory, ethnomusicology, performance, or composition
- Performance requirements:
 - Two semesters of individual performance study, one of which must be at the 200 level
 - One additional semester at the 200 or 300 level in individual performance study, conducting, ethnomusicology, or composition
 - 2 credits in ensemble performance

Other

- If a 4-credit course in ethnomusicology is not selected to fulfill the 300-level classroom elective or the third semester of individual performance study, then an additional ethnomusicology classroom course at the 200 level is required.
- 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; 103, History of Jazz; 110, First Year Seminar in Music; 229, African Popular Music; 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

T. Ng, The department

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

M. Gionfriddo

4 credits

103f History of Jazz

This course will follow the origins and evolution of jazz from the late nineteenth century to the present, with emphases on prominent stylistic trends and significant individuals. Along with some analysis of the musical language jazz employs, the music will be examined in its relation to the social contexts that

helped produce and shape it. The ability to read music is not a requirement for this course.

Meets Humanities I-A requirement

D. Sanford

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

The department

Prereq. Music 100 or permission of instructor;

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

*205f 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

215f Composition I

Students will explore a number of musical styles and approaches, including twentieth century techniques, in the process of creating their own works. Students will read compositions in class, with the possibility of performances at the end of the semester.

Meets Humanities I-A requirement

J. Noble

Prereq. Music 100; 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 or permission of instructor; 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

229f African Popular Music

(Speaking- and writing-intensive course)

This course examines selected genres and their relationships to the political and social dynamics of their respective national origins. Regional examples like highlife, soukous, chimurenga, and Fela Anikulapo-Kuti's Afrobeat will provide the basis for assessing the significance of popular music as a creative response to the African colonial and postcolonial environment. The course also discusses African hip-hop music by exploring how indigenous cultural tropes have provided the basis for its local appropriation. Themes explored include music and identity; music, politics, and resistance; interaction of local and global elements; and political significance of musical nostalgia.

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; 3 meetings; 2 labs; 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; 3 meetings; 2 labs; 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

T. Ng

Prereq. Music 231, ensemble experience; 2 credits

245f Psychology of Music

(Same as Psychology 245) Every culture in the world has some form of music, but why did music evolve, and what function does it serve? In this course, we will explore the cognitive and neural processes that underlie music perception and production to ask the following questions: Does music have universal features that cross cultures? How does music convey emotion? What do infants know about music? Is music specifically human? And finally, what are the parallels between music and language? Through these questions, we hope to discover something about the origin of music and what makes it such an integral part of our daily lives.

Meets Social Sciences III-A requirement

M. Breen

Prereq. 100 level course in Psychology or permission of instructor; Does not count towards the music major or minor or

distribution in Humanities. Formal music training not required.; 4 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

R. Eisenstein

Prereq. Music 100 or permission of instructor; 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 or permission of instructor; 4 credits

300 Level

315s Composition II

The student will compose extended works involving larger media and/or performing forces.

Meets Humanities I-A requirement

D. Sanford

Prereq. Music 232 and 282; 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 or permission of instructor; 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

The department

Prereq. Music 242; 2 credits

371f Topics in Music: Performance Practice of the Eighteenth and Nineteenth Centuries

An investigation of performance practices of music from the late eighteenth century to the early nineteenth century using primary sources of authors and composers.

Does not meet a distribution requirement

T. Ng

Prereq. Music 232, 281, or 282; 4 credits

Performance Studies

Official registration for all performance courses may only be done on ISIS after successful completion of the audition process; at the audition students should be prepared to demonstrate their level of vocal or instrumental proficiency. All performance study is for academic credit. (See Music 100 requirement below.)

The Department of Music offers private instruction in performance studies at three levels for areas listed. Students studying privately are encouraged to elect the 50-minute lesson but may, at their own option or when advised by the instructor, enroll for the 30-minute lesson.

Students will be placed according to the following order of priority: declared music majors and minors; first-, second-, and third-year students who demonstrate proficiency on their instrument at or above an upper elementary level, with order of placement determined by extent of experience and quality of performance; first-, second-, and third-year students who wish to begin their study of an instrument or voice, provided they enroll concurrently in Music 100 Basic Musicianship; fourth-year students, with order of placement determined by extent of experience and quality of performance. Sen-

ior beginners must enroll concurrently in Music 100 Basic Musicianship

Students study with Mount Holyoke performance faculty if the instrument they wish to study is offered by the department. Enrollment is limited according to teacher availability, and permission of the instructor is required. Please consult the department for audition dates and times.

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, *enrollment will be contingent on exemption from or or concurrent enrollment in Music 100 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, E. Ruby, B. Larimer
- (C) Flute—A. Greenbaum, A. Hale
- (D) Oboe—K. Lipkens
- (E) Clarinet—L. Sussman
- (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, M. Lach
 (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. Permission of instructor. Exemption from or enrollment in Music 100 required for 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. Permission of instructor ; 8 credits of 100-level performance; 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

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, 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 fee refund 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 2011

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
Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1

*credit**143f(C) Piano Ensembles**G. Steigerwalt, E. Malek**Prereq. enrollment is by audition only; 1 credit**143f(D) Mixed Ensembles**J. Jeffries**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.

*R. Eisenstein**Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit**Spring 2012**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**L. Laderach, K. Cahn-Lipman**Prereq. enrollment is by audition only for new students or previous study in the ensemble; 1 credit**143s(C) Piano Ensembles**G. Steigerwalt, E. Malek**Prereq. enrollment is by audition only; 1 credit**143s(D) Mixed Ensembles**J. Jeffries, G. Steigerwalt**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 histori-

cal 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.

R. Eisenstein, A. Robbins

Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

155fs Jazz Ensemble

Fall 2011

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 2012

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 Beginning 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 Adzogbo 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

Prereq. permission of instructor; 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

T. Ng, The department

Prereq. Permission of instructor; enrollment is by audition only; 1 credit

255fs Chamber Jazz Ensemble

Fall 2011

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 2012

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 techniques 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

L. Pope

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

L. Pope

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

L. Pope

Prereq. enrollment is by audition only or previous participation in the ensemble; 1 credit

Independent Study

259fs 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 2011

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, E. Samuels, D. Stillman

Prereq. enrollment is by audition only or previous study in the ensemble; 1 credit

147f(D) Renaissance and Baroque Dance I
(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.

N. Monahin, M. Pash

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 2012

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, E. Samuels, D. Stillman

Prereq. enrollment is by audition only or previous study in the ensemble; 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

147s(F) Renaissance and Baroque Dance II

(Same as Dance 128) Continuation of Renaissance and Baroque Dance I. Sixteenth-through eighteenth-century European social dance, contemporary with the eras of Elizabeth I and Shakespeare in England, the Medicis in Italy, Louis XIV in France, and colonial America. The focus will be on learning the dances, supplemented by historical and social background, discussion of the

original dance sources, and reconstruction techniques.

N. Monahin, M. Pash

Prereq. Music 147D, Dance 127, or permission of instructor; 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), Millard (psychology and education); Associate Professors Bacon (biological sciences), Brodie (biological sciences), Gillis (biological sciences, *chair*); Visiting Assistant Professor Sacchetti (biological sciences).

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 328, Regulatory and Integrative Human Physiology
 - Biological Sciences 335, Mammalian Anatomy
 - Psychology 350, Laboratory in Behavioral Neuroscience
 - Psychology 351, Laboratory in Animal Behavior
 - Computer Science 334, Artificial Intelligence
 - 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 250) 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, 4 credits in biological sciences, and instructor permission; 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 website (see below). The track chairs for 2011–2012 are: Associate Professor Robin Blaetz for Art and Society; Assistant Professor Lenore Carlisle for Education and Society; Professor Harriet Pollatsek for Engineering; Professor Mike Robinson for Global Business; Professor Eleanor Townsley for Journalism, Media, and Public Discourse; Professor Penny Gill for Law and Public Policy; Professor Mike Robinson for Nonprofit Organizations; and Associate Professor Holly Hanson for Sustainable Development.

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.

Eight Nexus minors are offered. Their requirements are similar in structure, with differences noted under each of the minors.

Nexus Website

<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

Engineering

The Engineering Nexus provides a path from the traditional disciplines of the liberal arts to a career in engineering. Engineers are trained to solve a diverse set of problems, and a student may major in the field of science or mathematics most closely allied to the engineering subfield in which she is interested. Combining a science or mathematics major with some additional course work and summer internships in engineering is excellent preparation for future graduate work in engineering or employment in engineering-related fields.

While the Engineering Nexus explicitly is *not* an engineering degree or accreditation, it is intended as a route into the field of engineering. The experiential portion of the Nexus involves completing a summer internship in the field of engineering. This may be participating in a formal Research Experiences for Undergraduates (REU) program in an academic laboratory, a summer internship with an engineering firm, working abroad for the summer in an engineering laboratory, or other options. Given the diversity of engineering, a wide range of courses can count toward the Nexus, but students must consult with a Nexus advisor to determine a program that will match her interests and goals.

Suitable pairings might include the following:

MHC Major	Engineering Discipline
Physics	Electrical, materials, or mechanical
Chemistry	Chemical, materials
Mathematics	Industrial
Computer science	Computer, electrical
Environmental Science	Environmental

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 (on leave 2011-2012); Associate Professors Mitchell, Harold (on leave fall 2011); Visiting Professors Michaels, Sayers; Visiting Assistant Professor Hawthorne; Visiting Instructor Corns.

Contact Persons

G. Lee Bowie, *chair*

We take many things for granted—that things exist besides ourselves; that some art is good, some art is bad, and some “art” is not really art at all; that other people feel pain, have emotions, dreams, and desires; that there are right ways to behave, and wrong ways too. However, even casual reflection reveals that these assumptions are just that—things we take for granted without much thought. In order to illuminate our lives and appreciate our existence, we ought to investigate these assumptions; as Socrates says, the unexamined life is not worth living.

Philosophy is a discipline that encourages the examination of life in its myriad dimensions. Our fundamental assumptions about right and wrong, beauty, truth, the mind, language, and meaning are exposed to careful scrutiny in philosophy classes. We encourage you, as a student of philosophy, not only to strive to understand what philosophers have written, but also to be a philosopher yourself—thinking with depth and clarity about issues that are fundamental to our condition as human beings. Whether you take a course on philosophy of film, ethics, feminist philosophy, logic, or philosophy of science, philosophy will leave you seeing the world anew.

A major in philosophy will provide you with a broad understanding of the background 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
 - 264, Philosophy of Mind

- 271, Philosophy of Language
- 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

Students who are completely new to philosophy can take Philosophy 101, which offers a broad introduction to the subject. Philosophy 102 offers a smaller seminar setting with a variety of topics for beginning students. If you've done some philosophy and enjoyed it though, we encourage you to take a 200-level course with a number lower than 220, such as 201 (Ancient Greek Philosophy), 202 (Descartes to Kant), 205 (Ethics), 208 (Knowledge and Reality), or 210 (Logical Thought). Courses at this level require no previous knowledge, but offer more useful background for other philosophy courses, and can be used to satisfy a possible minor.

We also offer courses without prerequisites that are designed to supplement other topics and serve broader interests. These courses include Medical Ethics, Women in Philosophy, Environmental Ethics, and Philosophy of Art. Symbolic Logic is of interest to mathemati-

cians and computer scientists, as well as being very useful to philosophy majors.

More advanced courses draw upon the writing skills and content of these courses. We offer, on a regular basis, topics in the systematic study of one philosopher, advanced logic, meta- and normative ethics, and the philosophy of art. We also offer a course on philosophy for children, in which students introduce and teach philosophical topics to school-children.

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. Mitchell, S. Hawthorne

4 credits

102fs First-Year Seminar on Topics in Philosophy

Fall 2011

102f(1) What Is the Good Life?

(First-year seminar; speaking- and writing-intensive course) How should I live? What actions are right and wrong? How should I treat myself and others? In this class, we will discuss these issues through the lens of practical problems facing daily life. By considering human rights and poverty, we will evaluate how our actions should be constrained by the needs and interests of others. Through a discussion of the environment, we will consider whether values exist in nature, who is a member of our moral community, and why. Does quantity or quality of life matter? We will consider these issues and other questions of well-being in the context of eu-

thanasia. This course will explore a range of ethical dilemmas with an eye towards living the best life.

Meets Humanities I-B requirement

J. Delston

Prereq. fy; 4 credits

Spring 2012

102s(1) Personal Identity

(First-year seminar; 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

Prereq. fy; 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

201s Philosophical Foundations of Western Thought: History of Ancient Philosophy

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

J. Delston

4 credits

202f Philosophical Foundations of Western Thought: History of Modern Philosophy

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

S. Mitchell

4 credits

205s 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

J. Delston

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

209s Theories of Probability and Causation

In this course we will look at theories of causation, probability, and their interaction. We will look first at Hume on causation, and then move on to some very basic probability theory. We'll cover the standard statistical approaches, very briefly. Then we'll go on to Bayesian reasoning and confirmation theory. Finally, we'll deal with recent developments in the Bayesian Net theory of causation. The class is really an investigation of recent mathematical and philosophical theories about how science works, what justifies the hypotheses we ought to believe, and how observations could justify hypotheses about unobserved entities and regions.

Meets Humanities I-B requirement

S. Mitchell

Prereq. One course in either Philosophy or Mathematics or permission of instructor.; 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, Critical Social Thought 250f-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

*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., gender inequality)? What are the responsibilities of medical researchers toward their research subjects? What moral reasons do we have to be concerned about the growth of technology in medicine? Are the basic institutions of medicine and medical education just?

Meets Humanities I-B requirement

S. Hawthorne

4 credits

***240s Environmental Ethics:**

Nature/Culture/Values

(Community-Based Learning course) 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

J. Delston

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

249f 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 philos-

ophy, such as: Is their contribution distinctive? Is reason gendered? When is philosophy feminist?

Meets Humanities I-B requirement

S. Hawthorne

4 credits

252f Philosophical Foundations of Western Thought: The Nineteenth Century

This course explores the ways the nature, possibility, and extent of human freedom were conceptualized by German philosophers in the nineteenth century. Readings are drawn from the work of Hegel, Feuerbach, Marx, and Nietzsche. Specific topics include Hegel's metaphysics of spirit, Feuerbach's critique of religious and philosophical mystification, Marx's analysis of alienation, and Nietzsche's ideal of the "Over-Man."

Meets Humanities I-B requirement

S. Sayers

4 credits

***255f 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

264f 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 or permission of instructor; 4 credits

***271f Philosophy of Language**

In the twentieth century, problems in the philosophy of language have become central to nearly all philosophical concerns. This course addresses key questions: What is truth? What is it for a sentence to have a meaning? Does language determine the way we think? Readings are drawn from Frege, Russell, Wittgenstein, Whorf, Quine, Chomsky, Frye, and others.

Meets Humanities I-B requirement

S. Mitchell

Prereq. 4 credits in department or permission of instructor; 4 credits

***273s Philosophy of the Arts**

Can a pile of bricks be art? What is the difference between a musical work and a bunch of random noise? What makes a Marx Brothers movie funny? Othello a tragedy? Should art appeal to the masses?

Meets Humanities I-B requirement

T. Wartenberg

4 credits

***275s Philosophy and Film Theory**

(Same as Film Studies 290) An exploration of philosophical issues encountered in the study of film. Why do we need a theory of film? What is a film anyway? Do films have "authors"? How do films engage our emotions? Can films be socially critical? What can we learn from films? These are examples of the topics to be discussed in this course as we investigate the nature of film and its relation to philosophy. There will be weekly required film screenings.

Meets Humanities I-B requirement

T. Wartenberg

Prereq. 4 credits in department or in film studies, or permission of instructor; 2 meetings (75 minutes), 1 screening (1.5 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 ele-

mentary 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
M. Michaels
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
S. Mitchell
Prereq. 8 credits in department; 4 credits

327f Advanced Logic

(Same as Mathematics 327) 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
L. Bowie
Prereq. Philosophy 225, 4 credits in philosophy or mathematics, or 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

334f Topics in Ethics: International Justice: Possibilities and Limits

In an increasingly globalized world, ethical questions take on international scope. Poverty contributes to one-third of human deaths annually, raising questions about equality, distributive justice, and human rights across national boundaries. The moral evaluation of global institutions, the ethical use of coercive practices, and the moral status of groups and states take on more force. What are our obligations to international justice? How do national citizenship and membership in other groups shape or contribute to these obligations? In this course, we will focus on practical and theoretical issues of global justice.

Meets Humanities I-B requirement
J. Delston
Prereq. 8 credits in department or permission of instructor; 4 credits

350s Topics in Philosophy

Spring 2012

350s(1) Pragmatism

American Pragmatism, prominent in the early twentieth century, is undergoing a resurgence. Pragmatists do not sharply separate theory and practice, instead bringing philosophical thinking to social engagement. Their distinctive theories of truth, and their pluralism and fallibilism, continue to be influential. We will explore writings of the original pragmatists, including Peirce, James, Dewey, and Addams; neo-pragmatist femi-

nists and philosophers of science; and their critics.

Meets Humanities I-B requirement

S. Hawthorne

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

350s(2) Pain

Pain is so common that it is tempting to think we know exactly what it is. Theorizing is complicated, however, by our loose usage of the word "pain" and by fascinatingly bizarre pain experiences. In this course, we will critically consider the leading modern theories and the arguments for them offered by philosophers and pain scientists. We'll attempt to arrive at our own answer to the deceptively simple question: What is pain? The course concludes with a focus on the ethical implications of our new understandings. Do animals or fetuses feel pain? Is ending life ever justified to relieve it? More basically: If pain is a variable, complex experience can it support any ethical claims?

Meets Humanities I-B requirement

J. Corns

Prereq. 8 credits in dept, or 4 credits in department and 4 credits in either neuroscience or psychology; 4 credits

*351fs Systematic Study of One Philosopher

Fall 2011

*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 2012

*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 2011

*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 2012

*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

T. Wartenberg, R. Hachiyaniagi

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 or permission of instructor; 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, Scecina, Terrell, Whitcomb; Instructor Walko. Riding Instructor, Law, Pierce

The Department of Physical Education aims to develop in the student an awareness and an intelligent understanding of the need for and effects of healthy physical activity. The instructional program offers opportunities for the student to acquire lifetime sport and movement skills that will enhance her overall quality of life, both now and in the future.

Six physical education units are required of all students, except transfer students, whose requirements are based on entering status. Sophomore transfer students need 4 units and junior transfers, 2 units. Students who do not feel safe in deep water are encouraged to take a swimming course.

Most physical education courses meet two hours a week for one semester, for 2 physical education units. Some courses, however, meet for half a semester, for 1 physical education unit.

Fees are indicated where required.

The physical education department does not offer a physical education major program, but 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

M. Scecina

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
C. Lee
2 units

303s Swim and Stay Fit

Offers conditioning through endurance swimming. Includes instruction on stroke technique.

Does not meet a distribution requirement
C. Lee
Prereq. For intermediate and advanced swimmers; 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
D. Allen
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
D. Allen
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
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, A. Whitcomb, J. Friedman, 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).; half semester. no repeats; 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.

110f Hiking in the Pioneer Valley

This course will introduce and develop an understanding of the activity of hiking by presenting the basics in the form of lecture and activity. It will cover safety, equipment, and planning trips. Course will consist of local hikes.

Does not meet a distribution requirement

C. Lee, L. Priest

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

B. Arrighi

half of semester. 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, L. Hastie

half semester. fee course; 1 unit

114fs Beginning T'ai Chi

Fall 2011

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 2012***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

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

H. Haneishi

half semester; 1 unit

118f 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

half semester. No repeats.; 1 unit

***119fs Ballroom Dance**

Introduces ballroom dances such as foxtrot, rumba, waltz, polka, cha-cha, tango, and swing.

Does not meet a distribution requirement

L. Priest

half semester. No repeats.; 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

B. Arrighi

Prereq. Completion of a Basic RAD self defense class; course fee \$25; RAD manual and Kubotan \$10; dress comfortably with athletic shoes with non-marking soles; no repeats; half 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, L. Hastie

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 Sat-

urday 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

*M. Esber, S. Terrell, A. Whitcomb, M. Scecina
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. Santiago, A.

Whitcomb

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

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. Esber

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

half 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

T. Walko

*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 fall semester, 2nd half spring semester. No repeats.;
1 unit*

***140f Beginning Cricket**

Students will be introduced to the basic skills of cricket and will learn how to play a match. They will learn the fundamentals of batting, fielding, bowling and the rules of the game of cricket.

Does not meet a distribution requirement

P. Saunders

First half of fall semester.; 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

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. Seccina, 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. Esber

Prereq. Physical Education 134 or permission of instructor; Half semester course, usually following Physical Education 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 or permission of instructor; 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 with PE 136-01.

Does not meet a distribution requirement

D. McMenamin

first half of semester. 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

T. Walko

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

J. Friedman

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 or permission of instructor; 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

The Equestrian Center and its instructors are licensed by the Commonwealth of Massachusetts. Under Massachusetts law, "an Equine Professional is not liable for an injury to, or death of, a participant in equine activities resulting from the inherent risk of equine activities, pursuant to section 2D of Chapter 128 of the General Laws."

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

All riders must wear properly fitting headgear passing or surpassing current applicable ASTM/SEI standards with harness secured when mounted. With the exception of beginner classes, all riders must have the following

riding attire to participate in riding classes: approved helmet, riding breeches, and correct footwear. Correct footwear includes: paddock boots with half chaps or tall riding boots. Full chaps and paddock boots are allowed during cold weather. No tank tops.

All riders must be prepared to allow approximately one half-hour before and after each class to properly groom, tack, and cool out their horse.

Riding is a sport in which the rider's balance and the horse's balance are integrally connected. When a rider's body weight is significantly high 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 or email equestrian@mtholyoke.edu.

51fs Beginning Riding: An Introductory Course

Covers safety procedures in handling, grooming, tacking, and control of the horse at the walk, trot, and canter; allows students to develop a half-seat position 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

2 meetings (60 minutes); fee course (Riding

Fee: \$560); 2 units

52fs Beginning Riding II

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, A. Wiktor

2 meetings (60 minutes); fee course (riding fee: \$560); 2 units

151fs Low-Intermediate Riding

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

2 meetings (60 minutes); fee course (riding fee: \$560); 2 units

250fs Intermediate Basic Flat Work

The focus will be on improving the rider's effective use of the aids to influence the horse and on developing a secure position and balanced position on the flat. The rider will learn the basics of putting a horse on the bit. Riders will work on strength and balance at all three gaits.

Does not meet a distribution requirement

R. Sattler

Prereq. For riders capable of controlling a horse at the intermediate level at the walk, trot, and canter.; One hour class, Monday only. Fee \$350; 1 unit

251fs Intermediate Riding

Focuses on improving the rider's effective use of the aids to influence the horse and on developing a secure position and balance. For those capable of riding on the flat and over two-foot jumps, while maintaining control of the horse.

Does not meet a distribution requirement

R. Sattler, J. Wilda, E. Donaldson

2 meetings (60 minutes); fee course (riding fee: \$560); 2 units

252fs Introduction to Dressage

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

R. Sattler, E. Donaldson

Prereq. Must be able to walk-trot-canter.

Permission of the instructor.; fee course (Riding Fee \$560). Two 60 minute classes.; 2 units

255fs Intermediate Western Horsemanship

Focuses on improving the rider's effective use of the aids to influence the horse and to develop a secure position and balance for western horsemanship. Focus on equitation and pattern skills.

Does not meet a distribution requirement

K. Waincott, K. Labbee

Prereq. Permission of instructor. For riders that are capable at the walk, jog and lope; fee course (Riding fee \$350). One 60-minute class; 1 unit

351fs High-Intermediate Riding

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

C. Law

2 meetings (60 minutes); fee course (riding fee: \$560); 2 units

352fs Intermediate Dressage

Teaches riders who have had an introduction to dressage how to gain more confidence and skill, influencing horses in all three gaits and how to correctly ride the dressage movements required at the upper training levels. Riders must be able to put most horses on the bit.

Does not meet a distribution requirement

R. Schurink, P. Pierce, The department

Prereq. permission of instructor; PE 352-01 and -02: fee \$560 (two classes per week). PE 352-03 and -04: fee \$350.00 (one class per week); 2 units

451fs Advanced Riding

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

2 meetings (60 minutes); fee course (riding fee: \$560); 2 units

452fs Advanced Dressage

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 (riding fee: \$560); 2 units

455fs Advanced Dressage and Jumping

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, J. Collins

Prereq. permission of instructor; 1 meeting of 1.5 hours; fee course (riding fee: \$560); 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

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, P. Pierce, The department

Prereq. Permission of instructor; 10 lessons (50 minutes); fee course (riding fee: \$750); 1 unit

460fs Private Hunter Seat Instruction

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

Prereq. Permission of instructor; 10 lessons (50 minutes); fee course (riding fee: \$750); 1 unit

461fs Semi-Private Hunter Seat Instruction

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

Prereq. Permission of instructor; 10 lessons (50 minutes); limited to two or three students per class; fee course (riding fee: \$560); 1 unit

462fs Semi-Private Dressage Instruction

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, P. Pierce

Prereq. Permission of instructor; 10 lessons (50 minutes); fee course (riding fee: \$560); 1 unit

Academic

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

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

The department

Prereq. soph, jr, sr, or permission of department; 1-4 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

J. Adams

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

T. Walko

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 2011

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 2012**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. Season begins second week of November and lasts until examinations. Begins formally second Monday in January, runs until second weekend in March.

Does not meet a distribution requirement

C. Lee

Team selection by tryout; 5 meetings; 2 units

445s Intercollegiate Lacrosse Team

Includes 14-game schedule. Seven Sisters Tournament and NEWMAC Championship.

Does not meet a distribution requirement

M. 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, Peterson (*chair*), Sutton; Assistant Professors Aidala, Arango; Visiting Assistant Professor Burciaga.

Contact Persons

Cynthia Morrell, *senior administrative assistant*

Mark Peterson, *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 Advanced Lab (Smith Physics 350), 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.

Teacher Licensure

Students interested in pursuing licensure in the field of physics can combine their course work in physics with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of physics, please consult your advisor or the chair of the 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 physics department and in the Department of Psychology and Education. Licensure application information and materials are available in the Department of Psychology and Education.

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

105f Science in the Media

(First-year seminar) Popular coverage of science ranges in depth and accuracy, and many scientists do not see the importance of communicating their work, or their excitement, to the general public. Scientific breakthroughs contribute to everyone's quality of life, but the process is poorly understood by many, leading to misunderstandings and misgivings that can affect public policy. This course will look at newsworthy results from current scientific research, exploring topics to better understand the science, ideas such as scientific consensus and repeatability, and examining the tension that may exist between the scientists and the public. Topics will be pulled largely from the physical sciences.

Meets Science and Math II-C requirement
K. Aidala
Prereq. fy; 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
K. Aidala, 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, in-

cluding 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 impact of size on biological systems, address the implications of solid and fluid mechanics for animal design, survey different modes of ani-

mal 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

J. Burciaga

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

A. Arango

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); fall 2011 offered at Smith; 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 324) 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

J. Burciaga

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

The department

Prereq. Physics 301; 2011-12 - may be team taught with Chem 308. if so, this course WILL have 4th hour but no lab requirement; 4 credits

***329fs Topics in Advanced Physics**

Topics chosen according to the interests of the students and the instructor.

Does not meet a distribution requirement

The department

Prereq. Physics 216; 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 Ferraro, Gill, Khory, Pyle (*chair*); Associate Professors Chen, Smith; Assistant Professor Markovits, Reiter; Visiting Associate Professor Ghosh; Visiting Associate Professor Fox (complex organizations)

Contact Persons

Patricia Ware, *senior administrative assistant*
Christopher Pyle, *chair*

Requirements for the Major

Credits

- A minimum of 32 credits

Courses

- One course must be taken in each of the four subfields, ordinarily to be selected from the list below. With permission from the department chair, certain 300-level courses may substitute for a 200-level field requirement, but no 300-level course may be counted as satisfying both a field requirement and the three 300-level course requirement in politics.

American politics:

- Politics 104, American Politics
- 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 247, International Law/Organization
- 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 233, Invitation to Feminist Theory
- Critical Social Thought 250, Classic 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 2011

100f(1) 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

100f(2) Confessions, Novels, and Notebooks: The Self and Political Thought

(First-year seminar; writing-intensive course; Same as Critical Social Thought 100 (02))

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

100f(3) The Politics of Food

(First-year seminar; writing-intensive course)

A critical examination of the political and economic forces informing the production, distribution, marketing, and consumption of food in the United States. We will look at the power relations and institutional arrangements that inform what we eat. Topics include the industrialization of food production and its impact on workers, public health, and the environment; animal welfare, veganism, and other ethical issues; the marketing of unhealthy diet choices; and corporate influence over agricultural policy and

food regulation. We will also consider various individual, cultural, and policy solutions to the problems surrounding food and diet in America.

Meets Social Sciences III-A requirement

D. Amy

Prereq. fy; 4 credits

100f(4) 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

100f(5) 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

Spring 2012

**100s(1) Family Ties*

(First-year seminar; writing-intensive course) In this course, students will engage a number of classic works of literature and moral phi-

losophy, 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

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

C. Ghosh, D. Amy

4 credits

106f Comparative Politics

(Writing-intensive course) This course provides an introduction to comparative political analysis. The primary objective of the class is to help students understand how the modern world, one characterized by the rise of industrialized nation-states, took form and what shape it might take in the post-Cold War era. We will examine how the challenges of economic development, social transformation, and nation-building sparked the emergence of alternative roads to modernity characterized by diverse configurations of political institutions and social forces. We will also assess how globalization and the re-emergence of local identities may be redefining our understanding of modernity.

Meets Social Sciences III-A requirement

C. Chen

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, A. Reiter

4 credits

151f Fire and Sword in the Caucasus: A Family Saga

(First-year seminar; See European Studies 100f(04), Russian and Eurasian Studies 151f(01))

Meets Social Sciences III-A requirement

S. Jones

4 credits

209s Russian Politics: From Communism to Capitalism

(See Russian and Eurasian Studies 240, European Studies 240)

Meets Social Sciences III-A requirement

S. Jones

4 credits

211s 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

212f 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

C. Ghosh

Prereq. soph, jr, sr, or first-year with permission of instructor; 4 credits

225f Winners and Losers: Taxation, Social Justice, and Economic Choices

(Speaking-intensive course; See Complex Organizations 220)

Meets Social Sciences III-A requirement

J. Fox

Prereq. History 171, or Politics 104, or Economics 103 or 104, or permission of instructor; 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

233f Feminist Theory: Introduction to Feminist Theory

(Same as Gender Studies 221f-01) This course is designed to introduce students to 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 popular feminist ideas, such as women's rights, reproductive freedom, and agency.

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 or permission of instructor; 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 or permission of instructor; 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

240s 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

242s Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

(Taught in English; Same as Russian and Eurasian Studies 242) 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

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

C. FernandezAnderson

4 credits

246f 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, or permission of instructor; 4 credits

247s International Law and Organization

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

A. Reiter

Prereq. soph, jr, sr; 4 credits

250f Black Urban Reform

Examines how African Americans have shaped, and been shaped by, the modern American metropolis. Explores the impact of migration, residential segregation, changing economic conditions, and political incorporation on black urban life chances. Investigates the efforts of African Americans to deal with cities through organizations, movements, and traditions of black reform.

Meets multicultural requirement; meets Social

Sciences III-A requirement

P. Smith

Prereq. soph, jr, sr; 4 credits

***252s Urban Political Economy**

(Community-Based Learning course) This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How are differences of race, class, and gender negotiated through urban institutions and community struggles? This course will have equal numbers of Mount Holyoke and Holyoke Community College students, and be team taught with Professor Mary Orsich, Economics, Holyoke Community College.

Meets Social Sciences III-A requirement

P. Smith

Prereq. permission of instructor. For permission, fill out application available at Politics department.; 6 credits

253f Introduction to Comparative Empires

(Same as History 250) This course probes the characteristics of imperial rule, as well as the differences between one empire and another. The course asks: What are empires, and what animates them - economic exploitation, power politics, and/or cultural commitments? How do empires impose and maintain their authority, and what is their impact on centers and provinces, and on elites and the common people? How do empires deal with the heterogeneous peoples, religions, races, and cultures they conquer and incorporate into their fold? Who is driven to resist imperial power, how do they resist, and what other forces lead empires to dissolve? Finally, what is the relation between empire and the modern nation state?

Meets multicultural requirement; meets

Humanities I-B requirement

J. Cocks, R. Payne

Prereq. so, jr or fy with permission of instructor.; Gateway course for thematic minor on Comparative Empires.; 4 credits

264f Russia and the West

(Taught in English; See Russian and Eurasian Studies 241)

*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
V. Ferraro, J. Ellis
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

300f The New Democracies

(Taught in English; Same as Russian Eurasian Studies 313) 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

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

328f Liberalism and Its Critics

(Same as Gender Studies 333f(05)) This course is designed to engage students in central questions of liberalism, as well as critical responses to it. We will explore the development of liberal thinking, drawing from classic seventeenth-century texts as well as contemporary works. Together we will consider concepts such as rights, individualism, choice, and equality, with particular attention to liberal feminism and feminist critiques of liberalism.

Meets Social Sciences III-A requirement
L. Zuckerwise

Prereq. 8 credits in department or permission of the 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 or permission of instructor; 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

346f Seminar in Public Policy

The purpose of this course is to develop the ability to analyze, choose, and promote public policies - the practical political skills that are essential to effective citizenship. Students work in teams to apply various policy analysis techniques to an assigned policy problem.

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 or permission of instructor; 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 or permission of instructor; 4 credits

350s Revolutions

(Taught in English; See Politics 350)

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 or permission of instructor; 4 credits

357f War and Peace in South Asia

(Speaking- and writing-intensive course)

Multiple forms of conflict and violence fueled by economic inequality, political instability, and rising radicalism mark South Asia—a region of contested histories, ideologies, and territories. We will explore the histories and causes of enduring conflicts, such as Kashmir and the wars in Afghanistan, separatist movements in Pakistan, India, and Sri Lanka, and potential conflicts over scarce water and energy resources. We will conclude with analysis of the role of external powers, such as China, Iran, and the U.S. in South Asia and assess the prospects for peace in the region.

Meets multicultural requirement; meets Social Sciences III-A requirement

K. Khory

Prereq. jr.sr. 8 credits in department; 4 credits

359f Democratization and Civil Society in East Asia

This course examines the dramatic emergence of democratic institutions and civil society in East Asia. The primary aim of the class is to help students understand and analyze the process of democratic unfolding in Japan, Korea, and Taiwan. We will also evaluate China's recent, albeit limited experiments with democratic practices. We will begin by contrasting Western perspectives of democracy with both traditional and more contemporary Asian understandings of democracy.

We will then focus on the actual processes of democratic consolidation in each of the cases, especially the developments that precipitated political crisis and ultimately, political change.

Meets multicultural requirement; meets Social Sciences III-A requirement

C. Chen

Prereq. jr sr; 4 credits

*361s Politics & 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. 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

367s Decision Making

On decision making, and the pathologies of decision making, in American politics. When, and to what extent, can we say that a particular policy decision is the result of rational choice, institutional processes, pluralistic pressures, or other forces? When are individual or collective decisions likely to be marred by “groupthink,” selective attention, or self-deception? To what extent, if at all, may collective decisions be considered rational or moral? When are challenges to authority, or to dominant opinion, likely to make a difference?

Meets Social Sciences III-A requirement
C. Pyle

Prereq. Politics 104, 245, 246, or permission of instructor; 4 credits

370s 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

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 or permission of instructor; 4 credits

385s International Security

This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; humanitarian intervention; nuclear proliferation; and terrorism. The course concludes with analysis 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, Politics 106 recommended; 4 credits

391fs Pivotal Political Ideas

This course explores such contested terms of political discourse as freedom, alienation, power, democracy, conservatism, cosmopolitanism, and the public sphere - as those concepts have been interpreted by diverse currents of political thought. Each year we will highlight a different conceptual theme.

Fall 2011

**391f(5) Good and Evil*

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

The department

Prereq. jr, sr, 8 credits in department or in critical social thought; 4 credits

Spring 2012

391s(1) Political Violence

(Community-Based Learning course) Societies pride themselves on being civilized when they transcend rule by violence and implant rule by law. Civilized societies pride themselves on being liberal democracies when they recognize the political equality of all citizens, represent the interest of those citizens in government, and make decisions through peaceful deliberation and compromise. But what exactly is violence, and what is wrong with it? Does it entail physical force, or can violence be present when bloodshed is absent? Is it a means to power, an expression of powerlessness, or both? Is justice always served by the exit of violence from social life? Are liberal democracy and violence truly antithetical?

Meets Social Sciences III-A requirement

J. Cocks

Prereq. Jr, sr, 8 credits in politics, ir, or cst, or by permission of instructor.; 4 credits

391s(2) Sovereignty

This semester we will focus on the idea of sovereignty, from its articulation in the sixteenth century by the absolute royalist Jean Bodin, to current debates over whether sovereign power is outmoded both domestically and in international relations.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department or permission of instructor; 4 credits

***391s(3) Conservatism**

(Community-Based Learning course) 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, iso-

lationists, and activists of the Tea Party movement.

Meets Social Sciences III-A requirement

J. Cocks

Prereq. jr, sr, 8 credits in department or international relations or critical social thought, or permission of instructor.; 4 credits

***391s(4) Citizen and the Foreigner**

(Community-Based Learning course) 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, or permission of instructor.; 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 and Sierra Leone.

Meets Social Sciences III-A requirement

C. Newbury

Prereq. jr, sr, 8 credits in the department; 4 credits

Related Courses in Other Departments

Available for credit in politics. See department listings for course descriptions.

Gender Studies

270 Feminism and Capitalism

International Relations

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

Russian and Eurasian Studies

131 An Introduction to the Peoples and Cultures in Russia and Eurasia

151 Fire and Sword in the Caucasus: A Family Saga

240 Russia: From Communism to Capitalism

241 Russia and the West

242 Oil and Water Don't Mix: Geopolitics, Energy, and the Environment

243 Terrorism: Russia as Its Cradle

313 The New Democracies

316 Foreigners Within, Foreigners Without: Europe and Its New Neighbors (Seminar)

330 Nationalism

350 Revolutions

Psychology

The major and minor in psychology are administered by the Department of Psychology and Education: Professors Binder, Cohen, Deutsch, Hollis, Hornstein, Millard, Packer, Ramsey (*chair*), Shilkret; Assistant Professor Douglas; Lecturer C. Morrow; Visiting Assistant Professors Graham and Breen.

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

100s Introduction to Psychology

How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.

Meets Social Sciences III-A requirement

E. Graham

4 credits

101f 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

Prereq. Seniors need to get permission from the instructor.; 4 credits

110f Introductory Seminar in Psychology

Fall 2011

110f(1) 100 Marathons

(First-year seminar; speaking-intensive course) Why do some people push themselves further than what seems humanly possible, while others stop short? Why is something just a hobby for one person, and a complete identity or life's work for another? In this course, we will explore people who run 100 marathons, both literally and metaphorically, including athletes, business leaders, and educational reformers. We will examine case studies of incredible stamina, persistence, and leadership, using a variety of analytic perspectives, including psychological, spiritual, contextual, and physical.

Meets Social Sciences III-A requirement

B. Packard

4 credits

110f(2) Bright, Shiny People. The Technology of Human Enhancement

(First-year seminar) Is intellectual and physical performance enhanced by neuroactive chemicals? Will reproductive technology obviate the necessity of the biological womb? What is the limit of life extension? Of interest is the application of technology to human enhancement. The course departs from a survey of current attempts to restore human function, and moves to a consideration of the imagined futures of nanotechnology, biotechnology, information technology, and cognitive science. A context for enhancement is found in modern fiction (e.g., Shelley's *Frankenstein*) and culture (e.g., the eugenics movement), and postmodern philosophy (e.g., transhumanism) and literature (e.g., cyberpunk).

Meets Social Sciences III-A requirement

W. Millard

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

G. Hornstein, A. Douglas

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

K. Binder, C. Morrow

Prereq. a 100-level course in psychology; Students should sign up for the lecture course and one lab section; 4 credits

208f What Is Memory?

(Speaking-intensive course; Same as Gender Studies 212f (1)) Memory has a wide range of meanings and applications in many different contexts. What, for example, is the difference between artificial intelligence and human memory? How are national identities constructed around the commemoration of great events? What is the importance of memory in relation to concepts like justice and progress? How do rituals and performances work to determine gender and other identities? How can we understand the differences in episodic, implicit, long-term, short-term, or working memory? For individuals and societies, what are the implications of the absence of memory? We examine psychological, social, political, and cultural approaches to understanding memory.

Meets Social Sciences III-A requirement

A. Douglas

Prereq. Prereq sophomore or junior; first years with permission of the instructor; Gateway course for the thematic minor on Memory.; 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

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 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

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.

210s Social Psychology

This course surveys a range of topics within social psychology. How do other people influence us? How do people perceive one another? How do attitudes develop and change? Under what conditions do people conform to, or deviate from, social norms? We will survey concepts across several areas of social psychology with an emphasis on empirical research evidence.

Meets Social Sciences III-A requirement

J. Salvatore

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

212f Individuals and Organizations

(See Complex Organizations 212)

Meets Social Sciences III-A requirement

D. Butterfield

4 credits

213s 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

The department

Prereq. Soph, jr, sr; 4 credits

*216f 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

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

*319s Seminar in Social Psychology: 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.

220f Theories of Personality

How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major theories of personality, and will encourage critical analysis of the various theories. We will examine personality from the perspectives of psychoanalytical, humanist, and constructivist theories, as well as from the perspective of positive psychology.

Meets Social Sciences III-A requirement

A. Douglas

Prereq. 100 level psychology course; 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

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. Jr. sr., Psych 200, 201; one course in the personality/abnormal area preferred, and permission of instructor; 4 credits

329f Seminar in Personality and Abnormal Psychology

Fall 2011

329f(1) *Psychology of Trauma*

(Same as Gender Studies 333f(01)) What happens after a traumatic event? Why do some people develop psychological disorders and others do not? This course will explore the psychological theories and research on trauma and stress. Topics covered will include childhood abuse, domestic violence, combat violence, community violence, and interpersonal violence. The seminar will explore psychological dysfunction, disorders, as well as adaptation and coping following exposure to traumatic stress. In addition, the course will explore the concept of "cultural trauma."

Meets Social Sciences III-A requirement

A. Douglas

Prereq. 100 level psychology course; Psychology 200; jr or sr. A course in abnormal psychology preferred.; 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. A course in biological sciences (200, Introduction to Biology II: How Organisms Develop) is 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 or permission of instructor; 4 credits

233fs Educational Psychology

(Community-Based Learning course; Same as Education 233) 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

The department, B. Packard

Prereq. soph, jr or sr; Prepracticum required; 4 credits

234s Differences in Learning

(See Education 234)

Meets Social Sciences III-A requirement

The department

Prereq. A 100 level course in psychology, 230 or 236, and 233; 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

Prereq. a 100-level course in psychology; 4 credits

330fs Lab in Developmental Psychology

Fall 2011

330f(1) Factors Affecting the “Math Path” of Young Women

(Same as Gender Studies 333f (07)) 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 SummerMath 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) Personality, Health, and Well-Being in Midlife

Recent research suggests that midlife is a unique phase and is distinct from younger and older adulthood. This course will cover the latest theory and research on midlife development, examining the psychological, biomedical and social aspects within the context of the adult lifespan. Students will conduct two research projects during the semester examining midlife using different methodologies, and give presentations on selected articles and lead in-class discussions. By the end of this course students will have developed their skills in writing coherent literature reviews, gain confidence using analytical methods (SPSS), and learn to write a high-quality research report.

Meets Social Sciences III-A requirement

E. Graham

Prereq. Psychology 200, 201; and 230 or 236; 4 credits

Spring 2012

330s(1) Psychological Perspectives on Adoption Adoption has become a common way to create families in the United States and many other countries. The experience of adoptees, birth parents, and adoptive families raise many questions about family relationships, identities, and community membership. In this course we will look how adoption has been studied, with a particular focus on the experiences of adoptees and their adoptive parents. Students will develop research questions, consider different methods and related ethical issues, and analyze survey and interview data.

Meets Social Sciences III-A requirement

P. Ramsey

Prereq. Psychology 200; 201; and 230 or 236.; 4 credits

330s(2) Adolescent Development in Community Settings

This course is a study of research methods in developmental psychology, focusing on observational, survey, and interview techniques for studying young children, adolescents, and adults. It encourages the student to think about the basic issues of developmental psychology research: the conceptualization of problems, design of research, choice of methods to be used, and ethical questions that might arise. Students complete a major research project.

Meets Social Sciences III-A requirement

B. Packard

Prereq. Psychology 200, 201; 230 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, M. Seiler

Prereq. Psychology 200, 201, and 230 or permission of instructor; 2 labs (3 hours each) required at Gorse Children's Center at Stonybrook; 4 credits

339f Seminar in Developmental Psychology: Adult Development and Aging

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 success-

fully or unsuccessfully from various psychological perspectives.

Meets Social Sciences III-A requirement

E. Graham

Prereq. Psychology 200, 201, and 230 or 236; 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) 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

M. Breen

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

M. Breen, K. Binder

Prereq. a 100-level course in psychology; 4 credits

245f Psychology of Music

(Same as Music 245) Every culture in the world has some form of music, but why did music evolve, and what function does it serve? In this course, we will explore the cognitive and neural processes that underlie music perception and production to ask the following questions: Does music have universal features that cross cultures? How does music convey emotion? What do infants know about music? Is music specifically human? And finally, what are the parallels between music and language? Through these questions, we hope to discover something about the origin of music and what makes it such an integral part of our daily lives.

Meets Social Sciences III-A requirement

M. Breen

Prereq. a 100 level course in Psychology or permission of instructor. Formal music training is not required for the course; 4 credits

340fs Laboratory in Perception and Cognition

Fall 2011

340f(1) 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

Spring 2012

340s(1) Speech

This course presents an overview of laboratory methods in cognitive psychology: research design, methodology, data analysis, and statistical inference. We will explore these issues through the lens of human communication; specifically, speech. Students will design and carry out a research project in which they record and analyze speech to explore questions about how meaning is expressed through spoken language.

Meets Social Sciences III-A requirement

M. Breen

Prereq. Psychology 200, 201 and 241; 4 credits

349f Seminar in Perception and Cognition: Language and Thought

Languages differ in the way they describe the world. For example, the noun for bridge is feminine in German, but masculine in French. Russian has two words for blue, while English has only one. The Piraha (an Amazonian hunter-gatherer tribe) arguably have no number words. In this course, we will be asking to what extent these cross-linguistic differences are reflected in thought. That is, do German speakers think bridges are more feminine than French speakers do? Can Russian speakers discriminate different shades of blue better than English speakers? Can the Piraha count? In exploring these questions, we hope to discover how tightly linked language and thought are.

Meets Social Sciences III-A requirement

M. Breen

Prereq. Psychology 200, 201, and 241.; 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 bio-

logical sciences. Courses in computer science (101, Problem Solving and Structured Programming) and philosophy (264, Philosophy of Mind;) are also recommended.

250f Introduction to the Biological Bases of Behavior

(Same as Neuroscience and Behavior 250)

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, 4 credits in biological sciences, and instructor permission; 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 and permission of instructor. Preference given to junior and senior psychology and neuroscience and behavior majors; 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, 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 Personality Development. See Ms. Reilly Carlisle,

Ms. Lawrence, or Ms. Frenette for assistance in selecting this course work.

- This option requires a minimum of 4 credits of Education 395.

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.

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 College is approved by the state of Massachusetts to offer "initial" licensure programs in the following areas: early childhood education (PreK-2), elementary education (1-6), biology (5-8) and (8-12), chemistry (8-12), earth science (5-8) and (8-12), physics (8-12), English (5-8) and (8-12), history (5-8) and (8-12), mathematics (5-8) and (8-12), political science (5-8) and (8-12), French (5-12), German (5-12), Italian (5-12), Latin and classical humanities (5-12), Russian (5-12), Spanish (5-12), dance (all levels), music (all levels), theatre (all levels), visual art (PreK-8) and (5-12).

Procedures and Courses of Study

Students who wish to pursue teacher licensure at Mount Holyoke must complete the following: 1) attend an initial advising session with Sarah Frenette, Five College Teacher Licensure Coordinator, 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. Part of the 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 2009–2010 are as follows:

One hundred percent of the 22 2009–2010 program completers passed the reading and writing sections of the Massachusetts Test for Educator Licensure. One hundred percent of the 17 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 multi-subject and mathematics subtests (9), French 5–12 (1), history 8–12 (1), visual art PreK–8 (2), and visual art 5–12 (1). The aggregate score for the 22 students who took a total of 22 subject areas was 100 percent. The summary total and aggregate score for the twenty two 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, Dance, Music, Theatre, or Visual Art

Students pursuing middle or secondary (as well as foreign language, dance, music, theatre, or visual art) licensure must take Psychology 230 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.

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 resumé, transcript of good academic standing, a copy of their current degree audit, evidence of passing the appropriate components of the MTEL for the license sought, two faculty recommendations, and a written essay. Following completion of prerequisite courses offered in their chosen major and in the Department of Psychology and Education and acceptance into the

practicum semester, students are eligible to enroll in a student teaching practicum offered in the spring semester of their senior year.

Ninth-Semester Program

This program is intended for students who cannot complete all of the teaching program requirements before graduation (not available for Psychology and 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 License from the Massachusetts Department of Elementary and Secondary Education

To become eligible for licensure in the state of Massachusetts through Mount Holyoke's curriculum, students must 1) successfully complete the requirements of a Mount Holyoke teacher licensure program, 2) pass all the appropriate components of the Massachusetts Tests for Educator Licensure (MTEL), and 3) submit licensure application materials and fees to the Massachusetts Department of Elementary and Secondary Education. Once candidates obtain licensure in Massachusetts, they are eligible for licensure in many other states through reciprocity agreements arranged by the Massachusetts Department of Elementary and Secondary Education.

Course Offerings

202f Examining Features of Shape and Measuring Space in One, Two, and Three Dimensions

(Same as Mathematics 201) We will work with 2D and 3D shapes, develop mathematical vocabulary regarding features of shapes, and explore definitions and properties of geometric objects. The seminar includes a study of angle, similarity, congruence, and the relationship between 3D objects and their

2D representations. The measurement component will provide opportunities to examine different attributes of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. As we explore the conceptual issues of length, area, and volume and their complex interrelationships, we will also examine how children develop these ideas.

Does not meet a distribution requirement

J. Lester

Prereq. Permission of instructor; 4 credits

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. sophomore, junior, senior or permission of instructor; Prepracticum required; 4 credits

233fs Educational Psychology

(Community-Based Learning course; See Psychology 233)

Meets Social Sciences III-A requirement

The department, B. Packard

Prereq. so, jr, sr; Practicum required; 4 credits

234s Differences in Learning

(Same as Psychology 234) 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

The department

Prereq. A 100 level course in psychology, 230 or 236, and 233; Prepracticum required; 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

(Community-Based Learning course; speaking-intensive course) 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. ReillyCarlisle, S. Lawrence

Prereq. One of the following: Psychology 230, 233, 236, Education 205, Educational Studies 215 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. 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. ReillyCarlisle

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. ReillyCarlisle

Prereq. Sr, Education 300, 325 and 320j, 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. ReillyCarlisle

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

(Community-Based Learning course) 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

The department

Prereq. Limited to students accepted in the practicum year program; Pre-practicum required; 4 credits

330f The Process of Teaching and Learning in Secondary and Middle Schools

(Community-Based Learning course) 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 2012

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 320j, 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 320j, 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 2012

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 2011–2012), Penn (on leave 2011–2012); Assistant Professor Steinfeld; Visiting Associate Professor Hill; Visiting Assistant Professor Battaglia.

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

L. Battaglia

4 credits

109f First-Year Seminar: Muhammad

(First-year seminar) This course introduces Muhammad as a historical and religious figure. The traditional Islamic account of Muhammad's life will be examined. Historical problems will be discussed and attention will be paid to the different views of Muham-

mad held by Muslims and non-Muslims. Finally, the veneration of the Prophet Muhammad within the Muslim community will be explored.

Meets multicultural requirement; meets Humanities I-B requirement

A. Steinfels

Prereq. fy; This course counts toward the Asian Studies major.; 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

202f Introduction to Islam

This course examines Islamic religious beliefs and practices from the origins of Islam to the present, focusing on such central issues as scripture and tradition, law and theology, sectarianism and mysticism. Attention will be given to the variety of Islamic understandings of monotheism, prophethood, dogma, ritual, and society.

Meets multicultural requirement; meets Humanities I-B requirement

A. Steinfels

This course counts toward the Asian Studies major.; 4 credits

203f Introduction to the Hebrew Bible

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

H. Hill

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 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

H. Hill

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

207s Women and Gender in Islam

(Same as Gender Studies 210s-02) This course will examine a range of ways in which Islam has constructed women—and women have constructed Islam. We will study concepts of gender as they are reflected in classical Islamic texts, as well as different aspects of the social, economic, political, and ritual lives of women in various Islamic societies.

Meets multicultural requirement; meets

Humanities I-B requirement

A. Steinfels

This course counts toward the Asian Studies major.; 4 credits

208f Religion and Science Fiction

This course examines the representation of religion in science fiction. We will read works that speculate on the nature, origin, and function of religious beliefs and practices, and on the place of religion in imagined futures and universes. We will also explore science fiction-based religious movements and the use of science fiction to communicate religious ideas. Readings will include works by U. K. Le Guin, C. S. Lewis, P. Pullman, A. C. Clarke, and L. Ron Hubbard, as well as viewings of selected episodes from *Star Trek: TNG* and *Battlestar Galactica*.

Meets Humanities I-B requirement

A. Steinfels

4 credits

210f Religious Ethics

This course explores the ethical implications of religious convictions, particularly implications relevant to personal decisions. It introduces ethical principles through an examination of scriptural sources, a selection of major moral thinkers, and illustrative moral dilemmas. Among the concerns of the course are the components and motives of personal decision, the values and liabilities of fixed norms and principles, and the nature of personal responsibility.

Meets Humanities I-B requirement

J. Crosthwaite

Prereq. soph, jr, sr; 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

***218s 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 natu-

ral 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-210-01)

Meets Humanities I-B requirement

L. Fine

4 credits

226f Introduction to the Philosophy of Religion

(Same as Philosophy 226fs, Critical Social Thought 250) This course surveys the classical responses major Western thinkers have had to great religious questions. Ancient Greece, the Enlightenment, the nineteenth and twentieth centuries serve as the primary periods of focus. Works by Plato, Anselm, Aquinas, Hume, Kant, Dostoevsky, Marx, Kierkegaard, and Tillich are just a few of the materials we will read. The classical arguments for G-D's existence, as well as the nature of human freedom, and the place of reason and faith in social life will be addressed.

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, or permission of instructor; 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 the-oretical approaches to questions of religion and ethics.

Meets Humanities I-B requirement

L. Fine

Prereq. 8 credits in religion or Jewish studies, or permission of instructor; 4 credits

235f 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 in a comparative way, 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 *Koran*, 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) This course explores women and Buddhism during different historical periods and in different cultures. Through a variety of sources, this course will illuminate Buddhist concepts of gender and sexuality, views of women's spiritual capacities, the diversity of women's images, roles, experiences, concerns, and contributions in Buddhist societies, and scholarly approaches to women in Buddhism. Special attention will be given to how gender is constructed in each cultural and religious context encountered, with particular emphasis on Buddhist women in Southeast Asia. We will look into the reasons why texts on religion have not always included the voices of women, and we will investigate ways to uncover them through research techniques and alternative hermeneutical strategies.

Meets multicultural requirement; meets

Humanities I-B requirement

L. Battaglia

This course counts toward Asian Studies major.; 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 associ-

ated 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 thematic minor on food (2010-2013); 4 credits

261f Hinduism

(Same as Asian Studies 261) 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

I. Peterson

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

L. Battaglia

This course counts toward the Asian Studies major.; 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

285s 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 between sexuality and issues of gender, culture, power, and resistance. Primary readings will include letters, narrative accounts of female and male ascetics, monastic rules, and "heretical" scriptures. These will be supplemented by modern scholarship in early Christian studies and the history of sexuality.

Meets Humanities I-B requirement

M. Penn

Prereq. Previous course in religion or gender studies; 4 credits

309s Books Before You Go

This course will serve as a senior seminar to engage students in reading basic texts that they may have missed or read only cursorily in other courses. It will offer a time for students to refine their critical reading and writing skills and, to the extent possible, to explore the faculty's own scholarly interests. We hope to exemplify the broad methodological and theoretical issues in the study of religion.

Meets Humanities I-B requirement

J. Crosthwaite

Prereq. jr. sr. 8 credits in department; 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. Steinfels

This course counts towards the Asian Studies major.; 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 bet-

ter 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, or permission of instructor; 4 credits

323fs Topics in Contemporary Theology

Fall 2011

323f(1) Modern Mythmaking and Religion

Stories created through the cultural media have increasingly shaped social worldviews. Many have assumed the status as Sacred Myths. Using the analyses of Eliade, Geertz, Tillich, Derrida, and others, we will examine contemporary films and texts such as *The Wizard of Oz*, *The DaVinci Code*, *Life of Pi*, *The Matrix*, and *Whale Rider*. We will compare these cultural expressions with the classic stories of major religious traditions in order to determine if they qualify as contemporary Sacred Myths.

Meets Humanities I-B requirement

J. Grayson

Prereq. 8 credits in department or permission of instructor; 4 credits

Spring 2012

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 signifi-

cance these women had for him. Students also will be introduced to contemporary readings in theological hermeneutics in order to consider its implications for reading and interpreting autobiography.

Meets Humanities I-B requirement

J. Grayson

Prereq. 8 credits in department or permission of instructor; 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. permission of instructor. preference to juniors and seniors; 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

***327s Robes, Amulets, and Over-Turned Rice Bowls: Buddhism in SE Asia**

This course examines contemporary Buddhist movements in Southeast Asia with particular focus on how Buddhist scholars, activists, practitioners, and leaders have (re)interpreted sacred texts and practices to find guidance in the face of modernization, globalization, and a secular economic world order. We will explore the Buddhist world and cultural change in Southeast Asia, the changing role of monks and the laity in the face of modernization, modern reform movements, the role of women, and Buddhism in the West. Students will do a research paper on some aspect of Buddhist thought and practice embedded in the cultures of Thailand, Myanmar (Burma), Laos, Cambodia, or Sri Lanka.

Meets multicultural requirement; meets Humanities I-B requirement

L. Battaglia

This course counts toward Asian Studies major.; 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 2011

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 or permission of instructor; 4 credits

Spring 2012

***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, or permission of instructor; 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 debate, a bishop's letter on how to bribe Muslim rulers, and an exorcism account concerning demon-possessed monks. Students will be among the first in a thousand years to read these works providing them with a strong knowledge of the history of Christianity, of Islam, and of their first interactions with each other.

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 or permission of instructor; 4 credits

352s Written on the Body: Body Images and Practices in Religious Traditions

This course examines body images and practices in diverse religious traditions around the world. Working with different methodological and theoretical perspectives, we will ask the following questions: What are bodies? How do body images perpetuate or challenge religious and social norms? What roles do bodies play in religious experience? We will generate answers to these questions by investigating a wide range of religious phenomena including healing rituals, relics, saints, fasting, asceticism, and modest dress.

Meets Humanities I-B requirement

L. Battaglia

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, or permission of instructor; 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, on leave spring 2012), Valet (French); Associate Professors Arnold (Classics), Crumbaugh (Spanish), Frau (Italian), Gundermann (Spanish, on leave fall 2011), Mosby (Spanish, on leave fall 2011), Romero-Diaz (Spanish); Lecturer, Esther Castro-Cuenca (Spanish).

Contact Persons

Susan LaBarre, *senior administrative assistant*
Nieves Romero-Diaz, *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 Website

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

Requirements for the Major

The Romance languages major includes work in two of the following Romance languages: French, Italian, Portuguese, and Spanish. The student will select two languages, one for primary and one for secondary emphasis. The student is also encouraged to attain intermediate-level competence in a third Romance language or Latin. Students interested in Por-

tuguese 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

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: The Mind of the Traveler: Journeys, Expeditions, Tours

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) Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

Meets either language requirement or Humanities I-A requirement
O. Frau

Prereq. for language majors: two courses in culture and literature at the 200-level; Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.; 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; Five College Lecturer Evgeny Dengub.

Contact Persons

Carmen Sullivan, *senior administrative assistant*
Edwina Cruise, *chair*

Department Website

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

From Pushkin to Putin, from Balanchine to Lake Baikal, from caviar to commissars, from yurts to *baba yaga*—Russia and Eurasia offer a glittering array of riches waiting to be discovered. Mount Holyoke's Department of Russian and Eurasian Studies invites you to join with us in our exploration of the vast area of the world that we engage in on a daily basis. Through course work in language, literature, history and politics, our students gain a multidimensional understanding of the diverse peoples and cultures that inhabit this region—its past, its present, as well as its prospects for the future.

As the world reconfigures itself at the beginning of the twenty-first century, a reenergized Russia will play a major role in shaping the political and economic futures of Europe and Asia, and resolving issues of global importance like resource use, climate change, terrorism, and nuclear proliferation. Indeed, Mount Holyoke graduates who have focused on Russian studies can be found working in nongovernmental organizations in Washington D.C., embassies in Russia and Europe, the oil fields of Siberia, as well as in journalism and business.

Beyond the purely pragmatic, Russia's fundamental cultural achievements—in literature, art, music, theatre, and film—are of permanent value and interest to students of the humanities. Tolstoy and Dostoevsky,

Akhmatova and Pasternak, Tchaikovsky and Shostakovich, Vertov and Eisenstein, Pavlova and Baryshnikov, Gergiev and Ros-tropovich—the Russian legacy of achievement is profound, and continues to be a living presence in the intellectual, spiritual, and creative life of humanity. Our commitment to this legacy is at once intensely intellectual and deeply personal: until his death in 1996, Nobel Prize laureate Joseph Brodsky was counted among our colleagues.

The Department of Russian and Eurasian Studies is unique among MHC's language departments in that its faculty includes both specialists in language, literature, and culture (Cruise, Dengub, Scotto,) and specialists in history and politics (Jones, Pleshakov). Various trained in Russia, Europe, and the United States, we strive to bring a balance and a perspective to our subject area that is challenging, engaging, thoughtful—and never dull.

For students with a strong interest in the non-Russian nations of Eurasia, a working knowledge of Russian and a grasp of Russia's historical role on the Eurasian continent are essential to understanding the peoples and places that have lived or continue to live under Russian influence (the Caucasus, Central Asia, Siberia). The Mount Holyoke Department of Russian and Eurasian Studies stands out among Russian departments in the Five Colleges in that it includes a specialist who is uniquely qualified to interpret events in Eurasia beyond the borders of Russia itself (Jones). Our students study not only in European Russia, but in Central Asia, the Caucasus, and Siberia, and experience the multicultural expanse of Eurasia.

Beyond regular course work, the department sponsors spring and fall festivals of Russian food, a film series, lectures, and other events (like building a Mongolian yurt).

Getting Started in Russian

A student coming to Mount Holyoke with no background in Russian language should en-

roll 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 addition to RES 101–102, recommended courses for first-year study include:

- RES 151f (02), Fire and Sword in the Caucasus: A Family Saga (first-year seminar) (III-A)
- *RES 205s, Russia (I-B)
- 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)
- *RES 244s (01), Topics in the Recent History of Europe: Red Star over Russia: The Totalitarian Regime of Lenin and Stalin, 1917-1953 (I-B)

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 satisfy distribution requirements in the humanities (I-B). Courses on Russian and Eurasian Politics satisfy distribution requirements in the 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, and international relations), in addition to courses in the Five Colleges. Students are urged to take advantage of these opportunities. The interdisciplinary major exempts students from the College's minor requirement.

Both majors place emphasis on the analysis of texts, on effective oral and written argumentation, and on cooperative learning and independent work. Students who wish to focus their study on the non-Russian areas of northern Eurasia (Ukraine, Caucasus, Central

Asia, the Baltics, the non-Russian peoples of Siberia) are invited to design a special major in consultation with the department. Early consultation is strongly advised.

Requirements for the Major in Russian Literature and Culture

Credits

- When a student has completed two courses at the 200 level, she may, with the permission of the instructor and in consultation with her advisor, enroll in a 200-level course for 300-level credit.

Courses

- Three courses in Russian beyond 201, normally 202, 251, and 252
- RES 205, Russia under the Tsars or 212, Russia
- 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 12 must be at the 300 level, divided among three or more disciplines
- When a student has completed two courses at the 200 level, she may, with the permission of the instructor and in consultation with her advisor, enroll in a 200-level course for 300-level credit.

Courses

- Proficiency in Russian language demonstrated by completion of 202 or equivalent
- A one-semester survey of Russian history, to be chosen in consultation with the advisor
- RES 210, Great Books: The Literature of Nineteenth-Century Russia

- RES 240, Russian Politics: From Communism to Capitalism
- RES 241, Russia and the West

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 251.

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 (251) does not satisfy distribution in the humanities (I-A). Advanced Russian (252) satisfies distribution in the humanities (I-A).

Courses Taught in Russian

- 101/102 Elementary Russian
- 201/202 Intermediate Russian
- 251/252 Advanced Russian
- 295/395 Independent Study

Advanced courses also taught at Amherst and Smith Colleges

Courses Taught in English

- 151 First-year seminar (Topics course) (III-A or I-A)
- 205 The Romanovs: Triumph and Tragedy (I-B)
- 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
- 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, basic conjugation patterns and tenses, and verbal aspect. The textbook, *Beginner's Russian*, includes an interactive

website of diverse oral and written exercises, music and video clips.

Meets language requirement; does not meet a distribution requirement

S. Nazarova

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, unprefix and prefixed verbs of motion, complex sentences, time expressions, and strategies of vocabulary building.

Meets language requirement; does not meet a distribution requirement

The department, S. Nazarova

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

E. Cruise

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

E. Cruise

Prereq. Russian and Eurasian Studies 201 or permission of department; 4 credits

251f Advanced Russian Language: From Reading to Speaking

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.

The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. Texts will include short stories, films, and interviews. Frequent short writing assignments.

Meets language requirement; does not meet a distribution requirement

E. Dengub

Prereq. Russian & Eurasian Studies 202 or permission of instructor; Does not satisfy Humanities I-A requirement; 4 credits

252s Advanced Russian Film and Literature

(Same as Film Studies 220) Students will view films, read excerpts from Soviet and Russian prose about childhood and coming of age, and study the sociocultural aspects of becoming an adult in Russia. Films will include: *Ivan's Childhood*, *The Scarecrow*, *The Thief*, *The Return*. Readings will include literary texts and film reviews. We will continue to work on oral and writing skills, and vocabulary. Russian 252 prepares students to express opinions, ideas, points of view, and critiques on films, social issues and cultural phenomena using more complex and rich language

Meets either language requirement or Humanities I-A requirement

E. Dengub

Prereq. Russian and Eurasian Studies 251 or the equivalent, or permission of the instructor; Taught in Russian.; 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

Fall 2011

151f(1) Fire and Sword in the Caucasus: A Family Saga

(First-year seminar; writing-intensive course; taught in English; Same as Politics 151, European Studies 100f(04)) Situated between the Black and Caspian Seas, and squeezed between Europe and Asia, the political and cultural landscape of the Caucasus is an intriguing reflection of over 2,000 years of imperial contestation, migration, and occupation. Tracing the fate of one Georgian family through empire, war, revolution, and independence, we explore the politics and culture of everyday life in the Caucasus. This is an interdisciplinary course, which will incorporate music, literature, history, and politics to understand the comprehensive and complex nature of change in this region, its connection with global developments, and its impact on ordinary citizens' lives over the last 200 years.

Meets Social Sciences III-A requirement

S. Jones

Prereq. fy; 4 credits

**151f(2) 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 2012

151s(1) *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* and assess interpretations of the novel.

Meets Humanities I-A requirement

E. Cruise

Prereq. fy; 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

E. Cruise

4 credits

211s Topics in Twentieth-Century Russian Literature: Literature and Film on Trial

(Taught in English) Art and artists in twentieth-century Russian society were especially challenged by cataclysmic violence—revolutions, wars, and totalitarian oppression. We will study major works of literature and film and place them in the aesthetic and political contexts that influenced their creation and their reception in Russia. Artists to be studied include Chekhov, Vertov, Babel, Eisenstein, Kupreyanva, Zamyatin <i>(We)</i>, Solzhenitsyn, Tarkovsky, Erofeev, Brodsky.

Meets Humanities I-A requirement

E. Cruise

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, European Studies 240) 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

241fs Russia and the West

(Taught in English; Same as Politics 264)

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 republics 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 242) 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****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 300)

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; Same as Politics 308) 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

***350fs Revolutions**

(Taught in English; Same as Politics 350)

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, Tucker; Associate Professor McKeever; and Assistant Professor Banks.

Contact Persons

Susan Martin, *senior administrative assistant*
Eleanor Townsley, *chair, fall 2011*
Joshua Roth, *chair, spring 2012*

Sociology is the systematic study of society and social relations. Sociology majors develop the critical tools to theoretically and comparatively understand social trends and problems, grasp the intersection of self and society, and analyze empirical data. They read the works of major sociological thinkers, from the classical figures who founded the discipline to contemporary theorists of society. The major requires courses in research methods and sociological theory. The faculty also offers classes in criminology, collective behavior and social movements, the sociology of gender, social inequality, political sociology, and the sociology of 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, including:

- 123, Introduction to Sociology
- 4 credits at the 300 level
- 12 additional credits above the 100 level

Course Offerings

103f Intellectuals, Media, and the Public Sphere

First-year seminar (Speaking-intensive course) This course introduces topics in the sociology of intellectuals, with a focus on the relationships between the academy, the media, and the public sphere. In the first part of the course, we will read classical theoretical texts as well as several exemplary empirical studies. In the second part of the course, students will collect and analyze opinion data to address questions about the space of media intellectuals in the contemporary United States.

Meets Social Sciences III-A requirement

E. Townsley

Prereq. fy only; 4 credit

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

P. Banks, B. McKernan

4 credits

216f Issues in Sociology

Fall 2011

216f(1) *Racial and Ethnic Relations*

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 Social Sciences III-A requirement

P. Banks

Prereq. Sociology 123; 4 credits

216f(2) *Sociology of Media*

This course is an overview of sociological research on mass media in which students are introduced to research at the early Chicago School of sociology (Park), the Frankfurt School tradition (Adorno, Horkheimer, and later Habermas) the Columbia School tradition (Katz, Lazarsfeld), field theory (Bourdieu, Benson), and more recent American cultural perspectives on media (Alexander, STRONG program). The relationship between democracy and the media is a central theme. In the second half of the course, students will be asked to develop their own projects which analyze a contemporary mass media system, such as television news, blogs, social networking, etc.

Meets Social Sciences III-A requirement

E. Townsley

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

225f 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

226fs Research Seminar in Sociology and Anthropology

(Same as Anthropology 226) This seminar meets to discuss practical issues in doing research in anthropology and sociology. Depending on student interest, activities could include reading field notes, narrative analysis of texts, survey design, coding and measurement of quantitative variables, and/or visual analysis. Students might think about how to develop a class paper into an independent study, how to organize research for a thesis, or how to make sense of research and internship experience off-campus or during study abroad.

Does not meet a distribution requirement

M. McKeever, E. Townsley, L. Morgan, J. Roth

Prereq. 8 credits in Anthropology or Sociology; 2 credits

231f Criminology

This course provides a general introduction to the examination of crime from a sociological perspective. The course begins with a discussion of the contemporary nature and extent of crime in America before moving into an exploration of the major theoretical approaches used by social scientists to study the aspects of crime today. The course concludes with a focus on contemporary criminological issues, such as white collar crime, the media's portrayal of crime, as well as the relationship between race, gender, and crime.

Meets Social Sciences III-A requirement

B. McKernan

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

316fs Special Topics in Sociology

Fall 2011

316f(1) Collective Behavior and Social Movements

This course examines instances of organized collective action in social, historical, and empirical contexts, from the labor movement of the nineteenth and early twentieth centuries to the new social movements of today. We also explore various forms of unstructured protest, such as riots and demonstrations.

Meets Social Sciences III-A requirement

K. Tucker

Prereq. 8 credits in the department; 4 credits

Spring 2012

316s(1) Black Cultural Production and Consumption

This course explores black cultural production and consumption in the United States using a sociological lens. The central focus is how the production and consumption of cultural objects such as visual art, music, and television reproduce and erode racial boundaries. Topics include the construction of racial identity through consumption; representations of blacks in the media; and the impact of cultural tastes and preferences on black achievement.

Meets multicultural requirement; meets Social Sciences III-A requirement

P. Banks

Prereq. 8 credits in sociology or permission of instructor; 4 credits

316s(2) 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 or permission of instructor; 4 credits

333s Contemporary Social Theory

In this critical survey of the main theoretical perspectives in contemporary sociology, we focus specifically on structural functionalism, symbolic interactionism, critical theory, feminism, and postmodernism. Besides gaining familiarity with these alternative perspectives, we try to identify the main axes of theoretical dispute in sociology and discuss the problems of evaluating and resolving conflict between theories.

Meets Social Sciences III-A requirement

K. Tucker

Prereq. Sociology 223, 8 credits in sociology, or permission of instructor; 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, Márquez, Miñana, Romero-Díaz; Associate Professors Crumbaugh, Gundermann (on leave fall 2011), Mosby (on leave 2011–2012); Assistant Professor Díaz-Sánchez; Visiting Assistant Professor Daly; Senior Lecturer Castro; Visiting Lecturers Cuhna, García-Frazier, Illescas, Rona.

Contact Persons

Sue LaBarre, *senior administrative assistant*
Nieves Romero-Díaz, *chair*

Justin Crumbaugh, *study abroad (Spain)*
Rogelio Miñana, *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, 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 (395 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 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.
- If a student spends a semester in a Spanish-speaking place or is a Spanish native speaker, two courses taught in English can be counted toward the major. If not, only one course in English (if cross-listed or approved by the department) will be allowed.
- For one semester abroad, a student can get up to 8 credits towards her major at the 200 or 300 level, and up to 20 credits for two semesters abroad. For the major in Spanish, the department will accept no more than 8 credits taken abroad at the 300 level.
- Decisions regarding credit transfers from study abroad will be based on academic criteria. Students should save course syllabi, written assignments, and any other relevant materials. Courses on a variety of subjects (literature, history, art, film, but also political science, economics, sociology) may count toward the major, but only if the study abroad advisor approves of the course contents and objectives.

Requirements for the Minor

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

E. Garcia-Frazier, F. Cunha, E. Castro
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

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

E. Castro, E. Castro-Cuenca

Prereq. No previous study of Spanish; 8 credits

105s First-Year Seminar: The Other in the Media: (New) Media and Otherness in the Americas

A seminar in Reading Writing and Reasoning, taught in English
(First-year seminar; writing-intensive course; taught in English) 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 (in English).

Meets Humanities I-A requirement
R. Miñana

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

A. Rona, A. Illescas

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 199 to satisfy the language requirement.

Meets language requirement; does not meet a distribution requirement

A. Rona, A. Illescas

Prereq. Spanish 199; 4 credits

202f Spanish for Heritage Speakers

(Community-Based Learning course; 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

E. Garcia-Frazier

Prereq. fy, so, 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

T. Daly

Prereq. Spanish 201; 2 meetings (75 minutes), plus conversation lab (50 minutes); 4 credits

210fs Conversation and Culture: Speaking Spanish in the Real World

(Community-Based Learning course; 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, J. Crumbaugh

Prereq. Spanish 201, or permission of instructor; 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
N. Romero-Díaz, R. Miñana
Prereq. Spanish 202 or 209 or 210, or permission of instructor; 4 credits

230fs Identities and Intersections: An Introduction

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 2011

230f(1) Afro-Latina/o Diasporic Performance (Speaking- and writing-intensive course; taught in English; Same as Latin American Studies 287f(02)) This course focuses on performance practices rooted in the African diaspora of the Americas, with particular attention to how race, ethnicity, sexuality, class, and gender are articulated in multiple aesthetic approaches. We will interrogate how these performances have functioned and continue to inspire political transformation as well as the recovery of shared histories of the Afro-Latina/o diaspora.

Meets multicultural requirement; meets Humanities I-A requirement
M. Díaz-Sánchez
4 credits

Spring 2012

230s(1) Black Spain (Speaking- and writing-intensive course) This survey course studies the complex histories and identities of blacks in Spain from the early medieval period to the present. The aim of this course is to learn a new historical perspective that brings into focus the role of black Africans (or those of African descent) as significant actors in the construction of Spain. An interdisciplinary approach will take us from the first visual representation of blacks in Alfonso X's Cantigas in the thirteenth century, through the plays based on the Renaissance black scholar Juan Latino, to the contemporary musical contributions of Hijas del Sol and Buika. In Spanish.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement
N. Romero-Díaz
Prereq. Spanish 212 or permission by instructor; 4 credits

230s(4) Nomadic Imaginaries: The Cosmopolitan Andes (Speaking- and writing-intensive course) One of the most important sociocultural phenomena in the twentieth-century Andes was the migration from rural towns to cities. However, in the twenty-first century, the central Andes is largely "elsewhere": New York City, Madrid, Buenos Aires, and Quebec. We will work with the theme of cosmopolitanism across three scales. First, how did the indigenous populations of the rural Andes transform the urban "lettered cities" of Quito, Lima, and La Paz? Second, how do Andean novelists and poets living in the U.S., such as Edmundo Paz-Soldán and Eduardo Mitre, reflect "lo andino" from afar? And third, how have a series of ancient texts on journeys been recently recapitulated within the region? *Meets multicultural requirement; meets either language requirement or Humanities I-A requirement*
T. Daly
Prereq. Spanish 212 or permission of 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 2011

240f(1) Avant-Garde Image/Text: Locating the New (Speaking- and writing-intensive course) The "new" that defines an avant-garde aesthetic is characterized by the collision between visual images and written words. W.J.T. Mitchell has opined, "the 'differences' between images and language are in practice, linked to things like the difference between the (speaking) self

and the (seen) others; between ‘hearsay’ and ‘eyewitness’ testimony.” Considering the 1920s, the 1960s, and today, we will look at manifestos, magazines, and poetry - print and electronic - that combine the written word with pictographic images to think through the “new” in literary culture as movement across semiotic registers and geographic planes: Peru, Bolivia, Argentina, Brazil, and Spain.

Meets either language requirement or Humanities I-A requirement

T. Daly

Prereq. Spanish 212 or permission of instructor; 4 credits

240f(2) 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 either language requirement or Humanities I-A requirement

J. Crumbaugh

Prereq. Spanish 212 or permission of instructor; Weekly evening screenings.; 4 credits

Spring 2012

240s(1) Performance in the Americas (Speaking- and writing-intensive course; taught in English; Same as Latin American Studies 287s(01), Theatre Arts 234s(01)) This course offers Latina/o and Latin American transnational approaches to the theory and political practice of performance in the Americas with a focus on issues of race, sexuality, class, gender, indigenous and diasporic identities. Employing multiple modes of performance from theater, dance, performance art, ritual, visual art, and folkloric music, we will explore how these practices have functioned and continue to allow for politically subversive or resistant transformation.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez

4 credits

250f Concepts and Practices of Power: An Introduction: Introduction to Latina/o Studies

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; taught in English; Same as Latin American Studies 287f(01)) This course offers an introduction to the study of Latina/o communities in the United States. We will explore major concepts and debates in the growing field of Latina/o studies, through the study of texts across disciplines including history, sociology, performance theory, personal narrative, and ethnography. This interdisciplinary approach will provide us with rich frameworks to interrogate how Latinas/os negotiate complex identities across communities and specific geographic and political contexts.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez

4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

1-4 credits

330fs Advanced Studies in Identities and Intersections

Fall 2011

330f(1) Spain and Islam

(Speaking- and writing-intensive course)

This course will explore questions and concerns regarding the “Islamic constant” of Spanish history. We will focus on four major political and cultural contexts: the coexistence and conflicts among Jews, Muslims, and Christians in Medieval Iberia; the “moriscos” (converted Muslims) of Imperial Spain (sixteenth-seventeenth centuries); Spanish orientalism and colonial enterprises in Africa between the end of the nineteenth and the first half of the twentieth centuries;

and the question of the Muslim emigrants in contemporary Spain. Readings will include literary texts, political and legal documents, historical accounts, and other cultural material such as architecture, film, and documentaries.

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

N. Romero-Díaz

Prereq. Two 200-level courses above 212 or permission of instructor; 4 credits

Spring 2012

330s(1) Latina Feminisms

(Speaking- and writing-intensive course; taught in English; Same as Latin American Studies 387s(01), Gender Studies 333s(05)) This course offers an interdisciplinary approach to the study of feminist ideologies among Latinas throughout the United States. Employing a range of sources from archival texts to artistic images and ethnographies, we will study the histories and representations of Latina feminist theories across academic and aesthetic approaches. Focusing on the multiplicity of lived experiences among Puerto-riqueñas, Chicanas, Mexicanas, Centroamericanas, Dominicanas, Suramericanas and many other communities in the United States, we will interrogate how gender and sexuality have informed the development of Latina feminist movements and political histories.

Meets multicultural requirement; meets Humanities I-A requirement

M. Díaz-Sánchez

4 credits

340s Advanced Studies in Visual Cultures

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.

Spring 2012

340s(1) Natural's Not in It: Pedro Almodóvar

(Speaking- and writing-intensive course; taught in English; 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 either language requirement or Humanities I-A requirement

J. Crumbaugh

Prereq. Film Studies 201, or Film Studies 202 or Spanish 240; or permission of instructor; Weekly evening screenings; 4 credits

340s(2) The Other (in the) Media: New Media and Otherness in the Americas

(Community-Based Learning course; 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, sometimes 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 either language requirement or Humanities I-A requirement

R. Miñana

Prereq. Two courses at the 200-level above 212 or permission of instructor; 4 credits

350fs Advanced Studies in Concepts and Practices of Power*Fall 2011*

350f(1) Community Narratives: Digital Storytelling in Springfield, Massachusetts (Community-Based Learning course; speaking- and writing-intensive course) This CBL 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 research and produce digital stories on issues that affect the North End community in Springfield. Throughout the semester students will alternate classroom instruction and off-campus work (transportation arranged by the College).

Meets multicultural requirement; meets either language requirement or Humanities I-A requirement

R. Miñana

Prereq. two courses at the 200-level above 212 or permission of instructor; 4 credits

Spring 2012

350s(1) Vital Possibilities: Inscribed Bodies and Living Texts in Latin America (Speaking- and writing-intensive course) Artistic encounters between audiences, texts, and artists draw to the fore the tensions between individual human agency and the confines of our social conditioning. Drawing upon the philosophical work of J.C. Maríategui, C. Vallejo, J. Butler, H. Bergson, and G. Deleuze, we will think about the paradoxical confines of human agency in contemporary Latin America. We will constantly interrogate the term “vital” as connected to aesthetics. We will explore a range of performance works as well as novels and short stories by Jorge Luis Borges, Diamela Eltit, and Alison Spedding, in order to conceive of the physical body as a textual palimpsest and the written text as a breathing organ.

Meets either language requirement or Humanities I-A requirement

T. Daly

Prereq. Two courses at 200-level above 212 or permission of instructor; 4 credits

360s Seminar in Romance Languages and Cultures: Topic: The Mind of the Traveler: Journeys, Expeditions, Tours

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 & Cultures 375, Italian 361, French 321) Travel literature has always been a precious source for the study of culture, politics, arts and, last but not least, people. From Tacitus to Marco Polo, from Stendhal to Camilo Jose Cela, we will read and discuss authors who traveled for political, personal, and recreational reasons. We will also pay special attention to tales of emigration and immigration in the third millennium.

Meets either language requirement or Humanities I-A requirement

O. Frau

Prereq. for language majors: two courses in culture and literature at the 200-level; Note: Students wishing to obtain 300-level credit in French, Italian, or Spanish must read texts and write papers in the Romance language for which they wish to receive credit.; 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.

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.

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.

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*
J. Kim, J. Gifford, 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 or permission of instructor; 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 2014.; 4 credits

342f Probability

(Same as Mathematics 342) 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
S. Miller*

Prereq. Mathematics 203; offered alternate years at Mount Holyoke and Smith Colleges; offered at Mount Holyoke in fall 2011 and 2013.; 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 2014.; 4 credits

***344s Seminar in Statistics and Scientific Research: Categorical Data Analysis**

In this course students will learn about statistical methods for analyzing categorical data. Chi-square tests, measures of association, lo-

gistic regression, and loglinear modeling techniques. Background should include estimation, hypothesis test, regression modeling, and the analysis of variance.

*Meets Science and Math II-A requirement
The department*

Prereq. Statistics 240 or 340, or permission of instructor; 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*, on leave spring 2012), James (*chair*); Assistant Professors O'Harra (on leave fall 2011), Rundle; Guest Artists Conly, Connelly; 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

Teacher Licensure

Students interested in pursuing licensure in the field of theatre can combine their course work in theatre arts with a minor in education. In some instances, course work in the major coincides with course work required for licensure; in other cases, it does not. For specific course requirements for licensure within the major of theatre arts, please consult your advisor or the chair of the theatre arts department.

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

Course Offerings

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, 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

E. Bergeron

Prereq. preference to fy and so; lab fee \$25; 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

V. James, S. Conly

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 (with some sound 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

150f What Is Performance?

(First-year seminar; writing-intensive course; Same as Critical Social Thought 100f-03)

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

E. Rundle

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 welding 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

lab; purchase of design supplies, materials, and theatre tickets is the responsibility of the student; 4 credits

215s Topics in Performance: Scene Study

Topics courses offer a specific approach to performing. They may include mask characterization, physical theatre techniques, acting Shakespeare, and vocal training, among others.

Meets Humanities I-A requirement

The department

Prereq. Theatre Arts 105 and permission of instructor; 4 credits

220fs Topics in Design

Various topics in theatrical design, or in related design fields, including theory, practice, and history. Subjects may include opera performance and design, costume crafts, domestic interiors, and materials and techniques.

The course combines historical study with studio work.

Fall 2011

220f(1) Makeup and Hair Design

Using basic painting and three-dimensional techniques, students will learn the fundamentals of stage makeup design and application. Included in the course are units on corrective makeup, aging techniques, realistic and fantasy character makeup, facial prosthetics, hair, and facial hair. Note: Students will be responsible for some of the cost of course materials and for the purchase of a student makeup kit.

Meets Humanities I-A requirement

S. Conly

Prereq. one theatre arts course and permission of instructor; preference to theatre arts majors; 4 credits

220f(2) Sound for Theatre and Film

This course examines the theory, practice, and history of theatrical sound design. The course will make use of classroom projects and the current Rooke Theatre productions to develop the students' sound designs. While sound and music for theatre will be the focus, students of film, TV, and music composition are encouraged to apply.

Meets Humanities I-A requirement

B. Connelly

Prereq. one theatre course or permission of instructor; 4 credits

Spring 2012

220s(1) Design Studio

This is a course for students who have taken Design I and would like to explore this discipline further. At the 200 level, students may focus on either set or costume design, visualizing a play from initial ideas to a complete presentation as a portfolio project. They will also assist in the development and execution of designs for the department's productions. May be taken at the 300 level dependent upon course work. A student accepted at 300 level will be fully responsible for the set or costume design for a department production.

Meets Humanities I-A requirement

V. James

Prereq. Theatre Arts 122. Preference for taking

one or more of the following and work on production crews: painting, drawing, sculpture, architecture, costume and/or set construction, lighting design.; lab fee of \$20.; 4 credits

234s Topics in Theatre Studies: Queer

Theory, Performance, and Public Practice

(Speaking-intensive course; Same as Gender Studies 223s(01)) How are gender and sexuality constructed, rehearsed, and contested through performance? How can queer cultural production serve as a method of activist intervention in dominant culture? In this course, students are introduced to the central theories and debates in queer studies, with attention to the intersections among gender, sexuality, race, and class. Students also see, write about, and discuss performances that critically engage queer discourses. Additionally, this course asks students to put theory into practice: students stage scenes from selected plays, create original performances inspired by course readings, and experiment with other performative interventions in public culture.

Meets Humanities I-A requirement

J. Pryor

4 credits

251f Histories of Performance I

(Same as Critical Social Thought 252f(01)) 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

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 2011

282f(2)

Rehearsal and performance TBA, directed by Roger Babb, November 10-13 and November 18-20.

Meets Humanities I-A requirement

R. Babb

Prereq. by audition or interview only; 2-4 credits

Spring 2012

282s(1)

Rehearsal and performance TBA

Meets Humanities I-A requirement

B. O'Harra

Prereq. by audition or interview only; 2-4 credits

282s(2) Uncommon Women and Others

Rehearsal and performance of *Uncommon Women and Others* by Wendy Wasserstein, April 2012.

Meets Humanities I-A requirement

B. O'Harra

Prereq. by audition or interview only; 2-4 credits

283s 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

The department

Prereq. an English writing course, one course in theatre arts, or permission of instructor; lab fee \$10, may be re-taken at 300 level with permission of instructor; 4 credits

295fs Independent Study

Does not meet a distribution requirement

The department

Prereq. permission of instructor and the department; 1-4 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 in theatre arts, or permission of instructor; satisfies theatre arts department seminar.; 4 credits

350fs Seminar

Fall 2011

350f(1) Performance Criticism Workshop

This seminar immerses students in the Five College theatre scene, with opportunities for travel to regional professional theatres. By approaching live performance from a critical perspective, students rethink how they see, understand, and respond as audience members. How does the practice of theatre-going relate to public discourse? What is the social function of theatre today? Weekly readings include contemporary theatre criticism and selected plays. Each student writes a number of short reviews over the semester. In-class workshops provide opportunities for discussion and revision. Students learn the arts of editing and offering feedback to others.

Meets Humanities I-A requirement

E. Rundle

Prereq. sr or jr with Theatre Arts 251 and 252; soph with permission of instructor; This course may be taken more than once. Purchase of theatre tickets is the responsibility of the student.; 4 credits

Spring 2012

350s(1) Wasserstein and Her World

(Same as Gender Studies 333s(01)) This course coincides with MHC's yearlong celebration of renowned American playwright Wendy Wasserstein '71. Readings include Wasserstein's complete works, Julie Salamon's new biography *Wendy and the Lost Boys*, and critical essays that place Wasserstein in the context of feminist theatre practice. Students will have the opportunity to conduct archival research using the Wasserstein Papers, and will participate in numerous campus events, including the Weissman Center's playwriting symposium and guest lectures by visiting scholars and artists. As dramaturgs for the department's production of *Uncommon Women*, the class will create a substantial program honoring Wasserstein and her legacy.

Meets Humanities I-A requirement

E. Rundle

Prereq. permission of instructor, with preference to Theatre Arts and Gender Studies majors; 4 credits

350s(2) 150 Years in American Theatre

(Same as English 345) This course will move from April 1865, when Lincoln was assassinated in a Washington theater while laughing at a hugely successful British comedy, to the present day, when revivals of the classic American playtexts grace major theaters in London. We shall follow the emergence of a distinctively national drama, responding to British precedents early, and more recently incorporating more diverse, even international, perspectives. Playwrights studied include Susan Glaspell, Langston Hughes, Eugene O'Neill, Edward Albee, Miguel Piñero, August Wilson, David Mamet, Suzan-Lori Parks, David Henry Hwang, Lynn Nottage, and Will Eno.

Meets Humanities I-A requirement

H. Holder

Prereq. 8 credits in the department or in related subjects or permission of instructor; 4 credits

*382s Theatre Practicum

Rehearsal and performance of mainstage production, and research papers. 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

R. Babb

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 Empires: Professors Cocks (politics and critical social thought, *chair*) and Hashmi (international relations); Associate Professors Sumi (classics) and Martin (English and critical social thought); Assistant Professors Datla (history) and Payne (history).
- Comparative Literature and Transnational Studies: Associate Professor Crumbaugh (Spanish, Latina/o, and Latin American studies and film studies); Assistant Professors Alderman (English and critical social thought, *chair*), Markovits (politics), Rundle (theatre arts and gender studies)
- Food: Professors Fine (religion and Jewish studies, *chair*), Lipman (history); Assistant Professors Schmeiser (economics), Adelman (economics)
- Memory: Professors Remmler (German studies, gender studies and critical social thought), 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).
- Interdisciplinary Minor: Conceptual Foundations of Science: Professors Lass (anthropology), Peterson (physics and mathematics), Rachootin (biological sciences,); Associate Professors Cotter (chemistry and critical social thought, *cochair*), Farnham (environmental studies), Mitchell (philosophy); Assistant Professor Singer (English, *cochair*)

Contact Persons

Robin Blaetz, *director of Thematic Minors Program*

Karen Remmler, *chair of thematic minor in War and Society*

Nigel Alderman, *chair of thematic minor in Comparative Literature and Transnational Studies*

Joan Cocks, *chair of thematic minor in Comparative Empires*

Lawrence Fine, *chair of thematic minor in Food*

Christian Gundermann, *chair of thematic minor in Memory*

Donald Cotter and Kate Singer, *cochairs of Interdisciplinary Minor in Conceptual Foundations of Science*

Website

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

The thematic minors enable students to explore a single topic from a variety of perspectives 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 this year are: Comparative Empires; Comparative Literature and Transnational Studies; Food; Memory; War and Society. Themes offered in future years will vary. The interdisciplinary minor in Conceptual Foundations of Science may also be of interest to students. Each thematic minor is open to students, normally sophomores or juniors, who take its gateway course this year. These students then complete the remaining requirements of the minor over the next one- 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 website.

Requirements for the Thematic Minor in Comparative Empires

Empires have provided the political contexts for much of human experience from the Iron Age to the present day. As political systems ruling over vast territories and diverse peoples, empires created new cultures, social hierarchies, and mechanisms of exploitation that changed the very nature of power. Long after their disappearance, empires such as those of the Ottomans, Romans, and Chinese continue to shape the histories of the regions they once incorporated. The ability of the United States to project its power across the globe leads some to believe that imperial systems have hardly ceased to function. In a curriculum that often privileges nations and nation-states, this thematic minor introduces students to a variety of imperial ventures. It also introduces them to a variety of analytical tools. Faculty contributors from various disciplines will help students develop the scholarly dispositions needed to cross disciplinary and chronological boundaries, to explore the emergence, development, and decline of imperial systems from a perspective as wide as the imperially structured human experience itself.

Credits

- A minimum of 16 academic credits

Courses

- The Gateway Course: History 250, Introduction to Comparative Empires (cross-listed with Politics 253)
- At least three additional 4-credit courses, chosen in consultation with a faculty member in the thematic minor, from the approved list below. The courses must span at least two disciplines or programs, must include at least three courses at the 200 level or above, and must include at least one course at the 300 level. No more than one of the required four courses may be taken off campus.

Courses that can be taken as part of the cluster:

- Anthropology 216, The Inca and Their Ancestors

- Asian Studies 272, Mahatma Gandhi and Rabindranath Tagore: Nonviolence, the Nation, and the World
- Classics 128, Ancient Rome
- Classics 232, From Hopliters to Legions: Warfare in the Ancient World
- CST 254, Postcolonial Theory
- English 232, Global Diversity/European Modernity
- English 321, Gender and Colonialism in Victorian Culture
- English 349, Globalization and Culture
- Gender Studies 333, Race, Gender and Empire
- History 108, Middle East History from the Rise of Islam to the Ottomans
- History 124, History of Modern South Asia, 1700-the Present
- History 130, Introduction to Chinese Civilization: Traditional China
- History 150, Europe Expanding
- History 161, British Empire and Commonwealth
- History 170, American History, Precolonial through the Civil War
- History 214, History of Global Inequality
- History 216, Romans, Persians, and Their Barbarians
- History 223, Religion and Politics in Modern India
- History 232, Nomads, Merchants, and Monks: Medieval Silk Roads
- History 242, Colonial Worlds: Africa and India
- History 301, States and Sovereignty in the British Empire
- History 301, Nationalism and Nation Building in East Asia
- History 324, Late Antiquity: The Decline and Fall of the Roman Empire
- History 331, Imperial Japan
- History 335, Conquerors and Conquered: Early Islamic Imperialism
- History 341, The Meaning of Colonial Rule
- History 390, South Asian Nationalisms
- History 272, European Dynasties and Empires in the Age of the Sun King
- History 273, The Inheritance of Iran

- History 219, The Byzantine Empire
- International Relations 211, Middle East Politics
- International Relations 270, American Foreign Policy
- Latin American Studies 175, Historical Emergence of the Caribbean
- Latin American Studies 287, U.S.-Latin American Relations
- Latin American Studies 289, Slavery in the Americas
- Latin American Studies 387, The Era of the Cuban Revolution

Other

- Independent study (295 or 395) with any faculty of the committee may be included.

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 (not offered 2011–2012), 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.

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: Psychology 208, 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 100, War and Memory
 - 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: German Studies 231: 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 Hoplitcs to Le-gions: Warfare in the Ancient World
 - English 373, Gender and War

- German Studies 100, War and Memory
- 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.

Students may also opt for the interdisciplinary minor in Conceptual Foundations of Science, which explores the creation, transmission, and use of knowledge about the natural world (see the Interdisciplinary Minors chapter).

Credits

- A minimum of 16 credits

Courses

- The Gateway Course: Critical Social Thought 248, Science, Revolution, and Modernity, or Environmental Studies 240, The Value of Nature
- Three additional 4-credit courses, at the 200 or 300 level, chosen in consultation with a faculty advisor from the committee, from the following faculty-approved list for the minor. One-time or occasional offerings appropriate for the minor not appearing on the list below may be included with approval of the committee chair.

- Anthropology 220, Manufacturing Knowledge
- Anthropology 235, Development of Anthropological Thought
- Anthropology 240, Medical Anthropology
- Anthropology 316, Cultural Semantics
- Biological Sciences 308, Darwin (same as History 361)
- English 301(1), Health and Science Journalism
- English 326, Romantic Epistemologies
- Environmental Studies 256, Interpreting Nature: Ecological Thinking and Practice in Europe, 1500 to the Present
- Environmental Studies 317, Perspectives on American Environmental History
- History 284, History, Ecology, and Landscape
- History 301(13), Renaissance Cosmos
- Philosophy 220, Philosophy of Science
- Philosophy 235, Medical Ethics
- Philosophy 240, Environmental Ethics
- Philosophy 350, Philosophy of Medicine
- Students may also take appropriate course work at other schools with approval of the committee chair.

Five College Course Offerings by Five College Faculty, 2011–2012

African Studies

Fall 2011

Mount Holyoke: Politics 398

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)

Smith: Government 232

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 responses 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 2011

Amherst: Arabic 101

First Year Arabic I

This yearlong course introduces the basics of Modern Standard Arabic. The course 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.

Mohamed Hassan

Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program

Amherst: Asian 201

Second Year Arabic I

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. 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.

Mohamed Hassan

Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.

Hampshire: IA/LS 110

Elementary Arabic I

See Amherst: Arabic 101 above.

Heba Arafah

Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)

Amherst: Arabic 301

Third Year Arabic I

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four-skills: reading, writing, speaking, listening. Students will read and discuss authentic texts by writers throughout the Arab world. Topics address a variety of political, social, religious, and literary themes and represent a range of genres, styles, and periods.

Abdelkader Berrahmoun

Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)

Mount Holyoke: Asian 130f (01/02)

First Year Arabic I

See Amherst: Arabic 201 above.

Heba Arafah

Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)

Mount Holyoke: Asian 232f

Second Year Arabic I

See Amherst: Asian 201 above.

Heba Arafah

Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)

Smith: Arabic 100Y

Elementary Arabic

See Amherst: Arabic 201 above.

Abdelkader Berrahmoun

Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)

Smith: Arabic 200

Intermediate Arabic I

See Amherst: Asian 201 above.

Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)

UMass: Arabic TBA

Elementary Arabic

See Amherst: Arabic 201 above.

Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)

Spring 2012

Amherst: Arabic 102

First Year Arabic II

This yearlong course introduces the basics of Modern Standard Arabic. The course 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.

Mohamed Hassan

Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.

Amherst: Arabic 202

Second Year Arabic II

This year-long course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. 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.

Mohamed Hassan

Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.

Amherst: Arabic 302

Third Year Arabic II

This year-long course continues the study of Modern Standard Arabic. The course concentrates on all four-skills: reading, writing, speaking, listening. Students will read and discuss authentic texts by writers throughout

the Arab world. Topics address a variety of political, social, religious, and literary themes and represent a range of genres, styles, and periods.

Abdelkader Berrahmoun

Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)

Hampshire: IA/LS 111

Elementary Arabic II

See Amherst: Arabic 102 above.

Heba Arafah

Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)

Mount Holyoke: Asian 131s-01/02

First Year Arabic II

See Amherst: Arabic 102 above.

Heba Arafah

Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)

Mount Holyoke: Arabic 233s

Second Year Arabic II

See Amherst: Arabic 202 above.

Heba Arafah

Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)

Smith: Arabic 100Y

Elementary Arabic

See Amherst: Arabic 102 above. *Abdelkader Berrahmoun*

Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)

Smith: Arabic 201

Intermediate Arabic II

See Amherst: Arabic 202 above.

Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)

UMass: Arabic TBA

Elementary Arabic II

See Amherst: Arabic 202 above.

Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)

Archaeology

Fall 2011

Mount Holyoke: Anthropology 216 (01)

Archaeology of Food

This course explores the study of ancient foodways with a focus on 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” in a variety of regions. The second half explores a number of themes within the archaeology of food that investigate 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 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. Limited to first years and sophomores. Enrollment limited to 30.

Elizabeth Klarich

Assistant Professor of Anthropology (at Smith College in the Five College Program)

Spring 2012

Amherst: Anthropology 220**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 and textile collections from the Mead Museum at Amherst College. Limited to 18 students.

Elizabeth Klarich

Assistant Professor of Anthropology (at Smith College in the Five College Program)

Smith: Anthropology 2xx**Archaeological Method, Theory, and Practice**

The theoretical foundations of archaeological research, variety of methods available to analyze material culture, interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. The roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. Anthropology 130 and 135 recommended, but not required.

Elizabeth Klarich

Assistant Professor of Anthropology (at Smith College in the Five College Program)

Architectural Studies

Fall 2011

Hampshire: HACU 291**Riverscaping: Design, Collaboration, and Practice**

The fall of 2011 marks the launch of the riverscaping design/build competition. In conjunction with the event, this course invites students to participate in research and architectural design in both a classroom and office environment. Students will team up with local artists and architectural practitioners working both in and out of their offices/studios to complete the challenges of the project and the submission requirements of the competition. Students will work with their team to develop their own individual design projects, identifying their own approach to the riverscaping project and organizing the final design panels for submission. Students will be required to meet once per week in class to discuss readings, progress, and experiences within the different practicing environments. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production. It is open to all Five College students, but requires that all students have completed at least one architectural design studio prior to the start of this course. Instructor permission required—contact Thom Long at tlong@hampshire.edu for details.

Thom Long

Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program)

Hampshire: HACU 138T**Architecture, Art, and Environment: Riverscaping**

The river is connection and separation. It is passage and obstacle. It is community and battlefield. It is music and noise. It is art and function. It is local and global. It defines our past and will define our future. In this tutorial course, students will explore the role of the river as a medium that binds together multiple histories, sciences, theories, arts, practices, and communities. While highly interdisciplinary in nature, this course will focus on the relationships between art, people, and the environment. Students will par-

ticipate in research projects, readings, short papers, design experiments, and small art projects. Our objective is to use the river as a muse to explore the interconnectedness of communities and cultures, in both historical and contemporary (technology-driven) frames. The content and focus of this course is driven by the framework of the ongoing Five College Riverscaping project (riverscaping.org). Students working on this project will collaborate often with upper-level students in another Riverscaping course. These learning exchanges will encourage skill sharing, participatory learning, creative intellectual exchange, and future academic collaboration.

Thom Long

*Assistant Professor of Architecture and Design
(at Hampshire College in the Five College Program)*

Mount Holyoke: Architectural Studies 205 Sculpting Space

This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.

Thom Long

*Assistant Professor of Architecture and Design
(at Hampshire College in the Five College Program)*

Spring 2012

Amherst: European Studies 216 / Art 216 Digital Constructions: Intermediate Architectural Design

We will explore the intellectual and creative process of making and representing architectural space. The focus will be on exploring the boundaries of architecture—physically 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 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 students to question the theoretical and practical implications of these interdisciplinary media processes. This course will combine lectures, reading, discussion, and extensive studio design. Prerequisite: ARHA 111. Admission with consent of instructor. Limited to 10.

Thom Long

*Assistant Professor of Architecture and Design
(at Hampshire College in the Five College Program)*

Hampshire: HACU 307

Advanced Design and Media Lab: Art, Architecture, and Environment

This course is open to second year Division II and Division III students and Five College seniors completing or anticipating advanced architectural or other design studio projects. It provides a structured and critical creative environment for students to explore, experiment, and design in both an individual and collaborative studio setting. Students will develop their own individual design projects, identifying their own approach, scope, and thesis, then executing their creative acts throughout the semester and will be expected to engage in the creative challenges presented by the course while working on their own independent semester-long projects. This course is highly interdisciplinary in nature, yet designed for students developing projects in physical arts, graphic design, interactive design, industrial design, environmental design, architecture, and urban planning. There will be an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production, culminating in a collective exhibition at the end of the semester.

Students must have an individual project in mind or in progress at the start of the term. Non-Hampshire students should have an established work methodology and have taken several studios in art or architectural design. Instructor permission required—priority for acceptance will be given to upper-level students; Contact Thom Long at tlong@hampshire.edu for details.

Thom Long

*Assistant Professor of Architecture and Design
(at Hampshire College in the Five College Program)*

Art and Technology

Fall 2011

Hampshire: IA 338

Art, Nature, Technology

The discourses of art, nature, and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature, and to begin to simulate it or engage it directly. This course will explore the ways that art can employ both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry, and green technology. Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg's Telegarden. There will be series of readings on topics like the social construction of nature.

John Slepian

Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)

Smith: Art 162

Introduction to Digital Media

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14.

John Slepian

Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith colleges in the Five College Program)

Spring 2012

Hampshire: IA 241

Digital Art: Multimedia, Malleability, and Interactivity

Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner, and Nam June Paik.

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 (3D animation, video, and audio production) developed in the context of interactive multimedia production for performance, installation, CD-ROM, or Internet. Critical examination and discussion of contemporary examples of new media art 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 2011

Mount Holyoke: History 231f

Chinese Diasporic Communities in the

World: Race, Empire, and Transnationalism

This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States, and the Caribbean within the historical context of empire building, colonization, war, transnationalism, and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate, and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire, and nationalism.

Richard T. Chu

Associate Professor of History (at the University of Massachusetts in the Five College Program)

UMass: History 247

"Empire," "Race," and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects

Is the United States an "empire"? Today, U.S. political, military, and economic involvement in many parts of the world, such as the Middle East, makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, postcolonialism, neo-colonialism, crony capitalism, globalization, and militarism.

Richard T. Chu

Associate Professor of History (at the University of Massachusetts in the Five College Program)

Spring 2012

Amherst: History 249

Asian-Pacific American History

This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent. The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, postcolonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Richard T. Chu

Associate Professor of History (at the University of Massachusetts in the Five College Program)

UMass: History 253

Asian-Pacific American History

See above.

Richard T. Chu

Associate Professor of History (at the University of Massachusetts in the Five College Program)

Dance

Fall 2011

Hampshire: HACU 270

Fleeting Images: Choreography on Film

From silent slapstick comedy and grandiose musicals to 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 so-called screen dance and gain an understanding of how dance functions to maintain and assert cultural and social identities. Putting into theory to practice, we will form small group collaborations to create an original study in choreography for the camera. Students will engage in all aspects of production, from concept, choreography, and performance to direction, lighting, sound, and editing.

Constance Valis Hill

Professor of Dance (at Hampshire College in the Five College Program)

Mount Holyoke: Dance 377

Advanced Study: Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop

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, particularly the civil rights/black power movement, anti-war/student movement, and the women's movement, with its proliferation of feminist performance works, informed the work of succeeding generations of dance artists and yielded new the-

ories about the relationship between cultural forms and the construction of identities. While individual artists pursued radically different methods, materials, and strategies for provoking new ideas about dance, body, and corporeal aesthetics, altogether, they instigated new frames and viewing positions from which to understand how dance communicates; and inspired a fresh new group of self-conscious and socially-conscious dance artists/activists who insisted on speaking directly to their own generation.

Constance Valis Hill

Professor of Dance (at Hampshire College in the Five College Program)

Spring 2012

Hampshire: HACU 240

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 American expressive culture. We will learn as much about jazz as an American vernacular musical form with a distinct African heritage as how the music made its cross-disciplinary mark in the literary, visual, and performing arts, becoming the motive and method for shaping a distinctly modernist aesthetic. As we examine the relationship between jazz music and dance, we will look not only at corporeal embodiments of the blues, swing, bebop, and rhythm and blues, but how jazz rhythm, improvisation, call-and-response patterning, and elements of swing altered the line, attack, speed, weight, and phrasing of contemporary dance forms. We will apply this inflective model to artistic expressions across the disciplines as we consider jazz as the master trope of the twentieth century, the definitive sound and shape of America.

Constance Valis Hill

Professor of Dance (at Hampshire College in the Five College Program)

UMass: Dance 171

Twentieth-Century American Dance

From the light-transforming dances of La Loie and the barefoot dances of Isadora to the graceful cakewalking of Ada Overton and George Walker, bending over backward until

their heads almost touched the floor; from the zealous modernists to the irreverent post-modernists; from ballroom, boogie, and shim-sham-shimmy to jazz tap, bebop, and hip-hop: this survey of twentieth-century American dance looks at all the steps, styles, and genres, the classical and cultural traditions that shaped American vernacular dance forms. Viewing cultural history through the lens of movement and performance, we will ask, what are the particular social and cultural traditions that shaped images of American dance performance, as we trace our own roots as dance artists within the twentieth and twenty-first century continuum.

Constance Valis Hill

Professor of Dance (at Hampshire College in the Five College Program)

English

Fall 2011

Amherst: English 300

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

Associate Professor of English (at the University of Massachusetts in the Five College Program)

UMass: English 891JK

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. Readings will include a balance of plays and critical/theoretical writings.

Jane Degenhardt

Associate Professor of English (at the University of Massachusetts in the Five College Program)

Spring 2012

Mount Holyoke: English 317

Studies in Renaissance Literature: 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, Ju-

daism, 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*, *Othello*, *The Merchant of Venice*, *Pericles*, *The Renegado*, *The Witch of Edmonton*, *Dr. Faustus*, and others.

Jane Degenhardt

Associate 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 canon, 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, an oral presentation, a midterm, and a final exam. Attendance at lectures and consistent participation in discussion sections required.

Jane Degenhardt

Associate Professor of English (at the University of Massachusetts in the Five College Program)

Film/Video

Fall 2011

Hampshire: HACU 287

Film/Video: Directing and Performance

This is an advanced practice/theory course for Div II and Div III video and film students interested in developing and strengthening the element of performance in their work.

How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound, and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Tala Hadid, Charles Burnett, Eija-Liisa Ahtila, Claire Denis, Anri Sala, Nagisa Oshima, Wong Kar Wai, Pedro Almodovar, the Wooster Group, and Apichatpong Weerasethakul among others. Students will complete three projects. Instructor permission required.

Baba Hillman

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Mount Holyoke: Film Studies 210

Beginning Video Production: The Personal and the Political in Documentary

In this introductory video production course, we will study and make documentaries that highlight connections between the private and the public, the local and the global, the personal and the political. We may use our own stories as a jumping off point to explore larger historical, economic, environmental, or social forces. Conversely, we might begin by looking at events on the world map and then trace a path back to our own coordinates. Through screenings, readings and discussion, as well as video projects, students will develop their own points of view while learning the vocabulary of moving images and gaining production and post-production technical training. 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: Film Studies 280

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 imagery, the essay film, ambient video, multimedia, hybrid forms, queered texts, and more. As an 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)

UMass: Communications 497J

Advanced Video Production: Directing and Performance for Film and Video

This is an intermediate-level production/theory course for video and film students interested in developing and strengthening the element of performance in their work. The class will emphasize the development of individual approaches to relationships between performance, text, sound, and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Fanta Regina Nacro, Nagisa Oshima, Marina Abramovic, Abdellatif Kechiche, Yamina Ben-guigui, and Apichatpong Weerasethakul

among others. Students will complete three projects and will participate in workshops on lighting, editing, and cinematography. Instructor permission required.

Baba Hillman

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Spring 2012

Amherst: English 287/Film and Media Studies 228

Introduction to Media: Super 8 Film and Digital Video

This course will introduce students to basic Super 8 film and digital video techniques. The course will include workshops in shooting for film and video, Super 8 film editing, Final Cut Pro video editing, lighting, stop-motion animation, sound recording, and mixing. Students will learn to think about and look critically at the moving and still image and will complete three moving image projects, including one Super 8 film, one video project, and one mixed media project. Weekly screenings will introduce students to a wide range of approaches to editing, writing, and directing in experimental, documentary, narrative, and hybrid cinematic forms. Screenings include works by Martha Rosler, Bill Viola, the Yes Men, Jennifer Reeves, Mona Hatoum, Guillermo Gomez-Pena, Dziga Vertov, D.A. Pennebaker, Jean-Pierre Gorin, Cecile Fontaine, and Johanna Vaude. Priority given to FAMS majors.

Baba Hillman

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

Hampshire: HACU 292

Cinematography and the City: The Politics of Landscape and the Body

This film production/theory course will address cinematic representations of the body in relation to the architecture and space of cities including Hong Kong, Buenos Aires, Algiers, Los Angeles, Havana and Paris. We will consider the determining roles of the body and the camera within films that center on the performance of shifts in cultural identities, emphasizing the body as the primary site of negotiation of identity. We will ques-

tion how cinematic languages function as aesthetic systems that reflect the ways in which the body is coded in terms of gender, race, and class. Screenings include works by Tsai Ming-liang, Charles Burnett, Claire Denis, Wong Kar Wai, Tala Hadid, Jia Zhangke, Jean Vigo, and Tomas Gutierrez Alea among others. The course will include workshops in cinematography and performance. Students will complete three projects. Instructor permission required.

Baba Hillman

*Associate Professor of Video/Film Production
(at Hampshire College in the Five College Program)*

Mount Holyoke: Film Studies 310

Advanced 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 ten-minute documentary project. 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 12.

Bernadine Mellis

Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)

Smith: Film Studies 282

Advanced Documentary Production Workshop

See above.

Bernadine Mellis

Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)

Geosciences

Fall 2011

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 2012

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 2011

Amherst: History 121

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 108

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 349

The Roman Empire in the Age of Justinian and Theodora

The Roman Empire underwent a dramatic transformation during the transition from antiquity to the middle ages. It was an era of great challenges and great achievements. The borders of the empire expanded as lost territories were reconquered. The legal code behind most modern legal systems was created. Some of the most impressive buildings of all time were constructed. Yet foreign invasions and internal revolts caused upheavals, while the traditional fabric of society was threatened by plague. The Christianisation of the state led to the persecution of other faiths. This seminar aims to shed light on political, social and cultural history. We end by looking at the rise of a new power: Islam.

Meets Humanities I-B requirement

Teresa Shawcross

Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)

Smith: History 307

Problems in Middle Eastern History

This seminar will trace the history of relations between the regions now known as the United States and the Arab world, from approximately the seventeenth century to the present. Reading both primary and secondary sources, we will cover the impact of policies towards Native Americans on the initial missionary projects to the Near East. We will further explore Arab and American perspectives on one another through travel, the impact of the nineteenth-century American missionaries on education and social relations, and explore the effects of the “Wilsonian moment” in the Middle East. How did Arab immigrants to the U.S. become “white?” What roles did gender, race, and religion play throughout these periods? We will consider how the discovery of oil, and Cold War and global geopolitics altered the dynamics between the U.S. and the Arab world. In that vein, we will interrogate several frameworks, including what have been termed American Orientalism and political Islam, and end with an examination of post-9/11 relations.

Nadya Sbaiti

Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)

Spring 2012

Amherst: History 222

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. Two class meetings per week.

Teresa Shawcross

Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)

Mount Holyoke: History 211

Education in Middle Eastern History

This course examines the history of education in the Middle East during the modern period, or from the late eighteenth century to the present. It traces the shift from Islamic education to missionary and colonial educational institutions and content to the rise of nationalist systems of pedagogy. Education is arguably the most formative aspect of a literate person's life and has been perceived and used as an index of one's "enlightenment," the "modernity" of a society or nation, a harbinger of "freedom," and as a vehicle for inculcating ideology. But what, really, does it mean to be educated? How did that change over time? What impact did the shift from an oral to written tradition have on the different societies? How is the definition of education related to notions of upbringing, knowledge, and culture? We will examine how competing notions of "modern" education influenced the rise of "secular," Islamist, and Western-oriented pedagogies, the role of the intellec-

tual, the social, political, and cultural capital of language, and the significance of education in the formation of the contemporary Middle East.

The weeks are divided in a "chrono-thematic" manner, meaning that we will progress more or less in chronological fashion while attempting to cover the most important themes of each era. There will of course be some overlap, and students will be asked to consider the implications of this overlap in analyzing the significance of education during this period. Readings will cover various cities and countries within the Middle East, as well as North Africa, with occasional selections from outside the region for comparative purposes. Theoretical readings are divided as needed through the weeks and should be used as a "roadmap" with which to think about the material. Students will also be asked to reflect upon their educational backgrounds and experiences and investigate their own epistemological underpinnings.

Nadya Sbaiti

Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)

Mount Holyoke: History 217

The Crusades

The medieval Crusades were a strange mixture of romantic sensibility, religious inspiration, and bloodthirsty xenophobia. How was it that Western Christendom was inspired to recover the Holy Land in 1099, coming face to face with two other great civilizations: Byzantium and Islam? What was the aftermath? Topics considered will include the exploration of violence in Eastern Europe, medieval pilgrimage to holy places and the idea of a "holy land," the structure and divisions within Islam, chivalric culture, and the idea of crusading martyrdom.

Meets Humanities I-B requirement

Teresa Shawcross

Assistant Professor of History (at Amherst College [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 devoted to the changes affecting the lives of individuals and social groups such as women, workers, and peasants.

Nadya Sbaiti

Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)

International Relations

Fall 2011

Hampshire: Critical Social Inquiry 209

The Rivals: U.S.-China Geopolitics in the Twenty-first Century

This course will examine the impact of China's rise on international affairs generally and U.S.-Chinese relations in particular. It will focus especially on issues of contention in U.S.-Chinese relations: Taiwan, North Korea, Iran, energy competition, trade, and the environment. Students will be expected to select a particular problem for research in-depth.

Michael T. Klare

Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Mount Holyoke: International Relations 237

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.

Jon Western

Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)

Smith: Government 250

Case Studies in International Relations

In fall 2011, the course will focus on the global politics of energy, food, and water. The course will begin by considering the role of resource competition and resource scarcity in contemporary world affairs, and how these phenomena are likely to be affected by globalization, climate change, population growth, and the rise of new economic dynamos like China and India. It will then examine current trends regarding the global demand for and supply of energy, food, and water. Students will be expected to choose a particular country or problem for intensive study.

Michael T. Klare

Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

UMass: Political Science 351

International Security Policy

This course examines major theories of war and international cooperation and their relationship to current trends in globalization and global governance. We will explore today's major international security challenges such as proliferation, terrorism, insurgency, ethnic conflict, failing states, environmental degradation, resource scarcity, demographic stress and migration, and global poverty. We will study the mechanisms and institutions designed to manage these threats and the challenges of integrating and coordinating multiple international actors such as international organizations, NGOs, states, and domestic actors. We will also study the potential effects of structural changes in the international system with the rise of China and the new strategic positions of regional powers such as Turkey, Brazil, Russia, and India.

Jon Western

Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)

*Spring 2012***Hampshire: Critical Social Inquiry 254
War, Resources, and Sustainability**

This course will examine the relationship between resource competition, climate change, and conflict in the modern world. The course will look at a variety of contemporary conflicts from around the world and attempt to determine the degree to which they are fueled by environmental and resource considerations. This will involve study of both existing conflicts, such as those now under way in Africa and the Middle East, and potential conflicts, such as that between the United States and China over access to energy and mineral supplies. The course will also consider the ways in which changes in consumption behavior and the development of energy alternatives can reduce the risk of conflict. Student will be expected to select a particular aspect of this topic or a case study for intensive research.

Michael T. Klare

*Professor of Peace and World Security Studies
(at Hampshire College in the Five College Program)*

**Mount Holyoke: International Relations 331
International Human Rights Advocacy**

Jon Western

*Associate Professor of International Relations
(at Mount Holyoke College in the Five College Program)*

Smith: Government 341**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 is-

sues 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)*

UMass: Political Science 392**Global Energy Politics**

An assessment of the energy policies of major producing and consuming nations at a time of increased competition for the world's remaining fossil fuels and growing pressure to embrace climate-friendly alternatives. The course look in particular at the competing energy policies of the U.S., China, Russia, India, and the EU nations. Each student will be expected to choose a particular country or issue for in-depth research and analysis.

Michael T. Klare

*Professor of Peace and World Security Studies
(at Hampshire College in the Five College Program)*

Italian

Fall 2011

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 2011

Amherst: Japanese 101

Introduction to the Japanese Language

This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). The course will also introduce the notion of “cultural appropriateness for expressions,” and will provide practice and evaluations for all four necessary skills—speaking, listening, reading, and writing. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. No prerequisite.

Fumiko Brown

Five College Lecturer in Japanese

Amherst: Japanese 103

Review and Progress in Japanese

This course is designed for students who have completed Japanese 102, have already begun studying Japanese in high school, other schools, or at home before coming to Amherst but have not finished learning basic Japanese structures, or have acquired a substantial number of characters (Kanji). This course is also for individuals whose proficiency levels of the four skills (speaking, listening, reading, and writing) are uneven to a noticeable degree. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Requisite: Some Japanese instruction at high school, home, other schools, or Japanese 102.

Fumiko Brown

Five College Lecturer in Japanese

Mount Holyoke: Asian Studies 395

Independent Study

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 2012

Amherst: Japanese 102

Building Survival Skills in Japanese

The course will emphasize active learning by each student in the class by means of the materials in the course and individualized or small group discussions with the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. By the end of this course, students are expected to be familiar with most basic Japanese structures, to have acquired a substantial vocabulary, and to have gained sufficient speaking, listening, reading, and writing proficiency levels, which will enable the students to survive using Japanese in Japan. As for literacy, some more new characters (Kanji) will be added by reading and writing longer passages. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Prerequisite: Japanese 101 or equivalent.

Fumiko Brown

Five College Lecturer in Japanese

Amherst: Japanese 104

Beyond Basic Japanese

This course is a continuation of Japanese 101 or Japanese 103. The course will emphasize active learning from each student in the class by the use of the course materials and individual or small group discussions with the instructor. By the end of this course, students are expected to be able to use basic Japanese structures with a substantial vocabulary and to have attained post elementary speaking, listening, reading, and writing proficiency levels. As for literacy, some more new characters (Kanji) will be added by reading and

writing longer passages. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Prerequisite: Japanese 101, 103, 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 2011

Mount Holyoke: Asian Studies 160f

First-Year 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 101

Korean I

See above.

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

Spring 2012

Mount Holyoke: Korean 161s

First Year Korean II

A continuation of 160f. Prerequisite: 160f or permission of the instructor. Enrollment limited to 15. 4 credits

Suk Massey

Five College Lecturer in Korean

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

Music

Fall 2011

Hampshire: HACU 269

Master Musicians of West Africa

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries of African musical practice. Individuals covered this semester include Babatunde Olatunji (Nigerian drummer), Youssou N'Dour (Senegalese singer), Kandia Kouyate (Malian *jelimuso*), and Ephraim Amu (Ghanaian composer). The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

Bode Omojola

Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

Mount Holyoke: Music 229**African Popular Music**

This course focuses on twentieth century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like *highlife*, *soukous* and *mbaqanga* will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. The course also discusses the growth of hip-hop music in selected African countries by exploring how indigenous cultural tropes and the social dynamics of postcolonial Africa have provided the basis for its local appropriation. Themes explored in this course include the use of music in the construction of identity, the interaction of local and global elements, and the political significance of musical nostalgia.

Bode Omojola

Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

Spring 2012

Mount Holyoke: Music 226**World Music**

This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, India, 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.

Bode Omojola

Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

Smith: Music 220**Topics in World Music: Master Musicians of Africa I: West Africa**

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries and identities of African musical practice. Musicians covered this semester include Akan female professional singers in Ghana; Youssou N'Dour (Senegalese musician), and Babatunde Olatunji, the late Nigerian drummer. The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

Bode Omojola

Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)

Russian, East European, Eurasian Studies

Fall 2011

Amherst: History 136/Russian 235**Soviet Century: The Rise and Fall of the Communist Experiment**

This course will explore the history of Soviet state and society through the revolutionary turmoil, Stalin's socioeconomic transformations and terror, World War II, and the Cold War. As we follow the development of the Soviet Union, we will focus on topics such as the role of ideology in policy and everyday life, people's reactions and adaptations to unprecedented pressures of "really existing socialism," function of terror, repression and accommodation in Communist society, and the place of the USSR on the changing map of world powers in the twentieth century. While we will discuss the role of leaders and institutions, we will also pay attention to cultures and practices of everyday life that devel-

oped behind the Iron Curtain. Materials for the class will include writings by contemporary historians, memoirs, novels, films, and art works from the Mead Museum. Two class meetings per week.

Sergey Glebov

Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

Amherst: Russian 101

First-Year Russian I

Introduction to the contemporary Russian language, presenting the fundamentals of Russian grammar and syntax. The course helps the student make balanced progress in listening comprehension, speaking, reading, writing, and cultural competence. Five meetings per week.

Evgeny Dengub

Five College Lecturer of Russian

Mount Holyoke: Russian and Eurasian Studies 251f

Advanced Russian Language: From Reading to Speaking

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.

The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. Texts will include short stories, films, and interviews. Frequent short writing assignments. Meets language requirement; does not meet a distribution requirement

Evgeny Dengub

Five College Lecturer of Russian

Smith: History 239

Empire Building in Eurasia since 1750

The emergence, expansion, and maintenance of the Russian and Soviet Empire to 1929.

The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats.

Sergey Glebov

Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

Spring 2012

Amherst: Russian 102

First-Year Russian II

Continuation of RUSS 101. Prerequisite: RUSS 101 or equivalent.

Evgeny Dengub

Five College Lecturer of Russian

Amherst: TBA

Course topic to be announced.

Sergey Glebov

Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

Mount Holyoke: Russian and Eurasian Studies 252s/Film Studies 220s

Special Topics in Film Studies: Advanced Russian Film and Literature

Students will view films, read excerpts from Soviet and Russian prose about childhood and coming of age, and study the sociocultural aspects of becoming an adult in Russia. Films will include: *Ivan's Childhood*, *The Scarecrow*, *The Thief*, *The Return*. Readings will include literary texts and film reviews. We will continue to work on oral and writing skills, and vocabulary. Russian 252 prepares students to express opinions, ideas, points of view and critiques on films, social issues and cultural phenomena using more complex and rich language. Meets Humanities I-A requirement.

Evgeny Dengub

Five College Lecturer of Russian

Smith: History 340**Problems in Russian History****Topic: Stalinism and its Histories**

The phenomenon of Stalinist society created in the Soviet Union in the 1930s and replicated across the former Communist world. Stalinism was responsible for mass murder and victory over Hitler's Germany. Detested by millions, it was often supported by Europe's leading intellectuals. Social, economic, cultural, ideological and political preconditions for the party-state, the cult of the leader, mass violence and terror, and the command economy. How and why Stalinist regimes mobilized populations for large-scale social change and war. How histories of Stalinism were written and imbedded in the culture and politics of the twentieth century. Comparisons to other totalitarian regimes.

Sergey Glebov

Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

Women's Studies

Fall 2011

Hampshire: CSI 260**Rethinking the Sexual Body**

This seminar will provide a forum for students to consider the relationship between body theory, gender, and sexuality both in terms of theoretical frameworks within gender studies, and in terms of a range of sites where those theoretical approaches become material, are negotiated, or are shifted. We will pay particular attention to the historical slippage among racial and sexual bodily signs and symbols. The course is a fully interdisciplinary innovation. It will emphasize the links rather than differences between theory and practice and between cultural, material, and historical approaches to the body, gender, and sexuality.

Angela Willey

Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)

UMass: Women, Gender, Sexuality Studies 297B**Race, Gender, Sexuality, and Science**

Explores the intersections of gender, race, sexuality, and science and the role science has played in shaping these categories. Also examines the cultural studies of science to understand the centrality of science in the world today—what science is, who gets to practice science, and how science is related to the larger political, cultural, and social contexts.

Angela Willey

Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)

Spring 2012

Mount Holyoke: Gender Studies 201**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. Prerequisite: Gender Studies 101 and 4 credits from a natural or physical science course with lab

Angela Willey

Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)

UMass: TBA

Angela Willey

Assistant Professor of Women's Studies (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

Sarah W. Adelman
Assistant Professor of Economics
Ph.D., M.S., University of Maryland; B.A.,
Stanford University

¹Siraj Dean Ahmed
Assistant Professor of English
Ph.D., Columbia University; B.A., University
of Pennsylvania

Katherine Aidala
Assistant Professor of Physics
Ph.D., M.A., Harvard University; B.S., Yale
University

Patricia J. Albright
Archives Librarian, Level III (P)
M.A., Brown University; M.L.S., Wayne State
University; B.A., Oakland University

Nigel Alderman
Assistant Professor of English
Ph.D., Duke University; M.A., College of
William and Mary; B.A., Cambridge
University

David M. Allen
*Senior Lecturer in Physical Education and
Athletics*
M.A., University of Minnesota; M.S.,
University of Wisconsin; B.S., Bridgewater
State College

Douglas J. Amy
Professor of Politics
Ph.D., University of Massachusetts; M.A.,
B.A., University of Washington

Cora Fernández Anderson
*Visiting Instructor in Gender Studies; Visiting
Instructor in Politics*
M.A., University of Notre Dame

Christopher Andrews
Visiting Instructor in Computer Science
M.S., Carnegie Mellon University; B.A.,
Wesleyan University

Heba Arafa
Five College Lecturer in Arabic
M.A., B.A., Jordan University of Science and
Technology

Alexi C. Arango
Assistant Professor of Physics
Ph.D., M.S., Massachusetts Institute of
Technology; B.S., University of California,
Santa Cruz

Bruce M. Arnold
Associate Professor of Classics
Ph.D., M.A., B.A., University of Washington

³Roger Babb
Professor of Theatre Arts
Ph.D., City University of New York; B.A.,
Empire State University

Sarah J. Bacon
Associate Professor of Biological Sciences
Ph.D., University of Chicago; A.B., Mount
Holyoke College

¹Lisa A. Ballesteros
Associate Professor of Computer Science
Ph.D., M.S., University of Massachusetts;
B.S., Union College

Patricia Ann Banks
Assistant Professor of Sociology
Ph.D., M.A., Harvard University; B.A.,
Spelman College

Susan R. Barry
Professor of Biological Sciences
Ph.D., M.A., Princeton University; B.A.,
Wesleyan College

Alison Bass
Visiting Senior Lecturer in English
B.A., Brandeis University

Debbora Battaglia
Professor of Anthropology; Five College Fortieth Anniversary Professor
 Ph.D., M.Lit., Cambridge University; B.A., University of California, Santa Barbara

Lisa J. Battaglia
Visiting Assistant Professor of Religion
 Ph.D., M.A., Vanderbilt University; M.A., University of Alabama; B.A., Duke University

Ilona Ben-Moshe
Visiting Lecturer in Jewish Studies
 M.A., The Hebrew University; B.A., University of Tel-Aviv

Christopher Benfey
Acting Dean of Faculty and Vice President for Academic Affairs; Andrew W. Mellon Professor of English
 Ph.D., Harvard University; A.B., Guilford College

Daryl Beres
Director of the Language Resource Center; Adjunct Lecturer in English
 M.A., University of Minnesota; B.A., Carleton College

Bettina Bergmann
Helene Phillips Herzig '49 Professor of Art History
 Ph.D., M.Phil., Columbia University; M.A., Archaeological Institute, W. Germany; B.A., University of California, Berkeley

Katherine Binder
Professor of Psychology
 Ph.D., M.A., University of South Carolina; B.A., Southern Illinois University

Robin Blaetz
Associate Dean of Faculty; Associate Professor of Film Studies
 Ph.D., M.A., New York University; B.A., Ohio University

Catherine Bloom
Language Instructor in French
 M.A., Smith College

Alan Bloomgarden
Coordinator, Community-Based Learning; Adjunct Lecturer in Education
 Ph.D., University of Massachusetts; M.Phil., University of Bradford; B.A., Bucknell University

Lee Bowie
Professor of Philosophy
 Ph.D., Stanford University; B.A., Yale University

Mara E. Breen
Visiting Assistant Professor of Psychology and Education
 Ph.D., Massachusetts Institute of Technology; B.A., Hampshire College

Renae J. Brodie
Associate Professor of Biological Sciences
 Ph.D., University of Washington; B.A., University of California, Santa Barbara

Fumiko Brown
Five College Lecturer in Japanese
 M.A., University of Massachusetts

Lois A. Brown
Elizabeth Small Professor of English
 Ph.D., Boston College; B.A., Duke University

³Sheila Ewing Browne
Bertha Phillips Rodger Professor of Chemistry
 Ph.D., University of California, Berkeley; B.S., University of Tennessee

Frank W. Brownlow
Gwen and Allen Smith Professor of English
 Ph.D., University of Birmingham; B.A., Liverpool University

Jill Bubier
Marjorie Fisher Professor of Environmental Studies
 Ph.D., McGill University; M.S., University of Vermont; J.D., University of Maine School of Law; B.A., Bowdoin College

Juan R. Burciaga
Visiting Assistant Professor of Physics
 Ph.D., Texas A&M University; M.A., B.S., University of Texas

⁴Anthony Butterfield
Visiting Professor of Complex Organizations
 Five College Faculty Exchange (University of Massachusetts, Amherst)

Nancy Campbell
Professor of Art
 M.F.A., University of Michigan; B.F.A., Syracuse University

Lenore R. Carlisle
Assistant Professor of Education; Coordinator of Educational Programs
Ed.D., University of Massachusetts; M.A., Simmons College; B.A., Wheaton College

Esther Castro
Senior Lecturer in Spanish; Spanish Language Program Director
Ph.D., University of Massachusetts; M.A., Universidad Antonio De Nebrija Madrid; B.A., Universidad Complutense de Madrid

Calvin P. Chen
Associate Professor of Politics
Ph.D., M.A., B.A., University of California, Berkeley

Wei Chen
Marilyn Dawson Sarles, M.D. Professor of Sciences and Professor of Chemistry
Ph.D., University of Massachusetts; M.S., Yale University; A.B., Smith College

Jens Christiansen
Professor of Economics
Ph.D., Stanford University; M.B.A., Hamburg University

Cheryl Cobb
Visiting Lecturer in Music
M.S.W., Boston College; M.M., New England Conservatory; M.M., Eastman School of Music; B.M., Houghton College

Joan Cocks
Professor of Politics
Ph.D., University of Massachusetts; M.A., B.A., University of Wisconsin, Madison

Joseph Cohen
Class of 1929 Dr. Virginia Apgar Professor of Psychology
Ph.D., M.A., University of Pennsylvania; B.A., Columbia College

James Coleman
Professor of Dance
M.F.A., University of Utah; B.A., University of California, Santa Cruz

Faith R. Conant
Five College Visiting Instructor in Music
M.A., Tufts University; B.A., Wesleyan University

Sarah G. Conly
Guest Artist in Theatre Arts
M.F.A., Boston University; A.B., Vassar College

Brendan Connolly
Guest Artist in Theatre Arts
M.F.A., Bard College; B.F.A., B.A., Tulane University

Jennifer Corns
Five College Fellow in Philosophy
B.A., Seattle Pacific University

Catherine Corson
Miller Worley Assistant Professor of Environmental Studies
Ph.D., University of California, Berkeley; M.S., University College London; M.P.A., B.A., Cornell College

W. Donald Cotter
Associate Professor of Chemistry
Ph.D., California Institute of Technology; B.A., Grinnell College

Joanne V. Creighton
Five College Fortieth Anniversary Professor of English; President Emeritus of the College
Ph.D., University of Michigan; M.A., Harvard University; B.A., University of Wisconsin

Jane Crosthwaite
Professor of Religion
Ph.D., A.M., Duke University; A.B., Wake Forest University

Edwina Cruise
Professor of Russian on the Alumnae Foundation
Ph.D., M.A., Columbia University; B.A., Barnard College

Justin Crumbaugh
Associate Professor of Spanish
Ph.D., Emory University; B.A., Kalamazoo College

Flávia Cunha
Visiting Lecturer in Spanish
M.A., Ohio State University; B.A., Federal University of Rio de Janeiro

Daniel J. Czitrom
Professor of History
Ph.D., M.A., University of Wisconsin, Madison; A.B., State University of New York

Tara Daly
*Visiting Assistant Professor of Spanish,
 Latina/o, and Latin American Studies*
 Ph.D., M.A., University of California,
 Berkeley; B.A., University of Richmond

Susan Greenlee Daniels
*Visiting Instructor in Public Speaking; Visiting
 Instructor in Theatre Arts*
 A.B., Mount Holyoke College

Kavita Saraswathi Datla
Assistant Professor of History
 Ph.D., University of California, Berkeley;
 M.A., Jawaharlal Nehru University, New
 Delhi; B.A., University of Michigan

Giuliana Davidoff
Robert L. Rooke Professor of Mathematics
 Ph.D., M.S., New York University; B.S.,
 Rollins College

Gabriele A. Davis
Professor of German Studies
 Ph.D., Stanford University; M.A., B.A.,
 University of New Hampshire

Michael T. Davis
Professor of Art
 Ph.D., A.M., A.B., University of Michigan

²Iyko Day
Assistant Professor of English
 Ph.D., University of California, Berkeley;
 M.A., Dalhousie University; B.A., University
 of Calgary

Paula Debnar
Professor of Classics
 Ph.D., M.Phil., Yale University; A.B., Colby
 College

Jill Delston
Visiting Instructor in Philosophy
 M.A., Washington University; B.A., St. John's
 College

Corinne M. Demas
Professor of English
 Ph.D., M.Phil., AM, Columbia University;
 A.B., Tufts University

Evgeny Denbug
Five College Visiting Lecturer in Russian

¹Francine M. Deutsch
Professor of Psychology and Education
 Ph.D., Columbia University; A.B., Carnegie-
 Mellon University

Ranjaana Devi
Visiting Artist in Dance
 M.A., B.A., University of Delhi

Nancy Devine
Senior Librarian
 M.L.S., A.B., Western Reserve University

Micaela Jamaica Diaz-Sanchez
Assistant Professor of Latina/o Studies
 Ph.D., Stanford University; B.A., Dartmouth
 College

Paul A. Dobosh
Professor of Computer Science
 Ph.D., M.S., B.S., Carnegie-Mellon University

Amber N. Douglas
*Assistant Professor of Psychology and
 Education*
 Ph.D., M.A., University of Connecticut; B.A.,
 Barnard College

Steven R. Dunn
Professor of Geology
 Ph.D., M.S., University of Wisconsin,
 Madison; B.S., Humboldt State University⁴

Alan Durfee
*Professor of Mathematics on the John Stewart
 Kennedy Foundation*
 Ph.D., Cornell University; A.B., Harvard
 University

Melinda Darby Dyar
Professor of Astronomy
 Ph.D., Massachusetts Institute of Technology;
 A.B., Wellesley College

Kenneth Eisenstein
Visiting Instructor in Film Studies
 M.F.A., The Art Institute of Chicago; B.A.,
 Cornell University

Robert Eisenstein
*Director, Five College Early Music Program;
 Senior Lecturer in Music*
 M.F.A., Sarah Lawrence College; B.A.,
 Antioch College

⁴Joseph J. Ellis

Professor of History on the Ford Foundation
Ph.D., M.Phil., M.A., Yale University; B.A.,
College of William and Mary

Miriam W. Esber

Lecturer in Physical Education and Athletics
M.S., Ithaca College; B.A., College of Wooster

Timothy Farnham

*Leslie and Sarah Miller Director of the Center
for the Environment; Associate Professor of
Environmental Studies*
Ph.D., Yale University; M.S., University of
Michigan; B.A., Williams College

Caleb I. Fassett

Visiting Assistant Professor of Astronomy
Ph.D., M.S., Brown University; B.A., Williams
College

Vincent A. Ferraro

Ruth Lawson Professor of Politics
Ph.D., Massachusetts Institute of Technology;
M.I.A., Columbia University; B.A.,
Dartmouth College

Lawrence Fine

*Irene Kaplan Leiwan Professor of Jewish
Studies*
Ph.D., M.A., Brandeis University; M.A., The
Jewish Theological Seminary of America;
B.A., Alfred University

Rachel Fink

Professor of Biological Sciences
Ph.D., Duke University; B.A., Cornell
University

Allen Fitzsimmons

*Lecturer in Physical Education and Head
Squash Coach*
B.A., University of Rochester

Charles Flachs

Professor of Dance
M.A., University of Cincinnati; B.A., West
Chester State University

Rose Marie Flachs

Professor of Dance

⁴John O. Fox

Visiting Professor of Complex Organizations
L.L.M., Georgetown University; L.L.B.,
University of California, Berkeley; A.B.,
Harvard University

Amy Frary

Associate Professor of Biological Sciences
Ph.D., Cornell University; A.B., Mount
Holyoke College

Ombretta Frau

Associate Professor of Italian
Ph.D., A.M., Harvard University; M.A.,
Boston College; Laurea, University of Cagliari

Elena García Frazier

Visiting Lecturer in Spanish
Ph.D., University of Massachusetts; M.Ed.,
Boston College; B.A., Universidad Autonoma
de Guadalajara

Terese Freedman

Professor of Dance
B.A., University of Colorado

Sarah C. Frenette

*Visiting Instructor in Psychology and
Education*
M.Ed, A.B., Smith College

Jeanne Friedman

*Senior Lecturer in Physical Education and
Athletics*
M.S., University of Washington; B.S., Boston
University

³Satyananda Gabriel

Professor of Economics
Ph.D., M.A., University of Massachusetts;
B.S., B.A., Portland State University

Samba Gadjigo

Professor of French
Ph.D., University of Illinois; M.A., B.A.,
Universite de Dakar, Senegal

Barbara Garbin

Visiting Lecturer in Italian
M.A., Yale University; Laurea, Ca' Foscari
Universita di Venezia

David Gardner

*Dean of Pre-Health Programs; Lecturer in
Biological Sciences*
Ph.D., Duke University; B.S., Trinity College

³Elissa D. Gelfand

Dorothy Rooke McCulloch Professor of French
Ph.D., A.M., Brown University; A.B., Barnard
College

Jane Gerhard

Visiting Associate Professor of History
Ph.D., A.M., Brown University; B.A.,
Hampshire College

Cyril Ghosh

Visiting Assistant Professor of Politics
Ph.D., M.A., Syracuse University; M.A., B.A.,
Jadavpur University

Janice Anne Gifford

Professor of Statistics
Ed.D., M.Ed., University of Massachusetts;
B.A., University of Rochester

Penny Gill

*Mary Lyon Professor of Humanities; Professor
of Politics*
Ph.D., M.Phil., M.A., Yale University; B.A.,
Northwestern University

Gary B. Gillis

Associate Professor of Biological Sciences
Ph.D., University of California, Irvine; B.S.,
Pacific Lutheran University

Tatiana Ginsberg

Visiting Artist in Art
M.F.A., University of California, Santa
Barbara; B.A., Saint Lawrence College

Leah Glasser

Dean of First-Year Studies; Lecturer in English
Ph.D., Brown University; M.A., B.A., State
University of New York

Maria A. Gomez

Associate Professor of Chemistry
Ph.D., Brown University; B.A., Rhode Island
College

Bryan Goodwin

Reference Librarian, Level III
M.L.S., Columbia University; M.A., Wesleyan
College; M.A., Brown University; B.A.,
Villanova University

Eileen K. Graham

Visiting Assistant Professor of Psychology
Ph.D., M.A., Brandeis University; B.A.,
Catholic University

John Grayson

*Professor of Religion on the Alumnae
Foundation*
Ph.D., M.Phil., Columbia University; M.A.,
Andrews University Seminary; B.A., Atlantic
Union College

Adrienne Greenbaum

Professor of Music
M.M., Yale School of Music; B.M., Oberlin
College

Laura Ann Greenfield

*Coordinator of the Speaking, Arguing, and
Writing Program; Associate Director of the
Weissman Center for Leadership and the
Liberal Arts; Lecturer in English*
Ph.D., George Washington University; B.A.,
Washington University

Lowell Gudmundson

*Professor of Latin American Studies and
History*
Ph.D., University of Minnesota; M.A.,
Stanford University; B.A., Macalester College

²Christian Gundermann

*Associate Professor of Spanish; Associate
Professor of Gender Studies*
Ph.D., Rutgers University; Ph.D., Cornell
University; B.A., Friedrich-Alexander
Universitat Erlangen

Rie Hachiyana

Associate Professor of Art
M.F.A., University of California, Santa
Barbara; B.F.A., University of Iowa

Darren G. Hamilton

Professor of Chemistry
Ph.D., University of Southampton; B.S.,
Royal Holloway College, University of
London

Kanae Haneishi

Lecturer in Physical Education and Athletics
M.S., Smith College; M.S., University of
Memphis; B.A., Juntendo University

Holly E. Hanson

Professor of History
Ph.D., M.A., University of Florida; B.A.,
University of Wisconsin, Madison

²James Harold

Director of the Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts; Associate Professor of Philosophy
Ph.D., University of Minnesota; B.A., Oberlin College

James Hartley

Professor of Economics
Ph.D., M.A., B.A., University of California

Sohail Hashmi

Professor of International Relations on the Alumnae Foundation
Ph.D., A.M., Harvard University; M.A., Princeton University; A.B., Harvard University

Susan C. Hawthorne

Visiting Assistant Professor of Philosophy
Ph.D., M.A., B.A., University of Minnesota

¹Chaia Heller

Visiting Assistant Professor of Gender Studies
Ph.D., University of Massachusetts; M.A., Antioch N. E. Graduate School; B.A., Grinnell College

Sami S. Hermez

Visiting Assistant Professor of Anthropology
Ph.D., Princeton University; M.A., New York University; B.S., Duke University

Eugene D. Hill

Professor of English
Ph.D., Princeton University; A.B., Columbia College

Nancy Holden-Avard

Senior Lecturer in French
Ph.D., M.A., University of Wisconsin, Madison; A.B., Smith College

Heidi J. M. Holder

Visiting Associate Professor of English
Ph.D., University of Massachusetts-Boston; A.B., Mount Holyoke College; M.A., Columbia College

⁴Karen Hollis

Professor of Psychology and Education
Ph.D., University of Minnesota; B.A., Slippery Rock State College

¹Martha F. Hoopes

Associate Professor of Biological Sciences
Ph.D., University of California, Davis; M.A., Williams College

⁴Gail A. Hornstein

Professor of Psychology and Education
Ph.D., A.M., Clark University; B.A., University of Pittsburgh

Serin D. Houston

Visiting Assistant Professor of Geography
M.A., University of Washington; B.A., Dartmouth College

Lilian M. Hsu

Elizabeth Page Greenawalt Professor of Biochemistry
Ph.D., University of Michigan; B.A., Rutgers University

Janice A. Hudgings

Associate Dean of Faculty for Science and Science Center Director; Professor of Physics
Ph.D., M.S., University of California, Berkeley; M.S., Oxford University; B.S., B.A., Swarthmore College

Antonio Illescas

Visiting Lecturer in Spanish
B.A., Universidad de Granada, Spain

Vanessa James

Professor of Theatre Arts
C.I.D., University of Bristol, England; Wimbledon College of Art

¹Mohammed Jiyad

Five College Senior Lecturer in Arabic
Ph.D., University of Texas, Austin; M.A., B.A., University of Baghdad

Peter T. Jones

Lecturer and Accompanist in Dance
B.A., University of Massachusetts

Stephen F. Jones

Professor of Russian Studies
Ph.D., M.S., University of London; B.A., University of Essex

Shin-Yi Alice Kao

Visiting Lecturer in Asian Studies
M.A., University of Massachusetts; B.A., Fu-Jen University, Taiwan

Ipek Kaynar
Visiting Assistant Professor of Art; Five College Mellon Fellow
 Ph.D., M.S., University of Michigan; M.S., Middle Eastern Technical University

Girma Kebede
Professor of Geography
 Ph.D., Syracuse University; B.A., Addis Ababa University, Ethiopia

Colleen A. Kelley
Visiting Instructor in Geography
 Ph.D., M.A., B.A.; University of Massachusetts-Amherst

Shahrukh R. Khan
Visiting Professor of Economics
 Ph.D., University of Michigan; M.A., Williams College

Kavita Khory
Professor of Politics
 Ph.D., M.A., University of Illinois; A.B., Mount Holyoke College

Ji Young Kim
Assistant Professor of Mathematics and Statistics
 Ph.D., M.S., M.S., University of Illinois; B.S., Korea University

Jennifer Gunter King
Director of Archives and Special Collections; Librarian, Level III
 M.L.S., M.A., B.A., University of Maryland

Jeremy King
Professor of History
 Ph.D., M.Phil., M.A., Columbia University; B.A., Yale University

⁴Elizabeth A. Klarich
Five College Assistant Professor of Anthropology
 Ph.D., M.A., University of California, Santa Barbara; B.A., University of Chicago

Jeffrey A. Knight
Professor of Biological Sciences
 Ph.D., M.S., Ohio State University; B.A., Oberlin College

²Linda Laderach
Professor of Music
 M.Mus., Ohio University; B.Mus., Indiana University

Andrew Lass
Professor of Anthropology
 Ph.D., University of Massachusetts; M.A., Charles University, Czechoslovakia

Mark Lauer
Lecturer in German Studies
 Ph.D., Georgetown University; B.A., University of Trier, Germany

Sandra M. Lawrence
Professor of Psychology and Education
 Ed.D., Harvard University; M.A., Salem State College; B.A., Salem State College

Anthony W. Lee
Professor of Art
 Ph.D., University of California, Berkeley; M.A., University of California, Davis; M.A., University of North Carolina, Chapel Hill; B.A., Holy Cross

Christine A. Lee
Senior Lecturer in Physical Education and Athletics
 M.S., University of Oregon; B.S., University of North Carolina

Jung-Jin Lee
Visiting Assistant Professor of Mathematics
 Ph.D., University of Illinois

Audrey Lee-St. John
Clare Boothe Luce Assistant Professor of Computer Science
 Ph.D., M.S., University of Massachusetts; B.A., Wellesley College

Catherine LeGouis
Professor of French
 Ph.D., M.Phil., Yale University; B.A., Sorbonne-Paris IV

John W. Lemly
Professor of English on the Alumnae Foundation
 Ph.D., M.Phil., Yale University; A.B., Carleton College

Barbara Lerner
Associate Professor of Computer Science
 Ph.D., Carnegie-Mellon University; B.S., Moravian College

Joanna L. Levine

Visiting Assistant Professor of Astronomy
Ph.D., M.S., University of Florida; B.S.,
University of Massachusetts

³Jonathan N. Lipman

*Felicia Gressitt Bock Professor of Asian Studies
and Professor of History*
Ph.D., M.A., Stanford University; B.A.,
Harvard University

Louise Litterick

Professor of Music
Ph.D., New York University; A.B., Wellesley
College

Sara London

Visiting Lecturer in English
M.F.A., B.A., University of Iowa

Thom Long

*Five College Assistant Professor of Architectural
Studies*
M.S.AAD, Columbia University; B.Arch.,
Roger Williams University

Jesse Lytle

*Director of Complementary Program
Development and Secretary of the College;
Adjunct Lecturer in Educational Studies*
Ed.D., M.S.Ed., University of Pennsylvania;
B.A., Amherst College

Jessica Maier

Assistant Professor of Art History
Ph.D., M.A., Columbia University; B.A.,
Brown University

Catherine S. Manegold

Visiting Senior Lecturer in English
B.A., Carleton College

Nadia Margolis

Visiting Professor of French
Ph.D., Stanford University; B.A., University
of New Hampshire

Michelle J. Markley

Associate Professor of Geology
Ph.D., University of Minnesota; B.A., Oberlin
College

²Elizabeth K. Markovits

Assistant Professor of Politics
Ph.D., M.A., University of North Carolina at
Chapel Hill; B.A., Rhodes College

⁴Roberto Marquez

*William R. Kenan, Jr. Professor of Latin
American and Caribbean Studies*
Ph.D., M.A., Harvard University; B.A.,
Brandeis University

Amy E. Martin

Associate Professor of English
Ph.D., M.Phil., M.A., Columbia University;
B.A., Sarah Lawrence College

³Valerie Martin

Visiting Professor of English
M.F.A., University of Massachusetts; B.A.,
University of New Orleans

Susan Kennedy Marx

*Visiting Assistant Professor of Psychology and
Education*
Ed.D., University of Massachusetts; M.A.,
B.A., Western Washington University

Lara Jean Matta

Visiting Lecturer in French
M.A., Paul Valery University, France; B.A.,
Lebanese University

Frederick J. McGinness

Professor of History
Ph.D., M.A., University of California,
Berkeley; B.A., University of Detroit

Matthew McKeever

*Associate Dean of Faculty; Associate Professor
of Sociology*
Ph.D., M.A., University of California, Los
Angeles; B.A., Haverford College

Mark McMenamin

Professor of Geology
Ph.D., University of California, Santa
Barbara; B.S., Stanford University

Kathryn A. McMenimen

*Clare Boothe Luce Assistant Professor of
Chemistry*
Ph.D., California Institute of Technology;
A.B., Mount Holyoke College

Elizabeth Shih Meadows

Visiting Assistant Professor of English
Ph.D., M.A., Vanderbilt University; M.A.,
City College of New York; B.A., Columbia
University

Bernadine Mellis

Five College Visiting Assistant Professor of Film Studies

M.F.A., Temple University; A.B., Smith College

Marilyn M. Middleton-Sylla

Visiting Artist in Dance

Will J. Millard

Professor of Psychology and Education

Ph.D., University of Massachusetts; A.M., Hollins College; A.M., McGill University; A.B., Knox College

⁴Marion G. Miller

Professor of Art

M.F.A., Indiana University; B.A., Stanford University

Steven J. Miller

Visiting Assistant Professor of Mathematics

Ph.D., M.A., Princeton University; B.S., Yale University

²Thomas L. Millette

Professor of Geography

Ph.D., A.M., Clark University; M.S., McGill University; B.A., University of Massachusetts

Rogelio Miñana

Professor of Spanish

Ph.D., Penn State; M.A., University of Ottawa

Samuel Mitchell

Associate Professor of Philosophy

Ph.D., University of California, San Diego; M.A., University of Kansas; B.A., University of Stirling, Scotland

Jason Moralee

Visiting Lecturer in Classics

Ph.D., M.A., University of California-Los Angeles; B.A., University of California-Santa Barbara

²Richard Moran

Professor of Sociology

Ph.D., University of Pennsylvania; M.A., Northeastern University; B.A., University of Massachusetts

Lynda Morgan

Associate Professor of History

Ph.D., University of Virginia; M.A., B.S., Western Carolina University

Lynn M. Morgan

Mary E. Woolley Professor of Anthropology; Professor of Gender Studies

Ph.D., M.A., University of California, Berkeley; B.A., Columbia University

Charlene Morrow

Lecturer in Psychology and Education

Ph.D., M.S., Florida State University; A.B., Miami University

James Morrow

Lecturer in Mathematics

Ph.D., Florida State University; M.A., B.A., University of Miami

¹Dorothy E. Mosby

Associate Professor of Spanish

Ph.D., M.A., University of Missouri, Columbia; B.A., Hood College

Fred Moseley

Professor of Economics

Ph.D., University of Massachusetts; B.S., Stanford University

¹Susanne Mrozik

Associate Professor of Religion

Ph.D., Harvard University; M.T.S., Harvard Divinity School; B.A., Wesleyan University

Filippo Naitana

Visiting Assistant Professor of Italian

Ph.D., M.Phil., Yale University

Susanna Nazarova

Visiting Instructor in Russian and Eurasian Studies

M.A., University of California-Davis; M.A., Moscow University

Naoko Nemoto

Associate Professor of Asian Studies

Ph.D., University of Connecticut; M.A., Ohio State University; B.A., West Virginia University

Tian Hui Ng

Orchestra Director; Lecturer in Music

M.M., Yale University; B.M., University of Birmingham

Clifton Jerome Noble, Jr.

Visiting Lecturer in Music

M.A., Smith College; B.A., Amherst College

Nancy J. Noble

Visiting Instructor in Art History

M.A., University of Massachusetts; B.A., Wellesley College

Matthew E. Noonan

Visiting Assistant Professor of Mathematics and Statistics

Ph.D., M.A., Cornell University; B.A., Hampshire College

Kathleen Egan Norton

Director of Collection Development and Project Planner; Librarian, Level IV

M.L.S., Columbia University; A.B., Mount Holyoke College

Megan Elizabeth Nùñez

Associate Professor of Chemistry

Ph.D., California Institute of Technology; A.B., Smith College

²Brooke O'Harra

Visiting Assistant Professor of Theatre Arts

M.F.A., Tulane University; B.A., Lafayette College

¹Donal B. O'Shea

Dean of Faculty and Vice President for Academic Affairs; Elizabeth T. Kennan

Professor of Mathematics and Statistics
Ph.D., M.S., Queen's University, Kingston; A.B., Harvard University

Olabode Festus Omojola

Five College Assistant Professor of Music

Ph.D., University of Leicester, England; M.A., University of Ibadan, Nigeria; B.A., University of Nigeria, Nsukka

Karen Osborn

Visiting Assistant Professor of English

M.F.A., University of Arkansas; B.A., Hollins College

Becky Wai-Ling Packard

Co-Director of the Harriet L. and Paul M.

Weissman Center for Leadership and Liberal Arts with responsibility for Teaching, Learning, and Mentoring; Professor of Psychology and Education

Ph.D., Michigan State University; B.A., University of Michigan

Lynn Pasquerella

President of the College; Professor of Philosophy

Ph.D., Brown University; A.B., Mount Holyoke College

Eva Paus

Carol Hoffmann Collins Director of the

McCulloch Center for Global Initiatives;

Professor of Economics

Ph.D., M.A., B.A., University of Pittsburgh

Richard Payne

Assistant Professor of History

Ph.D., Princeton University; B.A., University of Colorado

⁵Jeremy Pecharich

Visiting Assistant Professor of Mathematics and Statistics

Ph.D., University of California, Irvine; M.S., B.A., University of Utah

Gayle Pemberton

Visiting Professor of English

Ph.D., M.A., Harvard University; B.A., University of Michigan

¹Michael Penn

Associate Professor of Religion

Ph.D., M.A., Duke University; A.B., Princeton University

Ellen Perrella

Senior Lecturer in Physical Education and Athletics

M.S., University of Colorado; B.S., University of Utah

June Carter Perry

Cyrus Vance Visiting Professor of International Relations

M.A., University of Chicago; B.A., Loyola University-Chicago

Indira V. Peterson

David B. Truman Professor of Asian Studies;

Five College Fortieth Anniversary Professor

Ph.D., A.M., Harvard University; B.A., Bombay University, India

Mark A. Peterson

Professor of Physics and Mathematics on the Alumnae Foundation

Ph.D., Stanford University; A.B., Amherst College

Matt Phillips

Visiting Artist in Art and Art History

M.A., Boston University; B.A., Hampshire College

Constantine Pleshakov

Visiting Assistant Professor of Russian and Eurasian Studies and Critical Social Thought

Ph.D., National University of Singapore; M.A., Moscow State University

Harriet Pollatsek

Julia and Sarah Ann Adams Professor of Mathematics

Ph.D., M.A., B.A., University of Michigan

Denise S. Pope

Visiting Assistant Professor of Biological Sciences

Ph.D., Duke University; B.A., St. Johns College

Laurie Priest

Senior Lecturer in Physical Education; Director of Athletics

M.A., University of Maryland; B.A., The College of Wooster

Jenny Pyke

Dean of the Junior Class; Lecturer in English

Ph.D., M.A., Drew University; B.A., Warren Wilson College

Christopher H. Pyle

Class of 1926 Professor of Politics

Ph.D., M.A., L.L.B., Columbia University; A.B., Bowdoin College

William H. Quillian

Professor of English on the Emma B. Kennedy Foundation

Ph.D., A.M., Princeton University; M.A., A.B., Cambridge University; A.B., Princeton University

Stan P. Rachootin

Professor of Biological Sciences

Ph.D., M.Phil., B.S., Yale University

Patricia G. Ramsey

Professor of Psychology and Education

Ed.D., University of Massachusetts; M.A., San Francisco State University; B.A., Middlebury College

Andrew Gary Reiter

Assistant Professor of Politics

Ph.D., M.A., University of Wisconsin-Madison; B.A., Loras College

Karen Remmler

Professor of German Studies; Director of the Five College Women's Studies Research Center

Ph.D., M.A., Washington University; B.A., State University of New York

Mary A. Renda

Associate Professor of History

Ph.D., M.Phil., M.A., Yale University; B.A., Brown University

Christopher Rivers

Professor of French

Ph.D., M.Phil., M.A., Yale University; A.M., Middlebury College (Paris); A.B., The American College in Paris

Margaret M. Robinson

Professor of Mathematics

Ph.D., M.A., Johns Hopkins University; B.A., Bowdoin College

²Michael D. Robinson

Professor of Economics

Ph.D., University of Texas, Austin; B.A., Washington University

Nieves Romero-Díaz

Professor of Spanish

Ph.D., M.A., University of Oregon; B.A., Universidad de Córdoba

Ana P. Rona

Visiting Lecturer in Spanish

M.A., University of Massachusetts; Licenciatura, Universidad de la República, Uruguay

²Joshua Hotaka Roth

Associate Professor of Anthropology

Ph.D., M.A., Cornell University; B.A., Columbia University

Caleb Rounds

Visiting Assistant Professor of Biological Studies

Ph.D., University of Massachusetts; M.A., Brown University; B.A., Hamilton College

Erika Rundle

Assistant Professor of Theatre Arts; Assistant Professor of Gender Studies
D.F.A., M.F.A., Yale University; M.S., Rensselaer Polytechnic Institute; B.A., Brown University

Paola Sacchetti

Visiting Assistant Professor of Biological Sciences
PhD., B.S., Wayne University

Jessica Salvatore

Visiting Assistant Professor of Psychology;
Five College Mellon Fellow

David W. Sanford

Associate Professor of Music
Ph.D., M.F.A., Princeton University; M.M., New England Conservatory; B.M., University of Northern Colorado

Aldo Santiago

Senior Lecturer in Physical Education and Athletics
M.S., Ohio University; B.A., University of Puerto Rico

³Lauret Savoy

Professor of Environmental Studies
Ph.D., Syracuse University; M.S., University of California, Santa Cruz; A.B., Princeton University

Nadya J. Sbaiti

Five College Assistant Professor of History
Ph.D., M.A., Georgetown University; B.A., Tufts University

Michelle Scecina

Lecturer in Physical Education and Athletics
M.Ed., B.S., Springfield College

²Larry D. Schipull

Professor of Music
D.M.A., M.M.A., M.M., Yale University; B.Mus., Drake University

Katherine Lande Schmeiser

Assistant Professor of Economics
Ph.D., University of Minnesota; B.S., Montana State University

Steven Schmeiser

Visiting Assistant Professor of Economics; Visiting Assistant Professor of Complex Organizations
Ph.D., University of Minnesota; B.A., University of Iowa

Robert M. Schwartz

E. Nevius Rodman Professor of History
Ph.D., M.A., University of Michigan; A.B., University of Florida

¹Peter J. Scotto

Professor of Russian
Ph.D., University of California, Berkeley; M.A., Columbia University; B.A., Columbia College

Robert B. Shaw

Emily Dickinson Professor of English
Ph.D., M.Phil., Yale University; A.B., Harvard University

Teresa Shawcross

Five College Assistant Professor of History
Ph.D., M.Phil., University of Oxford and Exeter College; B.A., University of Oxford and Wadham College

Mark C. Shea

Director of ESOL; Visiting Lecturer in English
M.S., Georgetown University; B.A., University of Massachusetts

¹Dylan T. Shepardson

Assistant Professor of Mathematics
Ph.D., Georgia Institute of Technology; M.A., University of California, Berkeley; B.A., Amherst College

Robert B. Shilkret

Norma Cutts DaFoe Professor of Psychology
Ph.D., A.M., Clark University; A.B., Johns Hopkins University

Carolyn Shread

Visiting Lecturer in French
Ph.D., University of Massachusetts; M.A., Sussex University; B.A., Oxford University

¹Blerta Shtylla

Assistant Professor of Mathematics
Ph.D., M.S., University of Utah; B.S., Lafayette College

¹Jessica Sidman

Associate Professor of Mathematics

Ph.D., M.S., University of Michigan; B.A.,
Scripps College

Katherine Singer

Assistant Professor of English

Ph.D., M.F.A., University of Maryland; B.A.,
Columbia University

³Ajay J. Sinha

Professor of Art

Ph.D., University of Pennsylvania; M.A., B.A.,
Maharaja Sayajirao University of Baroda,
India

³Preston H. Smith II

Associate Professor of Politics

Ph.D., University of Massachusetts; B.A.,
Howard University

Joseph Smith

Professor of Art

M.F.A., Rhode Island School of Design;
B.F.A., University of Louisville

³Paul J. Staiti

*Professor of Fine Arts on the Alumnae
Foundation*

Ph.D., University of Pennsylvania; M.A.,
University of Massachusetts; B.A., University
of Michigan

Gary Steigerwalt

Professor of Music

D.M.A., M.M., B.M., Juillard School of Music

Amina M. Steinfelds

Assistant Professor of Religion

Ph.D., M.A., Yale University; B.A., Amherst
College

John R. Stomberg

*Florence Finch Abbott Director of the Art
Museum; Lecturer in Art History*

Ph.D., M.A., Boston University; B.A.,
Georgetown University

¹Sharon A. Stranford

Associate Professor of Biological Sciences

Ph.D., Hahnemann University; B.A., Beaver
College

¹Carole E. Straw

Professor of History

Ph.D., A.B., University of California, Berkeley

Geoffrey S. Sumi

Dean of Studies; Professor of Classics

Ph.D., M.A., University of Michigan; B.A.,
University of Washington

Sarah Sutherland

*Senior Advisor to the President; Lecturer in
English*

Ph.D., M.Phil., M.A., Columbia University;
B.A., Skidmore College

¹C. Sean Sutton

Professor of Physics

Ph.D., M.S., B.S., University of Pennsylvania

Morena Svaldi

Language Instructor in Italian

M.A., B.A., University of Padua

Sonnie N. Terrell

Lecturer in Physical Education and Athletics

M.S., Smith College; B.A., Franklin College

³Eleanor R. Townsley

Professor of Sociology

Ph.D., M.A., University of California, Los
Angeles; B.A., University of Queensland,
Australia

Kenneth H. Tucker

Professor of Sociology

Ph.D., M.A., B.A., University of California,
Berkeley

Nicole C. Vaget

Reverend Joseph Paradis Professor of French

Ph.D., University of Massachusetts; M.A.,
Columbia University; Licese-es-Lettres,
Universite de Grenoble

Patricia Vandenberg

*Executive Director of Communications and
Strategic Initiatives; Adjunct Lecturer in
Theatre Arts*

Ph.D., M.A., University of Michigan; B.A.,
Calvin College

Donna Van Handle

*Senior Lecturer in German Studies; Dean of
International Students*

Ph.D., M.A., University of Massachusetts;
A.B., Mount Holyoke College

Ying Wang

Associate Professor of Asian Studies

Ph.D., M.A., University of Toronto; M.Ed.,
University of South Carolina; B.A., Beijing
Normal University

¹Thomas E. Wartenberg

Professor of Philosophy

Ph.D., University of Pittsburgh; M.A.,
Stanford University; B.A., Amherst College

Donald Weber

Lucia, Ruth and Elizabeth MacGregor

Professor of English

Ph.D., M.Phil., M.A., Columbia University;
B.A., State University of New York

Alan Werner

Professor of Geology

Ph.D., University of Colorado; M.S.,
Southern Illinois University; B.S., Grand
Valley State University

Jon Western

Five College Associate Professor of

International Relations

Ph.D., Columbia University; M.P.P.,
University of Michigan; B.A., Macalester
College

Angela Willey

*Five College Assistant Professor in Feminist
Science Studies*

Ph.D., Emory University; M.S., London
School of Economics; B.A., Fordham,
University

Andrea Whitcomb

*Senior Lecturer in Physical Education and
Athletics*

M.S., Smith College; B.S., State University of
New York

Lucas Wilson

*Associate Professor of African American Studies
and Economics*

Ph.D., University of Massachusetts; M.A.,
Columbia University; B.A., Morehouse
College

Craig Woodard

Professor of Biological Sciences

Ph.D., M.Phil., M.S., Yale University; B.S.,
Bates College

Lisha Xu

Lecturer in Asian Studies

M.A., University of Iowa; B.A., Shandong
University

Elizabeth Young

Carl M. and Elsie A. Small Professor of English

Ph.D., University of California, Berkeley;
A.B., Harvard University

¹Wesley Chihyung Yu

Assistant Professor of English

Ph.D., Princeton University; M.A., University
of Colorado at Boulder; B.A., University of
California, Berkeley

Lena K. Zuckerwise

Visiting Instructor in Gender Studies

A.B., Mount Holyoke College

Emeriti

Norma Adams, Ph.D.

Professor Emeritus of History

Peter Berek, Ph.D.

Professor Emeritus of English

Allen Bonde, D.M.A.

Professor Emeritus of Music

Elizabeth Margaret Boyd, Ph.D.

Professor Emeritus of Biological Sciences

Jeanne Brownlow, Ph.D.

Senior Lecturer Emeritus in Spanish

James Bruce, Ph.D.

Professor Emeritus of Sociology

Michael Burns, Ph.D.

Professor Emeritus of History

Mary K. Campbell, Ph.D.

Professor Emeritus of Chemistry

R. Alberto Castilla, Ph.D.

Professor Emeritus of Spanish

James T. Cavanaugh, B.F.A.

Professor Emeritus of Theatre Arts

Joan Estelle Ciruti, Ph.D.

Professor Emeritus of Spanish

Edward Philbrook Clancy, Ph.D.

Professor Emeritus of Physics

George W. Cobb, Ph.D.
Professor Emeritus of Mathematics and Statistics

Dorothy McIntosh Cogswell, M.F.A.
Professor Emeritus of Art

Carolyn P. Collette, Ph.D.
Professor Emeritus of English

Anne Cotton, Ed.D.
Registrar Emeritus

Carol Eifler Craig, M.D.
Director Emeritus of the Health Center; College Physician Emeritus

Sharon L. Crow, M.Ed.
Professor Emeritus of Physical Education and Athletics

Tom R. Dennis, Ph.D.
Professor Emeritus of Astronomy

Francis J. DeToma, Ph.D.
Professor Emeritus of Biological Sciences

Joyce Devlin, M.F.A.
Professor Emeritus of Theatre Arts

John Durso, Ph.D.
Professor Emeritus of Physics

Anne Carey Edmonds, L.H.D.
College Librarian Emeritus

Irving Easley, Ph.D.
Professor Emeritus of Music

Stephen Ellenburg, Ph.D.
Professor Emeritus of Politics

Virginia Ridley Ellis, Ph.D.
Professor Emeritus of English

Peter Enggass, Ph.D.
Professor Emeritus of Geography

Merrill A. Ewing, M.B.A.
Treasurer Emeritus

Jessie Lie Farber, M.A.
Professor Emeritus of Physical Education

Anthony Edward Farnham, Ph.D.
Professor Emeritus of English

Claude Fennema, Ph.D.
Professor Emeritus of Computer Science

R. Harold Garrett-Goodyear, Ph.D.
Professor Emeritus of History

Wayne D. Gass, M.B.A.
Dean of Administration and Business Manager Emeritus

Gwendolyn Glass, A.B.
Secretary of the College Emeritus; Secretary of the Board of Trustees Emeritus

Martha Miller Godchaux, Ph.D.
Professor Emeritus of Geology

Philippa Forder Goold, Ph.D.
Professor Emeritus of Classics

Peter J. Gruber, Ph.D.
Professor Emeritus of Biological Sciences

Sue Ellen F. Gruber, Ph.D.
Professor Emeritus of Biological Sciences

Thelma Jean Grossholtz, Ph.D.
Professor Emeritus of Politics

George Elisha Hall, Ph.D.
Professor Emeritus of Chemistry

Eugenia Warren Herbert, Ph.D.
Professor Emeritus of History

Robert Herbert, Ph.D.
Professor Emeritus of Fine Arts

Carlyle S. Hodges, A.M.
Professor Emeritus of Music

Kathleen Holt, A.M.
Lecturer Emeritus in Biological Sciences

Michael Hyer, M.Ed.
Senior Lecturer Emeritus in Physical Education and Athletics

Marjorie Ruth Kaufman, Ph.D.
Professor Emeritus of English

Elizabeth Topham Kennan, Ph.D.
President Emeritus of the College; Professor Emeritus of History

Clara Regina Ludwig, A.B.
Director Emeritus of Admissions

Angelo Mazzocco, Ph.D.
Professor Emeritus of Spanish and Italian

Gale S. McClung, A.B.
Editor Emeritus of the Alumnae Quarterly

Mary Williamson McHenry, M.A.
Professor Emeritus of English

Catharine Melhorn, Ph.D.
Professor Emeritus of Music

Igor S. Mihalchenko, Ph.D.
Associate Professor Emeritus of Russian

Mario Moffa, Ph.D.
Professor Emeritus of Italian

Sarah Southworth Montgomery, Ph.D.
Professor Emeritus of Economics; Dean of the College Emeritus

Thomas Warner Moore, Ph.D.
Professor Emeritus of Physics

Mary Park Morison, M.S.
Professor Emeritus of Physical Education

Howard W. Nicholson, Ph.D.
Professor Emeritus of Physics

Ellen Conley Ortyl
Assistant to the Dean of Faculty Emeritus

John C. Osgood, Ed.D.
Professor Emeritus of Psychology and Education

Jacques-Henri Perivier, Ph.D.
Professor Emeritus of French

Susan Perry, M.L.S.
College Librarian and Director of Library, Information, and Technology Services Emeritus

Adaline Pates Potter, A.M.
Associate Professor Emeritus of English

Marilyn Ann Zirk Pryor, Ph.D.
Professor Emeritus of Biological Sciences

John Rapoport, Ph.D.
Professor Emeritus of Economics

Lawrence Remillard, M.B.A.
Associate Treasurer Emeritus

Robert Laird Robertson, Jr., Ph.D.
Professor Emeritus of Economics

Viktoria Schweitzer, M.A.
Lecturer Emeritus in Russian

Lester J. Senechal, Ph.D.
Professor Emeritus of Mathematics

Geraldine Wheelock Sawyer Shirley, M.D.
College Physician Emeritus

Bulkeley Smith, Jr., Ph.D.
Professor Emeritus of Sociology

Curtis Griffin Smith, Ph.D.
Professor Emeritus of Biological Sciences

Phyllis Patricia Alexandra Smith, Ph.D.
Professor Emeritus of English

Susan Smith, Ph.D.
Professor Emeritus of Biological Sciences

Melinda Spratlan, D.M.A.
Professor Emeritus of Music

Diana Stein, Ph.D.
Professor Emeritus of Biological Sciences

Walter E. Stewart, Ph.D.
Professor Emeritus of Politics

Margaret Switten, Ph.D.
Professor Emeritus of French

Jane K. Kaltenbach-Townsend, Ph.D.
Professor Emeritus of Biological Sciences

Mary Elvin Tuttle, A.B.
Assistant to the President Emeritus; Secretary of the Board of Trustees Emeritus

John L. Varriano, Ph.D.
Professor Emeritus of Art

Barry James Wadsworth, Ed.D.
Professor Emeritus of Psychology and Education

Patricia Cousins Waters, B.A.
Director Emeritus of Financial Aid

Robert J. Weaver, Ph.D.
Professor Emeritus of Mathematics and Computer Science

Elaine Lina Weygand, A.B.
Executive Secretary to the President Emeritus

Emily Lippincott Wick, Ph.D., D.Sc.
Professor Emeritus of Chemistry; Special Assistant to the President for Long-Range Planning Emeritus

Renate B. Wilkins, M.Ed.
Dean of Students Emeritus

Kenneth Lee Williamson, Ph.D.
Professor Emeritus of Chemistry

Tadanori Yamashita, Ph.D.
Professor Emeritus of Religion

Administrative Offices

Office of the President

Lynn Pasquerella

President

A.B., Mount Holyoke College; Ph.D., Brown University

Stephen J. Herman

Senior Advisor to the President

B.A., William Paterson University; M.A., New School for Social Research; M.A., Ph.D., University of Massachusetts

Jesse H. Lytle

Director of Complementary Program

Development

B.A., Amherst College; M.S.Ed., Ed.D., University of Pennsylvania

Kevin McCaffrey

Director of Community and Government Relations

B.A., Bowdoin College

Gladys G. Moore

Director of Diversity and Inclusion

B.A., West Chester State College; M.A., Temple University; M.Div., Lutheran Theological Seminary

Carol Stewart

Ombudsperson

B.A., State University of New York at Stony Brook

Sally Sutherland

Senior Advisor to the President

B.A., Skidmore College; M.A., M.Phil., Ph.D., Columbia University

Board of Trustees

Mary Graham Davis, A.B., M.A.

Chair of the Board

New York, New York (2013)

Lynn Pasquerella (ex officio), A.B., Ph.D.

President of the College

South Hadley, Massachusetts

Jeanne E. Amster, A.B., M.A., Ed.D.

San Francisco, California (2013)

Janet Falik Aserkoff, A.B., J.D.

Cambridge, Massachusetts (2011)

Susan Bateson, A.B., M.B.A.

Arlington, Virginia (2015)

Barbara M. Baumann, A.B., M.B.A.

Denver, Colorado (2013)

Sava A. Berhane, A.B.

New Haven, Connecticut (2012)

Barbara Moakler Byrne, A.B., M.B.A.

Princeton, New Jersey (2011)

Eleanor C. Chang, A.B., M.B.A.

San Francisco, California (2013)

Ellen M. Cosgrove, A.B., J.D.

Lexington, Massachusetts (2015)

Sarah Miller Coulson, A.B., M.B.A.

Bryn Mawr, Pennsylvania (2015)

Mary Beth Topor Daniel, A.B., M.A.

New York, New York (2012)

Suzanne George, A.B., J.D.

Washington, DC (2016)

Lila M. Gierasch, A.B., Ph.D.

Amherst, Massachusetts (2013)

Elizabeth Onyemelukwe Garner, A.B., M.D., M.P.H.

Bryn Mawr, Pennsylvania (2015)

Ludmila Schwarzenberg Hess, A.B., M.B.A.

New York, New York (2012)

Katherine L. Kraschel, A.B.

Groton, Connecticut (2011)

Mindy McWilliams Lewis, A.B., M.S.

Columbus, Indiana (2011)

Guy R. Martin, B.A., J.D.

Washington, DC (2015)

Audrey A. McNiff, A.B., M.B.A.

Greenwich, Connecticut (2012)

Susan d'Olive Mozena, A.B., M.A.T.,

M.H.S.A., M.Div.

Grosse Pointe Farms, Michigan (2012)

Richard E. Neal, B.A., M.A.

Springfield, Massachusetts (2015)

Ellen Hyde Pace, A.B.
New York, New York (2014)

Elizabeth A. Palmer, A.B., M.B.A.
Wellesley, Massachusetts (2014)

Kavita Ramdas, A.B., M.A.
San Francisco, California (2013)

Cynthia L. Reed, A.B.
Lexington, Massachusetts (2012)

H. Jay Sarles, B.A.
Wellesley, Massachusetts (2014)

Nancy J. Vickers, A.B., Ph.D.
Bryn Mawr, Pennsylvania (2013)

David Wilson, B.A.
Seattle, Washington (2012)

Margaret L. Wolff, A.B., J.D.
New York, New York (2015)

Dean of Faculty/Academic Affairs

Donal B. O'Shea (on leave 2011–2012)
Dean of Faculty and Vice President for Academic Affairs; Elizabeth T. Kennan Professor of Mathematics
A.B., Harvard University; M.Sc., Ph.D., Queen's University at Kingston

Christopher Benfey
Acting Dean of Faculty and Vice President for Academic Affairs; Andrew W. Mellon Professor of English
A.B., Guilford College; Ph.D., Harvard University

Robin Blaetz
Associate Dean of Faculty; Associate Professor of Film Studies; Arts Coordinator
B.A., Ohio University; M.A., Ph.D., New York University

Janice Hudgings
Associate Dean of Faculty for Science and Science Center Director; Professor of Physics
B.A., Swarthmore College; M.Sc., Oxford University; M.S., Ph.D., University of California, Berkeley

Matthew McKeever
Associate Dean of Faculty; Associate Professor of Sociology
B.A., Haverford College; M.A., Ph.D., University of California, Los Angeles

Tara Fitzpatrick
Director of Foundation Relations and Sponsored Research
A.B., Mount Holyoke College; Ph.D., Yale University

Charlotte Slocum Patriquin
Chief Information Officer and Executive Director of Library, Information, and Technology Services on the Katherine Johnson Hatcher Endowment
B.A., Grinnell College; M.S., University of North Carolina at Chapel Hill

Lenore Reilly Carlisle
Coordinator of Educational Programs; Assistant Professor of Education
B.A., Wheaton College; M.A., Simmons College; Ed.D., University of Massachusetts

Timothy Farnham
Leslie and Sarah Miller Director of the Center for the Environment; Associate Professor of Environmental Studies
B.A., Williams College; M.S., University of Michigan, Ann Arbor; Ph.D., Yale University

James Harold (on leave fall 2011)
Director of the Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts; Associate Professor of Philosophy
B.A., Oberlin College; Ph.D., University of Minnesota

Becky Wai-Ling Packard
Acting Director of the Harriet L. and Paul M. Weissman Center for Leadership and the Liberal Arts; Professor of Psychology and Education
B.A., University of Michigan; Ph.D., Michigan State University

Eva Paus
Carol Hoffmann Collins '63 Director of the McCulloch Center for Global Initiatives; Professor of Economics
B.A., M.A., Ph.D., University of Pittsburgh

Laurie Priest
Director of Athletics; Senior Lecturer in Physical Education
 B.A., The College of Wooster; M.A., University of Maryland

John R. Stomberg
Florence Finch Abbott Director of the Art Museum; Lecturer in Art History
 B.A., Georgetown University; M.A., Ph.D., Boston University

Dean of the College/Student Affairs

Cerri Banks
Dean of the College
 B.S., C.A.S., M.S., Ph.D., Syracuse University

Rene Davis
Associate Dean of the College/Dean of Students
 B.A., University of Massachusetts, Amherst

Geoffrey Sumi
Dean of Studies; Associate Professor of Classics
 B.A., University of Washington; M.A., Ph.D., University of Michigan

Karen Engell
Director of College Health Services
 B.S., Southern Illinois University; M.S., Medical College of Virginia; Certified Nurse Practitioner, Medical College of Virginia

Elizabeth Feeney
Director of Counseling Services
 B.A., Colgate University; M.A., Ohio State University; M.Ed., Ph.D., University of Massachusetts

David Gardner
Dean of Pre-Health Programs
 B.A., Trinity College; Ph.D., Duke University

Leah B. Glasser
Dean of First-Year Studies; Lecturer in English
 B.A., M.A., State University of New York at Stony Brook; Ph.D., Brown University

Rev. Gladys G. Moore
Dean of Religious and Spiritual Life/Director of Diversity and Inclusion
 B.A., West Chester State College; M.A., Temple University; M.Div., Lutheran Theological Seminary

Jenny Pyke
Dean of Senior Class; Lecturer in English
 B.A., Warren Wilson College; M.A., M.Phil., Drew University

E. Angelica Whitmal
Dean of Sophomore and Junior Classes
 B.A., Loyola University; M.A., Northwestern University; M.A., Ph.D., University of Massachusetts, Amherst

Development

Charles J. Haight
Vice President for Development
 B.S., Springfield College

MaryAnne C. Young
Director of Development
 A.B., Mount Holyoke College

Tara Fitzpatrick
Director of Foundations and Corporations
 A.B., Mount Holyoke College; M.A., Columbia University; Ph.D., Yale University

Enrollment and College Relations

Diane C. Anci
Dean of Admission and Interim Vice President for Enrollment and College Relations
 B.A., Wheaton College

Kathy Blaisdell
Director of Student Financial Services
 B.A., Dartmouth College

Carolyn Dietel
Director of the Frances Perkins Program and Coordinator of Transfer Affairs
 A.B., Trinity College

Steve Koppi
Director of the Career Development Center
 B.A., Catholic University of America; M.A., University of Maryland

Elizabeth Pyle
Registrar
 A.B., Pomona College

Patricia Vandenberg
Executive Director of Communications and Marketing
 B.A., Calvin College; M.A., Ph.D., University of Michigan

Finance and Administration

Ben Hammond

*Vice President for Finance and Administration
and Treasurer*

B.A., Harvard College; M.B.A., University of
Pennsylvania

Janice M. Albano

Associate Treasurer

B.A., Wells College; M.B.A., Rochester
Institute of Technology

Nancy Apple

Director of Environmental Health and Safety
A.B., Smith College; M.E.P.C., Pennsylvania
State University

Richard J. Bigelow

Codirector of Facilities Operations

A.S., Springfield Technical Community
College

Paul F. Breen

Codirector of Facilities Operations

B.S., Merrimack College; M.B.A., Western
New England College

Elizabeth Carmichael

Five College Risk Manager

B.A., Smith College; M.S., Columbia
University

Dale M. Hennessey, R.D.

Director of Dining Services

B.S., Marymount College

Ellen C. Rutan

Comptroller

B.S., Muhlenberg College; M.S., Northeastern
University

Linda Samano

Interim Director of Human Resources

B.S., University of Massachusetts

Douglas N. Vanderpoel

*Director of Cable, Card, and Telephone
Services*

Imad Zubi

Director of Willits-Hallowell Center

B.S., University of Massachusetts

Library, Information, and Technology Services

Charlotte Slocum Patriquin

Chief Information Officer and Executive

*Director of Library, Information, and
Technology Services on the Katherine Johnson
Hatcher Endowment*

B.A., Grinnell College; M.S., University of
North Carolina at Chapel Hill

Laura Tilsley Garcia

*Director of Campus Technology and Media
Support*

B.A., University of Massachusetts, Amherst

Thomas McAuley

*Director of Technology Infrastructure and
Systems Support*

B.S., Illinois State University; M.S., Illinois
State University

Gail G. Scanlon

Director of Access and Technical Services

A.B., Mount Holyoke College; M.L.S., State
University of New York at Albany

Alexander Wirth-Cauchon

Director of Research and Instructional Support

B.A., Western Michigan University; Ph.D.,
Boston College

Five Colleges, Incorporated

Neal B. Abraham

Executive Director

B.S., Dickinson College; Ph.D., Bryn Mawr
College

Carol Aleman

Assistant to Executive Director

A.A., Greenfield Community College; B.A.,
University of Massachusetts Amherst

Cynthia Bright

*Coordinator, Five College Coastal and Marine
Sciences Program*

M.A., Conway School of Landscape Design;
B.A., Indiana University

Elizabeth Carmichael

Five College Risk Manager

M.L.A., Columbia University

Alexandra de Montrichard
Five College Program Coordinator
 M.A., Northeastern University; B.A., Mount
 Holyoke College

M. Sue Dickman
Academic Programs Liaison
 B.A., Amherst College; M.F.A., University of
 Oregon

Nancy Goff
Director of Development
 B.A., M.S.B.A., University of Massachusetts
 Amherst

Roger Guzowski
Five College Recycling Manager
 B.S., University of Massachusetts Amherst

Beth Hooker
*Coordinator, Sustainability Programs for Five
 Colleges, Inc. and Visiting Assistant Professor of
 Earth and Environment at Mount Holyoke
 College*
 Ph.D. and M.S., University of Connecticut;
 B.S., B.A., Connecticut College

Kevin Kennedy
Director of Communications
 B.A., Holy Cross College

Barbara Lucey
Treasurer
 B.S.A., Tufts University

Elizabeth (EB) Lehman
*Assistant Director, Five College Women's
 Studies Research Center*
 A.B., Mount Holyoke College

Yvette Morneau
Business Manager
 B.S., Babson College

Anne Prescott
*Director, Five College Center for East Asian
 Studies*
 Ph.D., M.M., Kent State University; B.M. Ed.,
 Cornell College

Nathan A. Therien
Director of Academic Programs
 A.B., Stanford University; M.A., Ph.D.,
 Harvard University

M. Sue Thrasher
Partnership Coordinator
 B.A., Scarritt College; M.Ed., Ed.D.,
 University of Massachusetts Amherst

Maria Toyofuku
Director of Information Technology
 A.B., A.M., Mount Holyoke College; M.S.,
 University of Massachusetts Amherst

Amy Wordelman
*Associate Director, Five College Center for the
 Study of World Languages*
 Ph.D., Princeton University; M.Div., Emory
 University; B.A., Oberlin College

Alumnae Association

Jane E. Zachary
Executive Director
 J.D., University of Pittsburgh School of Law;
 B.A., Chatham University

Emily Harrison Weir
Editor, Alumnae Quarterly
 B.A., Wilson College

Officers of the Alumnae Association 2011-2012

Cynthia L. Reed '80
President
 Lexington, Massachusetts

Jennifer A. Durst '95
Vice President
 Jackson Heights, New York

Julianne Trabucchi Puckett '91
Clerk
 Chapel Hill, North Carolina

Linda Ing Phelps '86
Treasurer
 Manhasset, New York

A

Academic advising, 48
 Academic calendar, v
 Academic deficiencies, 9
 Academic leave of absence, 41, 42
 Academic regulations, 39
 Academic standing, 9, 26
 Adding/dropping courses, 75
 Admission, 51
 Graduate, 54
 Undergraduate, 51
 Advance placement credit, 42
 Advising for scholarships and fellowships, 50
 African American and African studies, 101
 African studies certificate, 27
 Alumnae fellowships, 56
 American University Washington Semester Program, 24
 Ancient studies, 109
 Anthropology, 110
 Application plans, 52
 Arabic, 129
 Architectural studies, 113
 Art and Society, Nexus minor in, 356
 Art history, 116
 Art museum, 2
 Art–studio, 125
 Asian studies, 129
 Asian/Pacific/American studies certificate, 28
 Astronomy, 139
 Athletics, 378
 Auditors, 40

B

Bachelor of Arts requirements, 4
 Credit requirements, 4
 Distribution, 5
 Foreign language, 6
 Major, 7
 Minimum G.P.A., 4
 Multicultural perspectives, 7
 Outside the major, 8
 Physical education requirement, 7
 Biochemistry, 144
 Biological sciences, 147
 Board of Trustees, 501
 Buddhist studies, certificate in, 29

C

Career advising, 48
 Career Development Center, 23, 48
 Certificate and licensure programs, 13

Certificate for International Students, 15
 Chemistry, 157
 Chinese, 130
 Class attendance, 39
 Class standing and academic deficiencies, 40
 Classics, 164
 Coastal and marine sciences, certificate in, 30
 Cognitive neuroscience, certificate in, 31
 College courses, 171
 Commencement, 10
 Community-Based Learning (CBL), 17, 96
 Community-Based Learning courses, 96
 Comparative Empires, thematic minor in, 458
 Comparative Literature and Transnational Studies, thematic minor in, 459
 Complex Organizations Program, 172
 Computer Science, 175
 Conceptual Foundations of Science, 312
 Cooperative Ph.D., 54
 Course classification, 77
 Course load and credits, 39
 Course repeats, 39
 Credit limits, 42
 Credit load, 39
 Credit requirements, bachelor of arts, 4
 Critical social thought, 180
 Culture, health, and science, certificate in, 32
 Curricular support courses, 186

D

Dance, 188
 Degree requirements. See Bachelor of Arts
 Degrees, awarding of, 10
 Departmental and Interdisciplinary Majors, 98
 Distribution requirement, 5
 Dropping courses, 75
 Dual-degree programs, 11

E

Early decision, 52
 Economics, 197
 Education and Society, Nexus minor in, 357
 Educational studies, 203
 Engineering advising, 49
 Engineering dual-degree program, 11
 Engineering, Nexus minor in, 357
 English, 205
 English for speakers of other languages, 86
 Environmental studies, 225
 Equestrian Center, 3, 375
 Ethnomusicology, 33

European studies, 233
 Examinations, final, 43
 Exchanges and Semester Programs, 23
 American University Washington Semester
 Program, 24
 Mills-Mount Holyoke Exchange, 23
 Semester in Environmental Science
 Program, 24
 Spelman-Mount Holyoke Exchange, 24
 Twelve College Exchange, 23

F

Facilities, 2
 Faculty, 484
 Family Educational Rights and
 Privacy Act, 46
 Fees, 59
 Fellowships, 56
 Film studies, 240
 Final exams, 43
 Financial Aid, 66
 First-Year Seminar Program, 77
 Five College Certificate Programs, 27
 African Studies, 27
 Asian/Pacific/American Studies (APA), 28
 Buddhist Studies, 29
 Coastal and Marine Sciences, 30
 Cognitive Neuroscience, 31
 Culture, Health, and Science, 32
 Ethnomusicology, 33
 International Relations, 33
 Latin American, Caribbean, and Latino
 Studies, 34
 Logic, 34
 Middle Eastern Studies, 35
 Native American Indian Studies, 35
 Russian, East European, and Eurasian
 Studies, 36
 Five College Certificates, 99
 Five College Consortium, 26
 Five College course offerings, 463
 Five College Interchange Enrollment, 41
 Five College Mentored Language Program
 (FCMLP), 37
 Five College Supervised Independent
 Language Program (FCSILP), 38
 Food, thematic minor in, 459
 Foreign Fellowship Program, 14, 20
 Foreign languages, 20
 Frances Perkins Program, 53
 French, 251

G

Gender studies, 259
 Geography, 276
 Geology, 281
 German studies, 286
 Global Business, Nexus minor in, 357
 Grade point average, 44
 Grading system, 44
 Graduate admission, 54
 Graduate assistantships, 54
 Graduate degree program, 13
 Graduate fellowships, 56
 Graduate school advising, 50
 Graduate student course load, 39
 Graduation rate, 10
 Grant aid, 70

H

Health insurance, 59
 History, 295
 Home schooling, 52
 Honor code, 44
 Honors thesis, 25

I

Incomplete work, 46
 Independent status, 75
 Independent study, 25
 Interdisciplinary major, 8
 Interdisciplinary minors, 312
 International diversity on campus, 19
 International Guest Student Program, 15
 International internships, 19
 International relations, 33, 313
 Internships, 23
 Intersession, 24
 Interviews for admission, 52
 Italian, 319

J

January Term, 24
 Japanese, 131
 Jewish studies, 323
 Journalism, Media, and Public Discourse,
 Nexus minor in, 358
 Junior year abroad, 18

K

Kendall Sports and Dance Complex, 3
 Key to course descriptions, 77

L

Language requirement, 6, 20
 Languages through the Five College Center
 for the Study of World Languages, 37
 Latin American studies, 34, 327
 Latin American studies cooperative degree
 program, 12
 Law and Public Policy, Nexus minor in, 358
 Learning Experiences Abroad, 18
 Leave of absence, 40
 Library, Information, and Technology
 Services (LITS), 22
 Loans, 62
 Logic certificate, 34
 Lyon, Mary, 1

M

Majors, 7, 98
 Mary Lyon Scholars, 10
 Mathematics, 332
 McCulloch Center for Global Initiatives, 17
 Medical leave of absence, 41
 Medieval studies, 339
 Memory, thematic minor in, 460
 Mentored Language Program, 37
 Merit scholarships, 72
 Middle Eastern studies, certificate in, 35
 Miller Worley Center for the
 Environment, 20
 Mills-Mount Holyoke Exchange, 23
 Minors, 8, 99
 Minors, interdisciplinary, 312
 Minors, Nexus, 356
 Minors, thematic, 457
 Mission of the College, 1
 Multicultural perspectives course, 7
 Music, 342
 Music fees, 60

N

Native American Indian Studies, 35
 Neuroscience and behavior, 354
 Nexus minors, 356
 Non-liberal arts credit limit, 4
 Nonacademic leave of absence, 41
 Nonmatriculated students and auditors, 40
 Nonprofit Organizations, Nexus
 minor in, 358

O

Outside the major requirement, 8

P

Pass/fail grading, 45
 Payments, Timetable for, 61
 Phi Beta Kappa, 10
 Philosophy, 360
 Physical education, 7
 Physical education and athletics, 369
 Physical education fees, 61
 Physics, 380
 Politics, 385
 Postbaccalaureate Pre-Health Program, 13
 Prelaw advising, 48
 Premedical and prehealth advising, 49
 Prerequisites, 77
 Prescheduled and self-scheduled
 examinations, 43
 Privacy of student records, 46
 Probation, 40
 Psychology, 397
 Psychology and education, 407

R

Readmission, 46, 54
 Reclassification, 9, 40
 Records, Privacy of Student, 46
 Recruiting, 48
 Refund policy, 63
 Registration, 39
 Religion, 414
 Required withdrawal, 40
 Residency requirement, 4
 Riding fees, 60
 Romance languages and cultures, 424
 Russian and Eurasian studies, 427
 Russian, East European, and Eurasian studies
 certificate, 36

S

Sanskrit, 129
 Sarah Williston Scholars, 10
 Scholarships, 72
 Seal of Mount Holyoke College, 2
 Second bachelor's degree, 11
 Self-designed major, 8
 Self-designed minor, 8
 Semester in Environmental Science
 Program, 24
 Sigma Iota Rho, 10
 Sigma Xi, 10
 Sociology, 436
 Spanish (Hispanophone Studies), 440
 Speaking-intensive seminars, 92

Speaking, Arguing, and Writing Program
(SAW), 16, 86
Special major, 8
Special minor, 8
Special student status, 76
Spelman-Mount Holyoke Exchange, 24
Statistics, 448
Student employment, 72
Student leadership opportunities, 17
Student loans, 71
Student records, privacy of, 46
Student research abroad, 19
Studio art fees, 61
Study abroad, 18
Supervised Independent Language
Program, 38
Suspension, 9, 40
Sustainable Development, Nexus
minor in, 358

T

Teacher licensure, 14
Team sports, 369
Theatre Arts, 451
Thematic minors, 457
Transcripts, 59
Transfer applicants, 52
Transfer credit, 42
Transfer work, 42
Tuition and fees, 59
Twelve College Exchange Program, 23

U

Ungraded option, 45

V

Varsity sports, 378

W

War and Society, thematic minor in, 461
Weissman Center for Leadership and the
Liberal Arts, 16
Withdrawal from a course, 45
Withdrawal from the College, 46
Withdrawal, required, 40
Writing-intensive seminars, 87